
****This document is currently being revised as of 05/13/2022****

Comprehensive School Safety Plan 2021-2022

Summit Leadership Academy - High Desert

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www.slahd.com



Preface

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is *NOT* intended to be a “grab and go” guide in an actual emergency.

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CHAPTER 1: SCHOOL SAFETY PLAN

Introduction

Summit Leadership Academy - High Desert is committed to creating and maintaining a safe and healthy learning environment where students are secure in their pursuit of educational success. We have created a safety plan that describes how we will respond to disaster through prevention, intervention and emergency response techniques. Our goal is to constantly improve the safety of our school and through collaboration with all interested parties, develop solutions that will accommodate our school and the surrounding community.

SUMMIT LEADERSHIP ACADEMY - HIGH DESERT will...

Provide a safe, orderly, and secure environment conducive to learning.

Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.

Work collaboratively with stakeholders to identify, establish and use strategies and programs to comply with school safety laws.

Develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.

Solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

Mission Statement

In times of crisis, schools will need to respond immediately to prevent and reduce the possibility of further accidents and tragedies. Schools are neither immune to naturally occurring conditions like earthquakes nor can they prevent completely unwanted disturbances as school violence or intrusions; however, school personnel can prevent unnecessary confusion and turmoil if they take some planning steps to minimize the possibility of further accidents or tragedy on their school campus.

It is the goal of SLAHD to provide a safe, welcoming and secure environment for all children and those professionals who serve them. A planned school wide crisis response can significantly reduce disruption during time of high stress. A structured response by a trained team of staff members can facilitate the return to a normal school routine in the unlikely event of a crisis occurring on or near school campus.

Today's education environment increases the burden on school district to prepare for emergencies previously thought to be outside the arena of public education. It has become a necessity to create precautionary measures when a violent intruder has entered the campuses. In an effort to maintain the safe school's environment, we established the Leadership Planning Committee (LPC). During these weekly LPC meetings the school maintains up to date on campus wide concerns to ensure the safety of all.

School Profile

Summit Leadership Academy - High Desert has a 260 pupils body and is served by a dedicated staff. The school aspires to build the enrollment to 340 students as soon as possible.

As with many schools, Summit Leadership Academy - High Desert faces challenges in maintaining a safe school. This section of the Comprehensive Safe School Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

School Crime Status and Reporting

CSSA (California Safe School Assessment) School Crime Status and Reporting

SITE CRIME REPORTING SUMMARY

CRIME	2019-2020	2020-2021
48900a Physical Injury	0	0
48900b Dangerous Object	0	0
48900c Drugs/Alcohol	0	0
48900d Selling Controlled Substance	0	0
48900e Robbery/Extortion	0	0
48900f Damage Property	0	0

48900g Stolen Property	0	0
48900h Tobacco	0	0
48900i Profanity	0	0
48900j Drug Paraphernalia	0	0
48900k Disruption/Defiance	0	0
48900l Receiving Stolen Property	0	0
48900m Possession of Imitation Firearm	0	0
48900n Sexual Assault	2	0
48900o Harassment	1	0
48900p Soma	0	0
48900q Hazing	0	0
48900r Bullying	0	0
Total	3	0

Personal Characteristics of Pupil & Staff

Summit Leadership Academy - High Desert has an enrollment of 260 pupils Grades 7-12. Pupils from this school come from families with high family mobility. Approximately 81% of the pupils are in families receiving Aid to Families with Dependent Children that are eligible for free/reduce lunches. The ethnic makeup of the pupil population is 61 % Hispanic, 10.81% Black, 16.22% Caucasian, and 11.97% other. Our pupils have a variety of life experiences.

Curriculum and Educational Activities

The course of study includes the basic core curriculum, English and Language Arts, Mathematics, Social Sciences, Science, and Foreign Language. In addition to the core curriculum, Summit Leadership Academy also provides specialized CTE courses in Fire, Law Enforcement and Military (California Cadet Corps).

Pupils have the opportunity to participate in after-school activities. These include sports, including volleyball, soccer, basketball and clubs.

Summit Leadership Academy performs several community service activities throughout the year including, the City of Hesperia Christmas tree lighting, the City of Hesperia Hot Rod Halloween trunk or treat and City of Victorville Christmas parade.

Physical Environment

The Schools' Location and Physical Environment

Summit Leadership Academy - High is located in the Hesperia area of San Bernardino County. The immediate area round the school includes a subdivision of single-family dwellings, open desert fields, and multi-acre home sites.

Description of School Grounds

The school site encompasses twenty acres. The buildings have numerous corridors and face the recreational area. The recreational area is grass, concrete and asphalt and includes an obstacle course, basketball and volleyball courts. Summit Leadership Academy is completely enclosed by a fence with gates, which are kept locked during school hours.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. It shall be the practice of Summit Leadership Academy to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2019. Administrative personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety by the administration and individual classroomteachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Summit Leadership Academy - High Desert has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and AERIES school information system (SIS) program.

Summit Leadership Academy - High Desert crime statistics reflect a total of 0 crimes reported during the 2020-21 school year.

Summit Leadership Academy - High Desert distributes electronic copies of the school's sexual harassment policy. These policies are also available upon request. The school's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy is contained in the *Cadet Handbook*.

Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for pupils, parents and school employees. Appendix C-School Safety Maps

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil conduct standards and consequences for Summit Leadership Academy - High Desert are specifically described in this Comprehensive Safe School Plan include: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Summit Leadership Academy - High Desert employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Additional internal security procedures affecting the integrity of the school facility include: 24 hour recording video surveillance.

The School's Social Environment

Leadership at Summit Leadership Academy - High Desert is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Summit Leadership Academy - High Desert toward excellence in the areas of academic and social behavior.

Classroom Organization and Structure

Summit Leadership Academy - High Desert teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including: using projects, presentations, hands-on activities, portfolios, journal, creative writing, art displays or others.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Summit Leadership Academy - High Desert.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, dean of students, counselor, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

CHAPTER 2: SCHOOL SAFETY PLANNING COMMITTEE

Planning Committee

The CEO is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee.

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired.

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- a representative from the local law enforcement agency
- Guidance counselor
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

**School Safety Planning Committee
2021-2022**

(Delegated of approved by School Site Council)
ED Code 32281 – 32282 (a)(1)

The undersigned members of the Summit Leadership Academy - High Desert Safety Planning Committee certify that the requirements have been met.

Executive Director

Principal

Classified Representative

Parent Representative

Law Enforcement Representative

CHAPTER 3: SAFETY GOALS

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety.

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals to improve the campus climate.

The goals are reported, with the Safety Plan, to the School Board and are shared with the school staff and community.

CHAPTER 4: POLICIES AND PROCEDURES

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components:

- Child Abuse Prevention and Reporting
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors of dangerous students
- Sexual harassment and discrimination policies to include hate crime and online bullying, etc.
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

Child Abuse Prevention and Reporting

Child Abuse Prevention

BP 5141.4
Adopted January 20, 2015

The Board of Education recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques. (cf. 6143 - Courses of Study)

The Executive Director or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Executive Director or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention. (cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Executive Director or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. (cf. 0450 - Comprehensive Safety Plan)

Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Executive Director or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Executive Director or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference: (see next page)

Child Abuse Prevention and Reporting (continued)

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans
33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.4 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
15630-15637 Dependent adult abuse reporting
CODE OF REGULATIONS, TITLE 5
4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse

WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center:
<http://safestate.org>
California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss>
California Department of Social Services, Children and Family Services Division:
<http://www.childsworld.ca.gov>
U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect
Information: <http://nccanch.acf.hhs.gov>

Child Abuse Prevention and Reporting (continued)

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition, or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Child Abuse Prevention and Reporting (continued)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows, or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

Child Abuse Prevention and Reporting (continued)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows, or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Child Family Services
412 Hospitality Lane
San Bernardino, CA 92408
(800) 827-8724

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the administration office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians

Child Abuse Prevention and Reporting (continued)

- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

1. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Executive Director or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Executive Director or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5145.7 - Sexual Harassment)

Child Abuse Prevention and Reporting (continued)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Executive Director or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with

Child Abuse Prevention and Reporting (continued)

the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 – Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Executive Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Executive Director or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Executive Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Suspension and Expulsion Policies

Suspension

Suspension is a temporary removal of a student from school and school-sponsored activities. When a student is suspended, a parent or guardian will be contacted to pick up their cadet. If a parent/guardian is not able to pick up a suspended student, those on the emergency contact list will be called for student pick up. The Principal or designee may suspend any cadet for unacceptable behavior according to the various articles and subparagraphs California Education Code #48900 at any time. When a cadet is suspended, the following guidelines shall apply:

- A staff member shall complete a report which will be placed in the cadet's grade file.
- A parent/guardian-staff conference may be scheduled.
- A "Notice of Cadet Suspension" form shall be completed and signed by the parent/guardian, cadet, and staff representative
- A behavioral contract may be written and signed by the appropriate parties.

Suspensions typically range from one to five days, depending on the circumstances.

A student who is suspended may, at the discretion of the principal or designee, have access to homework assignments, tests, and other school work through a home-study program but will not be allowed to attend classes or participate in any school activities during the period of suspension.

Expulsion

Expulsion is a serious disciplinary action and is defined as the formal process of permanently dismissing a student from the school.

Generally, in an expulsion process a student will be suspended pending a determination as to whether an expulsion is warranted. The principal or designee evaluates the totality of the circumstances and review the cadet's academic and disciplinary record file to determine whether adequate grounds exist for expulsion.

When the decision to expel has been made, the following guidelines apply:

- A parent/guardian-staff conference will be scheduled.
- The parent/guardian will be formally notified of the school's intent to expel the cadet, and their right to appeal the expulsion to the Governing Board
- The Administrative Staff shall assemble an "Expulsion Packet" containing, but not limited to, the following:
 - Principal's letter recommending formal removal
 - Summary of the incident/circumstances justifying the expulsion
 - Suspension Notice
 - Staff reports
 - Witness statements
 - Physical evidence, photographs, documents (if any)
 - Cadet disciplinary history
 - Attendance report
 - Student transcript/grade report

Suspension and Expulsion Policies

If the parent requests a hearing by the Governing Board, the topic item shall be placed on the closed session agenda, and the parent/guardian shall be notified of the date/time/location of the meeting. Until the date/time/location of the Board Meeting, the student/parent/guardian will not be allowed on campus in any capacity. The expulsion packet shall be maintained in the cadet's grade file and made available to the Governing Board upon request by the Board President or designee.

Staff Notification of Dangerous Students

California State Education Code 49079

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts (described in E.C. §48900) that are grounds for suspension and/or expulsion. The district shall provide the information based upon records it maintains, or receives from a law enforcement agency, regarding a pupil. The information provided shall be from the previous three school years and it shall be received in confidence.

Suspension by Teacher (Ed. Code 48910)

A teacher may suspend a pupil from his/her class or class period, for any act specified in Ed. Code 48900, for the day of the suspension and the day following. The suspension must be immediately reported to the principal and the student sent to the principal for further action. The teacher must also request a parent/teacher conference as soon as possible. The pupil shall not be returned to the class from which the pupil was suspended without the concurrence of the teacher and principal.

Notification of Law Enforcement (Ed. Code 44014)

Whenever any school employee is attacked, assaulted, or physically threatened by a pupil, it is the duty of the employee and the supervisor who has knowledge of the incident to promptly report the matter to law enforcement authorities. Failure to make such a report is an infraction punishable by a fine. Any school employee who attempts to impede the making of a required report is guilty of an infraction punishable by a fine. No board member or school district employee may impose any sanctions against a person for making this report.

Nondiscrimination / Harassment Policy

BP 5145.3

Adopted: May 8, 2011; January 20, 2015

Revised June 20, 2016

Students

NONDISCRIMINATION/HARASSMENT

This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Executive Director of the school district. The Governing Board prohibits at any District school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expressions; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

Discrimination/Harassment Prevention

School strategies shall focus on prevention of discrimination, harassment, intimidation and bullying by providing age-appropriate training and information to students and staff, including, but not limited to, the school's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

The school may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Intervention

Students are encouraged to notify school staff immediately of any incidents of discrimination, harassment, intimidation or bullying. In addition, the Executive Director or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness incidents of discrimination, harassment, intimidation, or bullying shall immediately intervene to stop the incident when it is safe to do so.

As appropriate, the Executive Director or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Nondiscrimination / Harassment Policy (continued)

Complaints and Investigation

The following position is designated to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the schools nondiscrimination policies:

DEAN OF STUDENT SERVICES

Any student that feels that he/she is being harassed, discriminated, intimidated, or bullied should immediately contact a teacher, site administrator, or the Dean of Student Services. In addition, any student who observes any such incident should report the incident to a teacher, site administrator, or the Dean of Student Services, whether the victim files a complaint. Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to a teacher, site administrator, or the Dean of Student Services. The Executive Director or designee may also establish other processes for students to submit anonymous reports of discrimination or harassment. Complaints of discrimination, harassment, intimidation, or bullying shall be investigated immediately and resolved in accordance with site-level grievance procedures specified in AR 5145.7.

When a student is reported to be engaging in discrimination or harassment off campus, the Executive Director or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. Law enforcement officials will be notified in accordance with the law.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Executive Director or designee also may file a complaint with the Internet site or service to have the material removed.

The Executive Director or designee shall ensure that the student handbook clearly describes the school's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who witness or are subject to any such behavior. The school's policy shall also be posted on the school's web site or any other location that is easily accessible to students, parents, and staff.

Discipline

Any student who engages in discrimination or harassment, on or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District Board Policies and Administrative Regulations. Any employee who engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including termination.

Nondiscrimination / Harassment Policy (continued)

Legal Reference:

EDUCATION CODE

- 200-262.4 Prohibition of discrimination
- 48900.3 Suspension or expulsion for act of hate violence
- 48900.4 Suspension or expulsion for threats or harassment
- 48904 Liability of parent/guardian for willful student misconduct
- 48907 Student exercise of free expression
- 48950 Freedom of speech
- 48985 Translation of notices
- 49020-49023 Athletic program
- 51500 Prohibited instruction or activity
- 51501 Prohibited means of instruction
- 60044 Prohibited instructional materials

CIVIL CODE

- 1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

- 422.55 Definition of hate crime
- 422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

- 4600-4687 Uniform Complaint Procedures
- 4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

- 1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

- 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
- 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

- 100.3 Prohibition of discrimination on basis of race, color or national origin
- 104.7 Designation of responsible employee for Section 504
- 106.8 Designation of responsible employee for Title IX
- 106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

- Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
- Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

- Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
- Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

Nondiscrimination / Harassment Policy (continued)

Students who witness or are subject to any such behavior. The school's policy shall also be posted on the school's web site or any other location that is easily accessible to students, parents, and staff.

Discipline

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CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

Procedure for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:

- Identifying the population of people with disabilities
Summit Leadership Academy - High Desert identifies students with disabilities through their Individualized Educational Plan.
- Determining proper signage and equipment
Summit Leadership Academy - High Desert has signage indicating parking for people with disabilities as well as routes to access the buildings on campus.
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

- a. – Location Pending

Appendix C – School Safety Maps Procedure for Safe Ingress and Egress (continued)

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization	Pending
Address	TBD
Contact	TBD
Phone Number	TBD

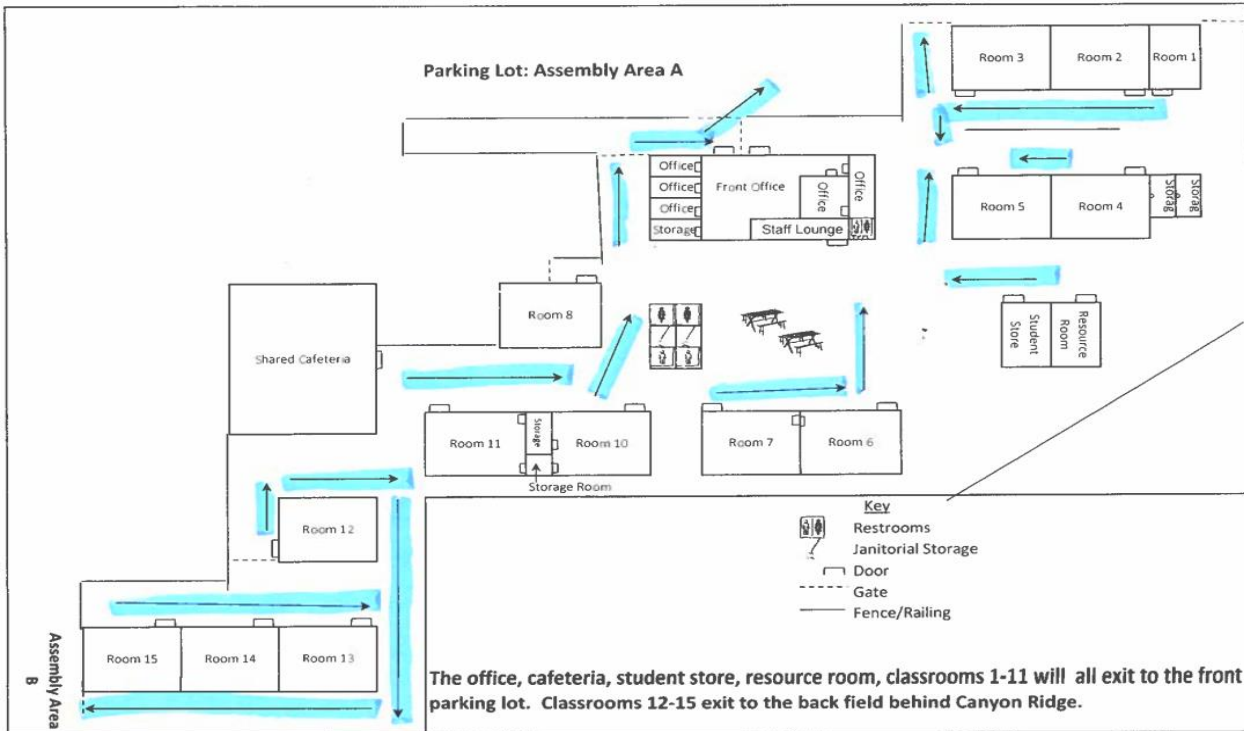
In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the “Shelter-in-Place” procedures.

Appendix C – School Safety Maps Procedure for Safe Ingress and Egress (continued)

Bus Ingress and Egress



Emergency Evacuation Plan



School Discipline

Philosophy Statement

It is the philosophy of the Summit Leadership Academy that each and every student in the district is entitled to an equal opportunity to participate in the educational program. To provide this, it is essential that adequate control be maintained in the classroom and educational setting.

No person or student has the right to interrupt, restrict, or prevent other students from being provided with an education that is rightfully theirs. Thus, every student shall have an opportunity to receive an education without fear of intimidation, threats, coercion, disruptions, etc. Any activity that violates this right, by whomsoever, shall be vigorously prevented by any and all legal means.

California Education Code

Suspension from school means the removal of a pupil from ongoing instruction for adjustment purposes (Education Code 48925). Expulsion means the removal of a student from the immediate or general instructional setting when other means of correction fail or when the student's presence is likely to be dangerous or disruptive to others. Students may be subject to a "period" suspension for no more than two consecutive school days (Education Code 48911), or an "all-day" suspension (Education Code 48910). Administrators have the choice of levying an in-school suspension (ALC), or a home suspension, as necessary. According to Education Codes 48900, 48900.2, 48900.3, 48900.4 and 48915, students may be suspended or expelled for the following reasons:

GROUND FORS SUSPENSION OR EXPULSION

California Education Code 48900: (Grades K-12)

- a. Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempting to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

School Discipline (continued)

- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing. For the purpose of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r. Engaged in the act of bullying, including, but not limited to, bullying committed by means of an electronic act as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - 2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, a wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to, any of the following: (i) A message, text, sound, video or image. (ii) A post on a social network Internet Web site, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1). (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. (iii) An act of cyber sexual bullying. (I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. (II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

School Discipline (continued)

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil aids or abets as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

California Education Code 48900.2 (Grades 4-12)

Committed sexual harassment, as defined in Section 212.5 of the penal code

California Education Code 48900.3 (Grades 4-12)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5 of the penal code.

California Education Code 48900.4 (Grades 4-12)

Intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

California Education Code 48900.7

Has made terroristic threats against school officials, school property, or both. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

California Education Code 48915 MANDATORY RECOMMENDATION FOR EXPULSION (Grades K-12)

- A 1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Section 240 and 242 of the Penal Code, upon any school employee.
- C 1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.)
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Dress Code Guidelines

DRESS CODE STANDARDS

Summit Leadership Academy – High Desert is a public charter high school that has a firm dress code policy for all of its students. No tuition is required for cadets to enroll or attend the school, however it is considered a “school of choice” and therefore compliance with the dress code is a requirement for enrollment and attendance.

Appearance

All cadets are required to adhere to the Summit Leadership Academy - High Desert dress code during the school day. Cadets shall be in uniform before entering the campus and must remain in uniform while on campus. Cadets shall remain in uniform while riding the bus to school and home. Dress code and/or grooming violations may be addressed as follows: dress code violations could result in disciplinary action.

- Assignment of physical training, running or push-ups
- Issuance of demerit(s)/discipline
- Non-admittance to the campus
- Lunch detention
- Loss of Charlie uniform on Friday
- After school detention
- On Campus Intervention O.C.I.
- Suspension
- Expulsion if continuous issue becoming defiance

If a dress code violation results in the cadet not being admitted to campus, the parent/guardian will be responsible for picking up the cadet, if a parent/guardian is not available, emergency contacts will be asked to pick up the cadet. If parents continuously refuse to pick up their cadet for dress code violations, it could result in the removal of their cadet from SLAHD. The student is responsible for communicating with teachers and getting class work or assignments.

Damaging one's clothing is not an excuse for not adhering to the dress code. A cadet will have 2 weeks to obtain new school clothing.

For additional information see the cadet handbook.

Pandemic Overview

I. Pandemic Influenza Background

Influenza, also known as the flu, is a disease that attacks the respiratory tract (nose, throat, and lungs) in humans. Different from a viral "cold," influenza usually comes on suddenly and may include fever, headache, tiredness (which may be extreme), dry cough, sore throat, nasal congestion, and body aches. Seasonal influenza is a yearly occurrence that causes minor economic impact and kills primarily persons aged 65 and older. It also provides immunity to those who are exposed, but do not succumb, to the virus.

World-wide pandemics of influenza occur when a novel (new or different) virus emerges to which the population has little immunity. During the 20th century there were three such pandemics, the most notable of which was the 1918 Spanish influenza responsible for 20 million deaths throughout the world. Public health experts are currently concerned about the risk of another pandemic, arising from the current epidemic of avian influenza that has been affecting domestic and wild birds in Asia and spreading rapidly to other parts of the world. When such strains of avian influenza interact with the common strains of human influenza, a mutation can occur that leads to a virus capable of human-to-human transmission, initiating a pandemic strain of influenza. Depending on the infectivity of such a virus and its disease-causing potential, experts estimate that as many as 35 percent of the population will become ill and there could be more than 35,000 deaths in California due to pandemic influenza. This level of disease activity would disrupt all aspects of society and severely affect the economy.

The impact of an actual pandemic cannot be predicted precisely, as it will depend on the virulence of the virus, how rapidly it spreads, the availability of vaccines and antivirals, and the effectiveness of medical and non-medical containment measures. School districts must develop a plan and be self-sufficient and not expect much assistance from outside agencies (see appendix A). There may be many requests from outside agencies requesting assistance from HUSD. These requests must be directed to the district's Incident Commander.

II Pandemic Influenza Preparedness and Response Plan Overview

This plan is an annex to the California Department of Health Services (CDHS) *Public Health Emergency Response Plan and Procedures*. CDHS will carry out the response activities described in this plan in collaboration with the Emergency Medical Services Authority (EMSA), the California Health and Human Services Agency (CHHSA), the Governor's Office of Emergency Services (OES), other state agencies, and local health departments (LHDs). This CDHS Pandemic Influenza Preparedness and Response Plan outlines key assumptions for pandemic planning and response, summarizes relevant legal and statutory authorities, explains the CDHS emergency management organization and defines a concept of operations for pandemic influenza response. Appendices describe essential functions for conducting surveillance, case investigation, and treatment; preventing spread of the disease in the community; maintaining essential services; and other actions prior to, during, and after a pandemic. Although the term "pandemic" can refer to any disease outbreak that becomes a worldwide epidemic, this plan uses the terms "pandemic influenza" and "pandemic" interchangeably.

III. Hygiene

Supervisors are to provide training on proper methods of personal hygiene. Methods of proper hand washing should be discussed along with covering ones mouth when coughing (see appendix's C and D). Sites are to provide disinfectant soaps, hand cleaners and step up disinfectant cleaning of hot spots such as doorknobs, light switches, and elevator buttons. Sites should stock up on disinfectant wipes, disposable gloves, and masks, and plan staffing, shift work, and even physical layout changes to minimize contact among employees. All of these measures will decrease the chances of spreading diseases.

For updated information, refer to the California Department of Public Health, California Department of Education and local authorities for the latest information on student safety protocols.

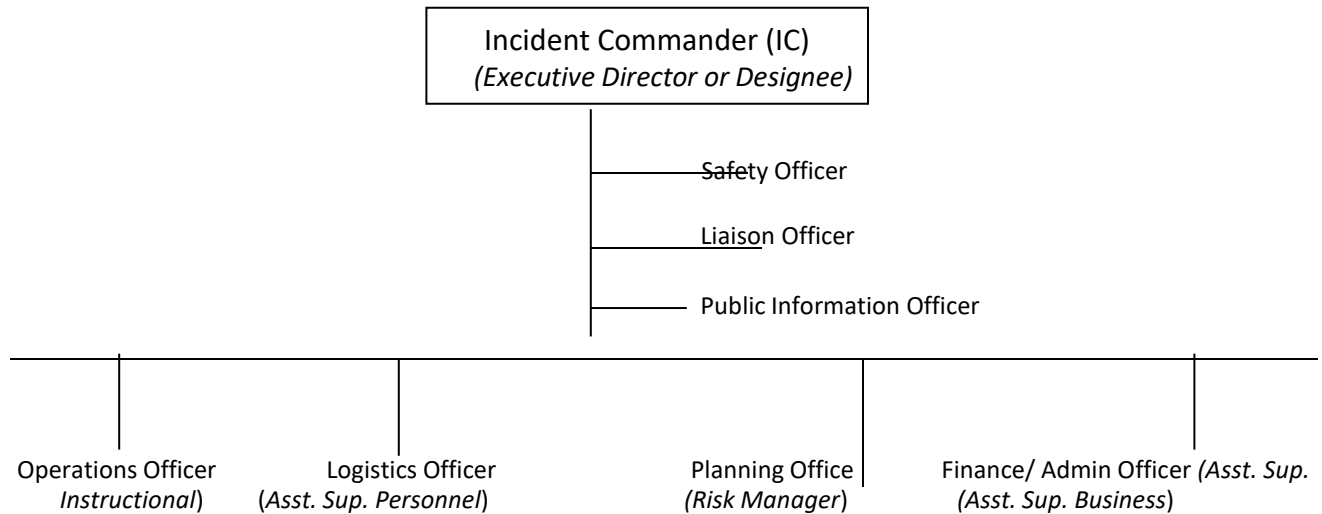
Incident Command Structure

On February 28, 2003, President Bush issued Homeland Security Presidential Directive 5, directing agencies to implement the National Incident Management System (NIMS) during emergency operations. NIMS incorporates the Standardized Emergency Management System (SEMS) and the Incident Command System (ICS) as the Command structure for emergencies.

Effective January 1, 1993, Section 8607 of the California Government Code requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). **(California Code of Regulation 2400-2405)**

As required by NIMS, the districts Crisis Management Plan will be implemented utilizing the command structure with the designated command officers shown below.

Organizational Chart



This typical Command Chart is an example of the management positions within the Incident Command System, which would be utilized within Summit Leadership Academy. When an emergency occurs involving the activation of the crisis management plan, these positions need to be assigned as required by the Incident Commander.

NIMS is based on a number of concepts, three of which are pertinent to schools:

- A management tool called the Incident Command System (ICS)
- Mutual Aid systems, in which similar organizations assist each other in emergencies
- Multiple agency coordination, under which diverse organizations work together and communicate with each other

ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts and common tactics when responding to

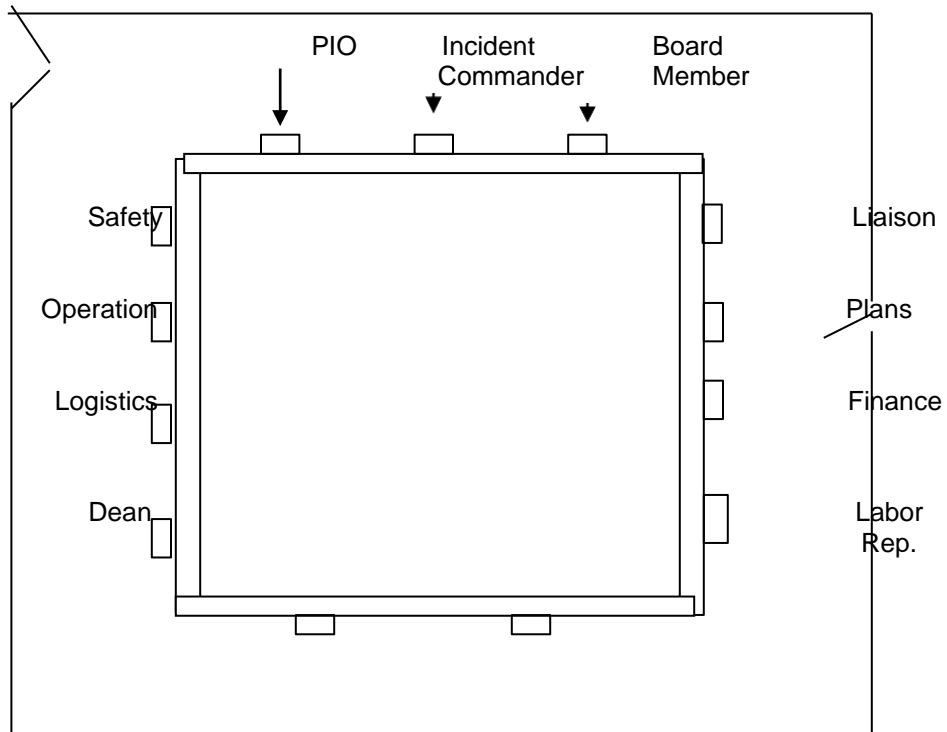
emergencies. The system is designed to minimize the problem of duplicating efforts, common to many emergency response efforts by giving each person a structured role in the organization, and each organization its piece of the larger response.

EMERGENCY OPERATIONS CENTER (EOC)

The Primary role of the EOC is to coordinate & organize all relevant information about the emergency in one place. Their role is to obtain and deliver needed resources to the affected school sites. It is the responsibility of the EOC Incident Commander and the EOC staff to find and have delivered the needed resources to the individual school site. The EOC will be located in the Executive Directors Conference Room.

The EOC shall be set up as shown below.

Emergency Operations Center (Executive Directors Conference Room)



The Emergency Operations Center (EOC) may be activated for emergencies involving school activities, employees and students. The EOC may also be activated for other Regional emergencies when the Red Cross or other emergency agencies utilize various sites as evacuation centers or other operations.

Incident Commander: Manages incident resources, coordinates overall emergency activities and authorizes the release of information to the media.

Safety Officer: Responsible for monitoring the emergency operations ensuring all safety and health requirements are complied with.

Liaison Officer: The liaison person is the contact point for coordination and communication between the various agencies involved in the operation.

Public Information Officer: Makes contact with all news agencies providing press releases as directed by the Incident Commander.

Operations Officer: Directs tactical responses and resources. Assures that resources committed to the incident are used effectively to carry out the overall objectives.

Logistics Officer: Logistics provides the services and supplies needed to support the incident. This person also maintains records on equipment, supplies and all expandable items used during the incident.

Planning Officer: Responsible for the collection and evaluation of information important to the on-going and future operations in the incident. This information leads to the development of oral or written plans.

Finance/Admin Officer: This function maintains the records regarding expenditures associated with the incident. This officer collects information needed for responding agencies to assist in their fiscal or budgetary needs.

IV.Recovery

Recovery from an influenza pandemic begins while the pandemic is still in progress, and continues during the periods between waves and following the pandemic. The following activities are important aspects of recovery:

- Providing detailed retrospective characterization of the pandemic;
- Evaluating the efficiency of containment measures and emergency management strategies;
- Assessing the effectiveness of vaccines and antivirals;
- Preventing or minimizing subsequent waves of influenza using current vaccine or antiviral resources;
- Re-supplying medical supplies and equipment

- Clean and sanitize reusable items in preparation for another round of illnesses
- Incorporating mental health messages to facilitate recovery with continuance of self care messages.

Following a pandemic, CDHS will conduct an in-depth review and critique of the response activities listed in this plan with staff and other organizations and agencies. The review will result in a formal after-action report with recommendations to improve future preparedness.

CHAPTER 7: INJURY AND ILLNESS

Injury and Illness Prevention Plan

RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) primary administrator, **Chris Jones**, has the authority and the responsibility for implementing and maintaining this program for **Summit Leadership Academy - High Desert**. In **Chris Jones's** absence, the alternate program administrator will be **Desiree Gardner**.

Managers and supervisors are responsible for implementing and maintaining the program in their work areas and for answering your questions about the program. A copy of this program is available in **the front office** and from the principal.

Summit Leadership Academy - High Desert is committed to the implementation and maintenance of an effective IIPP to ensure your health and safety. In addition, every employee is responsible for their own safety as well as the safety of the people they work with.

COMPLIANCE

All **SLAHD** employees, including managers and supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes:

- Inform employees of the provisions of our IIPP when first assigned
- Evaluate the safety performance of all employees
- Recognize employees who perform safe and healthful work practices
- Provide training to employees whose safety performance is deficient
- Discipline employees for failure to comply with safe and healthful work practices

COMMUNICATION

All managers and supervisors are responsible for communicating with you about occupational safety and health in a form you can readily understand. Discussing safety concerns are part of an ongoing dialogue between management and staff at regularly scheduled and impromptu meetings. Our communication system encourages all employees to inform their managers and supervisors about workplace hazards without fear of reprisal.

Our communication system includes:

- Safety meetings
- Email communication
- Target Solutions training

HAZARD ASSESSMENT

Monthly inspections and evaluations to identify workplace hazards are performed by a competent observer in our workplace as follows:

- At the beginning of each month;
- When new substances, processes, procedures or equipment which present potential new hazards are introduced;
- When new, previously unidentified hazards are recognized;
- When occupational injuries and illnesses occur;
- Whenever workplace conditions warrant an inspection; and
- At least once per year.

ACCIDENT/EXPOSURE INVESTIGATION

Procedures for investigating workplace accidents and hazardous substance exposures include:

- Interview injured employees and witnesses;
- Examine the workplace for contributing factors associated with the incident/exposure;
- Determine the cause of the incident/exposure;
- Take corrective action to prevent the incident/exposure from reoccurring; and
- Record the findings and actions taken. (Completed Work Orders)

HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices or procedures are corrected in a timely manner based on the severity of the hazards. Hazards are corrected according to the following procedures

- When observed or discovered; and
- When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed workers from the area except those necessary to correct the existing condition. Employees who are required to correct the condition are provided with the necessary training and protection.

TRAINING AND INSTRUCTION

All employees, including managers and supervisors, are provided with training and instruction on general and job-specific safety and health practices. Training and instruction is provided:

- When the IIPP is first established;
- To all employees with respect to hazards specific to each employee's job assignment;
- To all employees given new job assignments for which training has not been previously provided;
- Whenever new substances, processes, procedures or equipment are introduced to the workplace and represent a new hazard;
- Whenever the employer is made aware of a new or previously unrecognized hazard;
- To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed;
- To all new employees.

CODE OF SAFE PRACTICES

GENERAL

1. All persons shall follow these safe practice rules, render every possible aid to safe operations, and report all unsafe conditions or practices to the foreman or Executive Director.
2. Supervisor shall insist on employees observing and obeying every rule, regulation, and order as is necessary to the safe conduct of the work, and shall take such action as is necessary to obtain observance.
3. Anyone known to be under the influence of drugs or intoxicating substances that impair the employee's ability to safely perform the assigned duties shall not be allowed on the job while in that condition.
4. Horseplay, scuffling, and other acts that tend to have an adverse influence on the safety or well-being of the employees shall be prohibited.
5. Work shall be well planned and supervised to prevent injuries in the handling of materials and in working together with equipment.
6. No one shall knowingly be permitted or required to work while the employee's ability or alertness is so impaired by fatigue, illness, or other causes that it might unnecessarily expose the employee or others to injury.
7. Employees shall not enter manholes, underground vaults, chambers, tanks, silos, or other similar places that receive little ventilation, unless it has been determined that is safe to enter.
8. Employees shall be instructed to ensure that all guards and other protective devices are in proper places and adjusted, and shall report deficiencies promptly to the foreman or Executive Director.
9. Crowding or pushing when boarding or leaving any vehicle or other conveyance shall be prohibited.
10. Workers shall not handle or tamper with any electrical equipment, machinery, or air or water lines in a manner not within the scope of their duties, unless they have received instructions from their foreman.
11. All injuries shall be reported promptly to the foreman or Executive Director so that arrangements can be made for medical or first aid treatment.
12. When lifting heavy objects, the large muscles of the leg instead of the smaller muscles of the back shall be used.
13. Inappropriate footwear or shoes with thin or badly worn soles shall not be worn.

Materials, tools, or other objects shall not be thrown from buildings or structures until proper precautions are taken to protect others from the falling objects.

RECORDKEEPING

The following list includes our primary methods of recordkeeping.

- Written documentation of the identity of the person or persons with authority and responsibility for implementing the program.
- Written documentation of scheduled periodic inspections to identify unsafe conditions and work practices.
- Written documentation of training and instruction.

RESOURCES & GLOSSARY

Guide to Developing Your Workplace Injury and Illness Prevention Program with checklists for self-inspection

http://www.dir.ca.gov/dosh/dosh_publications/IIPP.html#25

Division of Occupational Safety and Health (Cal/OSHA)

<http://www.dir.ca.gov/dosh/>

IIPP Glossary of Terms

Accident

The word “accident” could be interchanged with “incident”. “Accident” is used in this case to conform to the language found in the OSHA standard. Use of the word “accident” is not intended to assign fault or responsibility.

Administrator:

One who is responsible for the execution of public affairs, as distinguished from policy-making.

Implementing:

To carry out or accomplish.

To ensure fulfillment by concrete measures.

Maintaining:

To keep in an existing state (as of repair, efficiency, or validity).

Preserve from failure or decline.

Communication system: The manner and methods in which employer and employees provide and share health and safety information.

Examples should include the following:

- Internal staff bulletins, whether distributed electronically or materially.
- Distribution of SCSRM’s “Safety Bill Says...” throughout the site, approximately bi-monthly.
- Staff and departmental meetings (documentation of attendance required)
- Material postings in high-traffic public areas
- Anonymous Suggestion Systems, including a policy prohibiting reprisal for reporting a safety concern.
- Training (documentation of attendance required)
- Regularly scheduled Health and Safety Committee meetings (documentation of attendance required) and the posting of minutes in public areas
- New employee orientation, including introduction to the Illness and Injury Prevention Program (documentation of attendance required)

COMPLIANCE

Conformity in fulfilling a legal requirement.

Imminent hazard:

An immediate source of danger.

Competent Person:

A competent person is a person who is **capable** of identifying existing and predictable hazards in the surroundings or working conditions that are unsanitary, hazardous, or dangerous to employees. The competent person has the **authority** to impose prompt corrective measures to eliminate these hazards.

Qualified (Responsible) Person:

A qualified person is a person **designated** by the employer; and by reason of **training**, experience, or instruction has demonstrated the ability to perform safely all assigned duties; &, when required is properly licensed in accordance with federal, state, or local laws and regulations.