

# **Biggs Unified School District**

## **Biggs High School**

### **School Safety Plan**

**2023/2024  
School Year**

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## School Safety Plan Development, Review and Evaluation Procedures

The comprehensive school safety plan has been established and is updated annually as required by CA Education Code Section 32280 et seq. The school site council is responsible for the review and annual approval by March 1 annually. This plan is coordinated with the Single Plan for School Achievement (SPSA) and the Local Educational Agency Plan (LEAP)

Appropriate sources of data have been reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data from local law enforcement, school discipline, and counseling referrals and suspension/expulsion data from the Uniform Management Information Reporting System (UMIRS) reported on the annual Consolidated Application.

Existing school discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behavior problems and school safety issues. Student/parent handbooks are given annually and explain codes of conduct, unacceptable behavior, and disciplinary consequences.

The district and school consult with law enforcement and local agencies in planning in the development and review of the school safety plan, implementation of emergency drills, and use of school facilities in times of emergency or disaster.

### School Profile

Biggs High School (9-12) is one of three schools in the Biggs Unified School District. The school borders the Biggs Elementary School campus. The school sets on an open area of land with athletic fields bordering the Eastern half of the school and streets on the West and South sides.

### School Mission / Vision / Values

#### Mission Statement

The mission of Biggs High School, as the cornerstone of a lifelong learning community, is to make all learners academically and vocationally prepared, self reliant, curious, creative, thoughtful of others, technologically competent, and capable of using their learning to succeed in life and positively contribute to the community.

#### School Vision

Create a school climate that all students feel safe, encourage to learn and achieve academic goals that prepare them for a future

#### School Core Values

- Focus on students
- All students are everyone's responsibility
- Promote academic achievement
- A positive school climate enhances teaching and learning
- Engage in open and honest communication
- Build relationships and promote communication
- Maintain an attitude of professionalism and respect

## **Safe School Commitments**

Biggs High School Will:

1. Provide a safe, orderly, and secure environment conducive to learning.
2. Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Work collaboratively with the district office and school board to identify, establish, and use strategies and programs to comply with school safety laws.
4. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Will work collaboratively with other elementary, middle schools, and high schools to assist in a smooth transition from one school level to another.
7. Solicit the participation, views, and advice of teachers, staff, parents, students, school administrators, and community members and use this information to promote the safety of our pupils, staff, and community

## **Safe and Orderly Environment**

### **The School's Social Environment**

Leadership at Biggs High School is a shared process. A proactive role is assumed in all phases of the school operation. The Principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

### **The School's Culture**

There is a high level of cohesiveness among the staff members. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, teachers and staff. 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.

### **Classroom Organization and Structure**

The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

### **Description of School Grounds**

The Biggs High School campus encompasses several buildings and a common area. The grounds include several athletic fields.

During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It is the practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

A new camera system as been added to all areas of the campus

### **Maintenance of School Buildings/Classrooms**

The pupils and staff take pride in the appearance of the school. The school's physical facility is well-maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Additionally, health and fire department inspectors contribute to school safety with regular inspections.

### **School Safety and Security Procedures**

Keeping reportable crimes at a minimum require constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, identify and provide preventative programs and activities.

- A copy of the district's discrimination and sexual harassment and bullying policies are posted in the main office and is available on request. Additionally, a notice summarizing this non-discrimination and sexual harassment policy appears in the Parent & Student Handbook. This handbook is distributed at the beginning of each school year to all parents and pupils.
- The discipline procedures 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. Every teacher uses 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 are specifically described in this Comprehensive School Safety Plan including: (a) the adopted school discipline rules and procedures, (b) the adopted school-wide dress code, and (c) District Disciplinary Matrix.
- Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.
- Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal 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. Biggs High School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.
- Communications to students (i.e. notes, phone calls, balloons, etc.) shall be verified that it's from a legitimate, allowed source prior to delivery.
- Community involvement is encouraged to help increase school safety.

### **Safe Ingress and Egress Procedures**

- A school map that indicates safe entrance and exit areas for pupils, parents and school employee is posted in all rooms. The School Site Council provides advisement about safe ingress and egress procedures during the annual review of the Comprehensive School Safety Plan.
- 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.
- Camera security surveillance monitors school activities during the day and the campus after school hours.

**Crisis Response and Emergency Procedures (CRP)**

The school utilizes the district-wide Crisis Response Procedures (CRP) to define actions taken in specific emergency situations. An incident command structure defines roles and responsibilities of administration and staff.

Emergency procedures are defined in the district-wide Crisis Response Procedures. A copy is available in the school office. Emergency procedures are summarized and posted in each classroom and instructional areas on a flip chart. Emergency drills are conducted monthly in Grades K-12 and each semester in Grades 9-12.

## **Preventative Safety Strategies**

### **Introduction**

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Biggs High School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community

Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Biggs High School School's efforts illustrated below broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

### **School-wide Discipline Policy and Rules**

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Biggs High School use both classroom and school-wide discipline rules that clearly communicate the behavioral expectancies and consequences for pupils. The school will develop plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Student discipline data will be reviewed regularly to monitor program implementation and make improvements.

### **Student Recognition Programs**

Biggs High School offers several recognition and award programs such as student attendance awards, students of the month, assemblies and reward activities.

### **Preventing and Intervening: Pupil Negative Behavior**

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

The school uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

### **Student Study Teams**



The school utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

The staff shall identify students in need and bring forth the student and the family to the school's student study team. Support services include counseling, referral to the district psychologist, and a mental health counselor from Butte County Behavioral Health.

### **Professional Development**

The district provides professional development for teachers and staff. The goals of such programs are to help establish and nurture in students a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success.

### **Nondiscrimination and Fair Treatment of Pupils**

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness,
- Shall encourage and maintain high expectations,
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity,
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Shall join together to share a sense of belonging and pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

### **Bullying and Cyberbullying Prevention and Procedures**

Bullying is defined as a specific type of aggression that is verbal, written, physical, psychological that is intended to harm or disrupt and is carried out repeatedly over time creating an imbalance of power that is either physical or psychological.

Cyberbullying is the use of modern communication technologies to intentionally, embarrass, humiliate, threaten or intimidate an individual or group in an attempt to gain power or control.

The school uses a comprehensive strategy to teach behavior expectations and monitor behavior in the classroom and campus-at-large. Teachers and staff are provided training on school procedures regarding bullying. Teachers and staff are directed to provide immediate intervention when bullying is suspected or observed. Suspected bullying should be referred to the Principal and investigated with immediate consequences, if deemed appropriate. Support will be provided to the victim.

### **Gang Affiliation and Graffiti**

Gang affiliation and gang activity is not tolerated. The staff shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

### **Alternative Educational Programs**

Effective alternative programs include an Independent Study Program, a Home-Hospital Study Program and referral to the Butte Co. Office of Child Welfare and Attendance.

### **Campus Supervision**

The school employs a principal and campus aides whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Procedures have been developed to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Recognizing that pupils are often the first to know of dangerous plans or actions, the principal, teachers and campus supervisor makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations. Effective relationships between the staff and pupils help initiate appropriate investigations; help staff learn of suspects in school offenses, and community conflicts that may have an impact on school safety.

### **Drug and Violence Prevention Programs**

The goals of the district's Drug Alcohol and Tobacco Education Program include providing K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education. Student groups like "Club Live" encourage a healthy lifestyle and activities.

### **Visitors and Disruptions to Educational Process**

The school implements policies and procedures, which govern the conduct of visitors to the school campus. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

The school staff may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

The school has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. The notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, the school shall contact the district office to determine whether to file for a temporary restraining order and injunction.

### **Parent/Guardian Involvement**

Staff members make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for teacher-parent conferences.
- Maintains an effective Homework Policy

### **Parent and Community Linkages**

When working with parents and students with specific issues, the staff provides information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies.

### **Teacher Notice of Disciplinary History**

Teachers are notified annually in September and January of student disciplinary history according to Education Code. The school /district provides information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assign appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

### **California Safe Schools Assessment**

Biggs High School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large. The school actively participates in the California Safe Schools Assessment, as required. Data is collected, reported, and reviewed on all crimes committed on the school campus.

### **Truancy and SARB Referrals**

The school recognizes the importance of punctuality and regular attendance. Students with poor attendance due to medical issues will be referred to the principal. Should attendance problems continue, official action is to be taken, which could result in a referral to the Butte County School Attendance Review Board (SARB). The district is exploring the creation of its own SARB board due to the lack of county support

**School Safety Related District Board Policies (BP)/Administrative Regulations (AR)**

The following board policies and administrative regulations address school safety and compliance. Copies are available at the District Office.

Sexual Harassment BP/AR 4119.11, 4219.11, 4319.11

Employee Safety BP/AR 4158, 4258, 4358

Student Conduct BP/AR 5131(a)

Bullying BP/AR 5131.2(a)

District Dress Code BP/AR 5132(a)

Discipline BP/AR 5144

Suspension and Expulsion BP/AR 5144.1

Nondiscrimination/Harassment BP/AR 5145.3

## School Safety Action Plans

**Improvement Goal:**

To improve school safety and facilities.

To improve school culture and student recognition

Strategies	Resources	Responsible Staff	Timeline	Budget
School Safety and Procedures Conduct annual safety walk-through with the fire marshal	Staff time	Derek Tanner	Fall	
Conduct annual "FIT" facilities review and report on SARC	"FIT Form Staff time	Derek Tanner	Fall	
Use camera surveillance	Cameras	Administration	On-going	General Fund
Post "No Smoking" and "No Vaping" signage	Signs	DO maintenance	On-going	General Fund
Add fencing	materials	DO maintenance		General Fund
Work on AG barnyard area	materials, labor	AG instructor/students		
School Culture Student Recognition  Implement WASC ESLERS		Teachers/admin	On-going	
Provide Athletes Committed training for students, staff, parents	Consultant fee	Principal	On-going	Grant Donations

Implement "Wolverines Committed to Excellence"	Staff time, Local newspaper	Principal, coaches students, parents HS Secretary	On-going	
Use attendance initiative /reward system	Community donations	HS Secretary	Weekly, monthly	
Use Pride/Character Counts focus monthly provide student recognition.	Staff time	HS Secretary Teachers, admin	Monthly	Donations
Review detention practices		Principal, asst. principal, committee	Spring-On going	
Add Handicap Access Sign	Sign	Travis Smith	Spring 2023	General
Vulnerability Assessment	Regional Assessment Center	Superintendent	Spring 2024	General

**Evaluation Criteria**

Review of task completion as scheduled.

Review by SSC.

## Appendix A: Assertive Discipline

### School Citizenship

Do the right thing when no one is looking.

### Students' Classroom Responsibilities

Be prepared to learn and bring needed materials

### Specific School Rules

On time, no hats or phones.

### Cafeteria Rules

be respectful and pick up after yourself.

## **Appendix B: Biggs USD Progressive Discipline Matrix**

Students are expected to behave in a manner that will be a credit to the school while attending both school and school-sponsored activities.

The Board and the staff of the Biggs Unified School District believe that the behavior of the students shall reflect standards of good citizenship demanded of members in a democratic society. Self-discipline-responsibility for one's actions- is one of the important ultimate goals of education.

### **Alternatives to Suspension**

As noted on the Progressive Discipline Matrix an Alternative to Suspension may be considered dependent on the severity or nature of the violation. A reasonable effort will be made to offer a student an appropriate alternative to suspension within the means of the school district and community.

Crisis counseling

Outside counseling agency referral

Drug and alcohol group counseling

Tobacco cessation referral

School Resource Officer related programs

School/Community Service

Behavior Prevention program



## Student Support Strategies

Other strategies available to students in an effort to support their academic and behavioral success are listed below.

1. Warning
2. Parent Conference
3. Academic Counseling
4. Mentoring
5. Detention
6. Transfer
7. Teacher/Classroom Suspension
8. Parent attend school for part of the day (Ed. Code 48900.1)
9. Referral to Student Study Team
10. In-School Suspension
11. Referral to School Attendance Review Board (SARB)
12. Community Service on Campus (cafeteria duty, campus cleanup, work with custodial staff, beautification)
13. Community Service (in the community)
14. Home visitation
15. Shortened Day
16. HERE-Teenage Hotline
17. Restitution
18. Community Day School
19. Independent Study

## Explanations and Definition Of Terms

Defiant and Disruptive behavior-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. To include coming to and from school. (E.C. 48900 (k))

- a. Defiance-willful defiance of authority
- b. Disruption-Disrupting such that the focus is taken from any school-related activity

Fighting-Defined as mutual combat (physical altercation where both parties make contact) (E.C. 48900 (a)(1))

Alternative to Suspension-(see page 1) May occur with other consequences simultaneously.

Alternative Placement-A student will be assigned to an alternative educational placement according to the Education Board policy, administrative directive and/or applicable state and federal laws. Available placements include Community Day School, Independent Study, Home Schooling or placement in another school district.

Teacher suspension-A teacher may suspend any pupil from class, for the day of the suspension and the day following. As soon as possible, the teacher shall arrange a parent-teacher conference regarding the suspension. E.C. 48910 (a) Removal from a particular class shall not occur more than once every five school days. E.C. 48925 (d)(3)

Explanation of 1-day suspension: A 1-day suspension means either: 1) Remainder of the school day if it occurs prior to noon, or 2) Remainder of the school day plus the next day if it occurs after 12:00 noon.

A student suspended or expelled from the District may not be on any campus of the District or attend any District sponsored activity such as proms, special events, etc., while under the suspension or expulsion. Parents will be notified of all suspensions/expulsions.

Parent Notification of suspensions: At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing. E.C. 48911 (d)

Detention will be served after school as scheduled by school personnel. Detention at BHS is held at the end of the instructional day until 4:15. Students who arrive tardy will receive ISS.

Community Day School-see Ed. Code 48900.6

Students who are 18 years of age and repeated violators (3+) will automatically receive an SST referral for consideration of an alternative school placement.

Students with 20 days or more of suspension will be referred for SST for consideration of an alternative placement.

No student will be disciplined without a written referral to the disciplinarian.

Expulsion: (Board Policy Administrative Regulation #AR 5144.1(d)

The following violations will result in a recommendation for expulsion: 1) Causing serious physical injury to another person, except in self-defense; 2) Possession of any knife as defined in Ed. Code 48915(e), explosive or other dangerous object of not reasonable use to the student (cf. 5131.7); 3) Unlawful possession of any controlled substance, as listed in Chapter 2, section 11053, Division 10 of the Health and Safety Code; 4) Robbery or extortion; 5) Assault or battery, as defined in Penal Code 240 and 242, upon any school employee. (Ed. Code 48915 (5)

The following violations will result in a mandatory expulsion: 1) Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm; 2) Brandishing a knife as defined in Ed. Code 48915 (e); 3) Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058; 4) Committing or attempting to commit a sexual assault or committing a sexual battery.

### In-School Suspension

The Biggs High School Progressive Discipline Plan requires students to serve In-School Suspension (ISS) as a consequence for certain violations (see Discipline Matrix). Any student assigned ISS as a consequence for violating certain rules a Biggs High School will serve ISS according to the procedures that follow:

A member of the school staff will notify students in person with a referral describing the violation and assigned date to serve ISS. A reasonable attempt will be made to contact the parent/guardian by telephone. A copy of the referral, serving as written notification, will be mailed to the student's home address.

ISS begins at 8:25 and ends at 4:15. Students report to their first period class until they are issued a call slip instructing them to report to the ISS classroom.

In ISS classroom, students are to work on classroom assignments. Teachers are informed in advance via email which students will be serving ISS on a given day. In the event a teacher does not supply a current classroom or homework assignment, the student will receive assignments from the ISS supervisor for the day. (working on PREVIOUSLY assigned homework, projects or studying for tests will not be allowed)

A student shall be given a copy of the rules for ISS prior to serving their consequence.

If students do not behave appropriately for that day students shall receive off campus suspension.

Board Adopted, October 2006

### Biggs High School Progressive Discipline Matrix

The following list identifies the sections of the California Education Code that governs student conduct and the consequences that may be applied. Most violations allow for a range of disciplinary response. Some consequences may occur simultaneously.

	Alternate to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
<b>Mandatory Expulsion [E.C. 48915(c)]</b>				
1. Possession, selling or otherwise furnishing a firearm	No	5 days	Yes	Yes
2. Brandishing a knife.	No	5 days	Yes	Yes
3. Unlawfully sell a controlled substance.	No	5 days	Yes	Yes
4. Committing or attempting to commit sexual assault or battery	No	5 days	Yes	Yes
5. Possession of explosives	No	5 days	Yes	Yes
<b>Mandatory Recommendation for Expulsion [E.C. 48915(a)]</b>				
1. Causing serious physical injury to another person, except in self-defense.	No	5 days	Yes	Yes
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	No	5 days	Yes	Yes
3. Unlawful possession of any drug.	No	5 days	Yes	Yes
4. Robbery or extortion	No	5 days	Yes	Yes
5. Assault or battery upon a school employee.	No	5 days	Yes	Yes

As a general rule, consequences will be administered for each violation as read from left to right on the chart below at a minimum, unless otherwise noted. The administration reserves the right to administer consequences, which appropriately reflect the level of gravity of the violation.

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
<b>1. Acts of Violence</b> <b>[E.C. 48900(a)]</b>						
a. Caused, attempted to cause, or threatened to cause physical injury to another person.	No	No	yes	3-5 days	Yes	Yes For each offense
b. Willfully used force or violence upon another person, except in self-defense.	No	No	No	5 days	Yes	Yes For each offense
<b>2. Weapons and Dangerous Objects</b> <b>[E.C. 48900(b)]</b>						
Possession, sale, or furnishing of weapons (knife, gun sharp object, club, or an object that could inflict injury) or explosive	No	No	No	3-5 days	Yes	Yes For each offense
<b>3. Drugs and Alcohol</b> <b>[E.C. 48900(c)]</b>						
Possession, use, sale or otherwise being under the influence of alcohol, controlled substances or intoxicants.	No	No	No	5 days	Yes	Yes For each offense
<b>4. Sale of "look-alike" Drugs and Alcohol</b> <b>[E.C. 48900(d)]</b>						
Offering, arranging, or negotiating to sell drugs, alcohol, or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol or an intoxicant.	May be Considered	No	No	2-5 days	Yes	Yes For each offense
<b>5. Robbery or Extortion</b> <b>[E.C. 48900(e)]</b>						
Committed or attempted to commit robbery or extortion.	May be Considered	No	No	3-5 days	Yes	Yes For each offense

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
<b>6. Damage of Property [E.C. 48900(f)]</b>						
a. Cause, attempt to cause, damage to school or private property (vandalism)	No	No	No	3-5 days	Yes	Yes For each offense
b. Attempted to commit or committed arson	Yes	No	No	3-5 days	Yes	Yes Contact Fire Marshall
<b>7. Theft or Stealing [E.C. 48900(g)]</b>						
Stealing or attempting to steal school or private property.	May be considered	No	3-5 days	3-5 days	Yes	Yes Depending on value of items
<b>8. Tobacco [E.C. 48900(h)]</b>						
Possession or use of tobacco or nicotine products (including clove cigarettes and betel).	May be considered	No	1-3 days	3-5 days	Yes	Yes
<b>9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]</b>						
a. Directed at peers.	May be considered	No	1-3 days	1-3 days	Yes	Yes
b. Directed at school personnel.	May be considered	No	No	3-5 days	Yes	Yes

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
<b>10. Drug Paraphernalia [E.C. 48900(j)]</b>						
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia	May be considered	No	3-5 days	3-5 days	Yes	Yes
<b>11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]</b>						
1. Failure to follow classroom/school rules to include all school sponsored events.	May be considered	Yes	1-3 days	1-5 days	Yes	No
2. Willfully defying the valid authority of school officials engaged in the performance of their duties.	May be considered	Yes	Yes	1-5 days	Yes	No
a. Cutting class	May be considered	Yes	1-5 days	No	Yes	
b. Tardies	Warning	2-3 tardies=2 Detentions	4+ - 1-5 days Poss.Rest. on campus lunch	No	No	No
c. Inappropriate use of electronic devices during school hours. [E.C. 48901.5(a)]	Yes Confiscate-Pick up at report card time	Yes	Confiscate. Pick up at end of semester 1-3 days ISS	Confiscate. Pick up at the end of the year. 1-3 days Suspension	Yes	No
d. Inappropriate use of cell phones to include photo and text messaging during school hours.  Second offense, Administrator may keep the phone for the remainder of the semester/year.	Yes Confiscate-return to parent by Principal or Designee at end of the day	Confiscate-return to parent by Principal or Designee at end of the day 1-3 days Detention	Confiscate-return to parent by Principal or Designee at end of the day 1-3 days ISS	Confiscate-return to parent by Principal or Designee at end of the day 1-3 days Suspension	Yes	No

	<b>Alternative to Suspension</b>	<b>May Serve Detention</b>	<b>May Serve ISS</b>	<b>Shall Suspend</b>	<b>May Recommend Expulsion</b>	<b>Contact Law Enforcement</b>
e. Driving in unsafe illegal manner [48900(k), AR5131.3]	Call parents Call Police	No	Revoke driving privileges for remainder of semester Call Police 1-3 days	Revoke driving privileges for remainder of year Call Police 1-3 days	Yes	Yes
f. Violation of Dress Code	Yes Warning, call home for appropriate clothing, issue loaner, send home	Yes	1-3 days	1-5 days	Yes	No
g. Failure to follow conduct code for school passengers. [B.P. 5131.1]	Refer to Bus Code of Conduct					
h. Students having to be removed from any school rally will not be allowed to attend any future rallies for that school year. This may be extended to include up to one additional year of non attendance. Students will report to the front office.	May be considered	1-3 Days	1-5 Days	Yes	May	
i. Students are not allowed on other site campuses unless they have received prior approval.	May be considered	1-3 days	1-5 days	Yes	May	



	<b>Alternative to Suspension</b>	<b>May Serve Detention</b>	<b>May Serve ISS</b>	<b>Shall Suspend</b>	<b>May Recommend Expulsion</b>	<b>Contact Law Enforcement</b>
j. Cheating	May be considered; no credit, a grade of "F" or "0" points will be given. Parent contacted	1-5 days suspension; No credit, or points given; grade of F.	1-5 days suspension; no credit/points given; grade of "F".	1-5 days suspension; no credit/points given; grade of "F".	No	No
<b>12. Possession of Stolen Property [E.C. 48900(l)]</b>						
Knowingly receive stolen school property or private property	May be considered	No	3-5 days	3-5 days	Yes	Yes
<b>13. Imitation Firearm</b>						
Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.	Yes	No	1-3 days	3-5 days	Yes	Yes
<b>14. Sexual Assault or Sexual Battery [E.C. 48900(n)]</b>						
Committed or attempted to commit sexual assault or battery	Yes	No	No	3-5 days	Yes	Yes
<b>15. Harassment of a Student Witness [E.C. 48900(o)]</b>						
Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.	No	No	No	5 days	Yes	Yes
<b>16. Hazing [E.C. 48900(q)]</b>						
Engaged in, or attempted to engage in hazing. (as defined in E.C 32050)	No	No	2-5 days	3-5 days	Yes	No
<b>17. Aids or Abets [E.C. 48900(s)]</b>						
The infliction or attempted infliction of	No	No	2-5 days	3-5 days	No, unless judged	Yes

	Alternative to Suspension	May Serve Detention	May Serve ISS	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
physical injury to another person.					by a juvenile court to have committed as an aider or abettor causing serious bodily harm. Expulsion would move forward under EC. 48900 a1 or a2	
<b>18. Sexual Harassment</b> <b>[E.C. 48900.2]</b>						
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies grades 4-12.	May be considered	Yes	3-5 days	3-5 days	Yes	Yes
<b>19. Acts of Hate Violence</b> <b>[E.C. 48900.3]</b>						
Cause, threaten, attempt to cause, or participate in an act of hate violence defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, disability or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat may be considered an act of hate violence. Applies to grades 4-12.	May be considered	No	No	5	Yes	Yes
<b>20. Other Harassment</b> <b>[E.C. 48900.4]</b>						
Intentionally engaging in harassment, threats, or intimidation against student or	May be considered	No	3-5 days	3-5 days	Yes	Yes

	<b>Alternative to Suspension</b>	<b>May Serve Detention</b>	<b>May Serve ISS</b>	<b>Shall Suspend</b>	<b>May Recommend Expulsion</b>	<b>Contact Law Enforcement</b>
group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment. Applies to grades 4-12						
<b>21. Terrorist Threats [E.C. 48900.7]</b>						
Making terrorist threats against school officials and/or school property.	No	No	No	5 days	Yes	Yes

\* Students who do not conform to Bus/Transportation Code of Conduct shall have transportation privileges revoked and may be subject to additional disciplinary action.

Board Adopted- 10/06; Revised 8/08; Revised 6/09

## **Appendix C: California Child Abuse and Neglect Reporting Act**

The most current Child Abuse and Neglect Reporting Act, which is contained within the California Penal Code at sections 11164 - 11174.3, can be accessed via the internet site titled California Law at: <http://www.leginfo.ca.gov/calaw.html>

### **The Intent of California Law**

To protect the child and any other children in the home.

To provide help and resources for the parent or caretaker.

Be a catalyst for change in the home environment and prevent the risk of further abuse.

### **Who Can Make a Report?**

Any citizen can make a report of suspected or known child abuse to a child protective services agency.

However, Mandated Reporters are required by law to make a report.

### **What is a Mandated Reporter in California?**

In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home. (The California Penal Code defines a "child" as a person under the age of 18 years.)

A Mandated Reporter is legally required to report if they know of or have "Reasonable Suspicion" of child abuse and neglect, encountered in the scope of their employment. Employers of Mandated Reporters are required to inform them of their responsibilities.

Prior to commencing employment and as a prerequisite of that employment, Mandated Reporters must sign a statement to the effect that he or she has knowledge of the provisions of the Mandated Reporter Law, and will comply with those provisions.

### **Legal Obligations of a Mandated Reporter in California if Child Abuse is Known or Suspected**

The Mandated Reporter must call a "Child Protective Agency" as soon as possible to make verbal report of "Reasonable Suspicion."

Then, the Mandated Reporter must file a written report on Department of Justice Suspected Child Abuse Report Form SS 8572 within 36 hours of their verbal report.

Mandated Reporters are required to give their name.

### **What is "Reasonable Suspicion" as defined by the California Penal Code?**

"Reasonable Suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, when based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse." (California Penal Code 11166[a])

**Child Abuse Report Form—Department of Justice Form SS8572**

Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.

If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to whom the report is being made, send a blank form to them immediately.

Copies of the form are available from your local Child Protective Services Agency or by writing to:

California Department of Justice

Bureau of Criminal Identification and Information

P.O.Box 90317

Sacramento, CA 94203-4170

**Record Keeping**

Good record keeping or documentation is important and helpful in recognizing child abuse...Why?

Helps refresh memories

Bolsters testimony of witnesses

The child's history stays behind if you change jobs

Helps build a "case" for reporting and CPS's response

Documentation of reasons when the decision is made to not make a report

## **Who are Mandated Reporters in California?**

Child Care Custodians  
In Public and Private Schools  
Teachers  
Instructional Aides  
Teacher's Aides  
Teacher's Assistants  
Classified Employees  
School Bus Drivers  
Administrative Officers  
Supervisors of Child Welfare and Attendance  
Certificated Pupil Personnel Employees  
School District Police or Security  
Administrators, Presenters or Counselors of Child Abuse Prevention Programs  
Social Workers  
Law Enforcement  
Fire Fighters  
Probation Officers  
Parole Officers  
District Attorney investigators, inspectors and family support officers  
Public or Private Day Camp, Youth Center, Recreation Program or Organization Administrators  
Administrators and employees of child day care facilities  
Licensing Workers  
Public Assistance Workers  
Foster Parents  
Employees of Child Care Institutions:  
Health Practitioners  
Clergy

Print

# SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY						
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		TODAY'S DATE						
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY								
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL			
	OFFICIAL CONTACTED - TITLE					TELEPHONE ( )					
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	TELEPHONE ( )				
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE				
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME					
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)					
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK					
<b>D. INVOLVED PARTIES</b> VICTIM'S SIBLINGS	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY	
	1. _____		3. _____		2. _____		4. _____				
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )			
<b>D. INVOLVED PARTIES</b> PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )			
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	TELEPHONE ( )				
<b>D. INVOLVED PARTIES</b> SUSPECT	OTHER RELEVANT INFORMATION										
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____										
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)										

SS 8572 (Rev. 12/02)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

## **Appendix D: Procedures for Notifying Teachers About Discipline History**

Each September and January, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used: Teachers are notified immediately about the day of the suspension and return date.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the Superintendent's Office. Copies of this notice are maintained in the school office and the district office.



## **Appendix E: Universal Precautions and Blood Borne Pathogens – Safety Practices/Procedures**

### **Hygienic Safety Practices**

Hygiene is typically thought of in terms of proper handwashing, body washing, and facial cleanliness. Although these practices are essential to overall cleanliness and interrupting the spread of disease, another component of good hygiene consists of practicing good hygiene etiquette.

Proper hand washing is crucial to preventing the spread of infection. Textured jewelry on the hands or wrists (such as rings and stones) should be removed prior to washing and kept off until completion of the care procedure and hands are rewashed. Use of running water, lathering with soap and using friction to clean all surfaces of remaining jewelry and hands is key. Rinse well with running water and dry hands with paper towels. If soap and water are unavailable, use alcohol hand rinse.

### **Universal Precautions**

Universal precautions pertain to blood and body fluids containing blood, cerebrospinal fluid, synovial fluid, vaginal secretions, semen, and pericardial fluid. These precautions do not apply to other body products such as saliva, sputum, feces, tears, nasal secretions, vomitus, and urine unless blood is visible in the materials. However, these other fluids and body wastes can be sources of other infections and should be handled as if they are infectious.

### **Blood Borne Pathogens – Safety Practices**

Students:

Universal precautions pertain to blood and body fluids containing blood, cerebrospinal fluid, synovial fluid, vaginal secretions, semen, and pericardial fluid. These precautions do not apply to other body products such as saliva, sputum, feces, tears, nasal secretions, vomitus, and urine unless blood is visible in the materials. However, these other fluids and body wastes can be sources of other infections and should be handled as if they are infectious.

Employees

The single most important step in preventing exposure to and transmission of any infection is anticipating contact with infectious materials in routine as well as emergency situations. Based on the type of possible contact, the care-giver should be prepared to use the appropriate precautions and techniques prior to providing care. Diligent and proper hand washing, the use of barriers, appropriate disposal of waste products and needles, and proper decontamination of these measures will enhance protection of both the care-giver and the student.

**Identification of Risks of Occupational Exposure**  
district policy

## Appendix F: Safety Emergency Drills and Training Log

<b>Date/Time</b>	<b>Type of Drill</b>	<b>Comments</b>
Sept. 2023	Fire Drill	Distant Learning
Nov. 2023	Lock Down	went well no problems to note
Dec. 2023	Fire Drill	went well all paper work with teachers
Jan. 2024	Fire Drill Down	went well all paper work with teachers
Feb. 2024	Fire Drill	went well all paper work with teachers
Mar. 2024	Lock Down Drill	
Apr. 2024	Fire Drill	
May 2024	Fire Drill	

**Appendix G: Safety Plan Review – Approval Form**

**Biggs High School**

**COMPREHENSIVE SCHOOL SAFETY PLAN**

**School Site Council Review/Approval and Public Meeting Certification**

**School Year 2023/2024**

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Biggs High School and is readily available for inspection by the public. Annual review and approval by the SSC must occur prior to March 1st annually.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice was provided by the school office posting, the school newsletter and on the district website.

Date of notice for public meeting: \_\_\_\_\_ Date of public meeting: \_\_\_\_\_

The School Site Council has evaluated the Comprehensive School Safety Plan and affirms that the plan has been reviewed, updated as needed and approved.

**Signatures**

Name School Site Council President	Signature	Date

Name Principal	Signature	Date

The Comprehensive School Safety Plan was been submitted to the District Office for approval.

Superintendent Signature	Date

## Appendix I: Checklist for Compliance with Education Code Sections 32280-32289

### Requirements for a Comprehensive School Safety Plan

Requirements for a Comprehensive School Safety Plan	Requirement Met Yes or No	Comments
Plan developed and approved by SSC or Safety Committee with input from admin. teachers, parent, classified employees and others as needed.	Yes	Prior to March 1, annually
SSC or Safety Committee consulted with local law enforcement officer in plan development.	Yes	SSC meeting minutes showing information presented by principal of meeting with law enforcement for consultation.
The Comprehensive School Safety Plan includes a review of safety related data.  <u>Types of Data for review:</u> <ul style="list-style-type: none"> <li>• UMIRS data from Con App. Pt. 2</li> <li>• Office Referrals</li> <li>• Attendance rates/SARB data</li> <li>• CA Healthy Kids Survey data</li> <li>• Property damage data</li> <li>• Local juvenile crime data</li> </ul>	Yes	SSC meeting minutes of discussion of data.
Identification of strategies and programs that provide/maintain a safe and orderly environment conducive to learning at the school. (Fed.Req.)	Yes	Safety Plan component.
The plan includes the following procedures: <ul style="list-style-type: none"> <li>- Child Abuse Reporting</li> <li>- Code of Conduct for Students</li> <li>- Suspension and Expulsion Procedures</li> <li>- Universal Precautions Procedures</li> <li>- Teacher Notification of Dangerous Students</li> <li>- School Dress Code (if applicable to school)</li> <li>- Access to the school campus (Visitors)</li> <li>- Safe egress and ingress procedures for students and adults (Fed.Req.)</li> </ul>	Yes	Procedures in plan appendices.  In Crisis Response Procedures
School Behavior/Discipline Procedures Plan (Fed.Req.)	Yes	Appendices
Crisis Response Procedures (CRP)	Yes	Appendices

<u>District Policies</u> Sexual Harassment BP/AR 4119.11, 4219.11, 4319.1 Employee Safety BP/AR 4158, 4258, 4358 Student Conduct BP/AR 5131(a) Bullying BP/AR 5131.2(a) District Dress Code BP/AR 5132(a) Discipline BP/AR 5144 Suspension and Expulsion BP/AR 5144.1 Nondiscrimination/Harassment BP/AR 5145.3	Yes	Available at the District Office
Verification that the SSC reviews and updates the school safety plan annually prior to March 1st of the current year.	Yes	Affirmation Signature page
Documentation that the school safety plan was submitted for approval to the district office.	Yes	Affirmation Signature page
The SSC communicates about the school safety plan at a public meeting at the school site.	Yes	School Site Council Agenda and Minutes

Date: \_\_\_\_\_ Principal Signature: \_\_\_\_\_

## Appendix J: Comprehensive School Safety Plan Update Checklist

School Year: 2023/2024

Item	Compliance Y/N	Date / Comments
Assessment of School Safety/Crime Conducted	Yes	November 2023
Key Findings of Evaluation Presented to Council	Yes	December 2023
Annual Evaluation of Safety Plan Conducted	Yes	December 2023
School Site Council Identified Priorities Listed Based on Assessment and Analysis of Data Conducted	Yes	December 2023
An Action Plan Has Been Developed	Yes	January 2024
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Yes	January 2024
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Yes	January 2024
Public Meeting Held on the Safety Plan	Yes	February 2024
Law Enforcement Approval of Plan	Yes	February 2024
School Site Council review and approval	Yes	February 2024
Annual Plan Review and Revisions approved by March 1st of each year.	Yes	February 2024

## **BIGGS UNIFIED SCHOOL DISTRICT COMPREHENSIVE SCHOOL SAFETY PLAN ADDENDUM**

Biggs High School, Biggs Elementary, Richvale Elementary

### **SB 323**

A school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The school principal will determine if the comprehensive school safety plan or the school safety plan does or does not meet the student's needs. The principal shall direct the school site council or safety planning committee to make appropriate modifications to the comprehensive school safety plan or school safety plan if necessary.

### **SB 10**

Schools that serve pupils in grades 7 to 12 require a protocol to be established in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

Having considered historical school-related opioid emergencies and the available emergency services, the implementation of a program for the administration of emergency intervention medication is necessary.

School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel. School nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering or believed to be suffering from an opioid overdose.

Following California Education Code Section 49414.3, training shall include the following:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the pupil's parent or guardian
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

- A description of the volunteer request states the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.



- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

After Naloxone has been administered, a person may regain full consciousness, increased breathing, and regular vital signs. Emergency services still need to be contacted and respond to the emergency location.

## **SB 671**

### **REPORTING AND ASSESSMENT PROCEDURES**

The Biggs Unified Schools uses a multidisciplinary threat assessment team to respond to and assess any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, school-sponsored activity, or on a school bus.

### **MULTIDISCIPLINARY THREAT ASSESSMENT TEAM**

The multidisciplinary threat assessment team responds to, manages, and documents threats at Biggs Unified School District Schools.

- **Team Leader** - The team leader will be the principal at each school site.
- **Threat Assessment Team** – There will be multiple individuals assigned to the team. The team could consist of the school principal and a school psychologist, teacher, coach, another school administrator, or a school resource officer.
- **Interviews** - Interviews of classmates, teachers, parents, and the student of concern will be assigned to the team by the team leader.
- **Assessment Behaviors** – An assessment behavior is also known as a concerning behavior. A concerning behavior, is any dangerous, violent, or unlawful activity at school, school sponsored activity, or on a school bus. Other concerning behaviors can include sudden changes in behavior, appearance, withdrawal, isolation, or performance decline.
- **Team Meetings** – The team will be assembled whenever a report of concerning behavior is received. The team will regularly meet at the start of each school semester to engage in learning activities, scenario-based training, and to evaluate the team’s roles and responsibilities.
- **Intervention Threshold** – Early intervention is a goal of the team. The team should make an inquiry into any concerning behavior that is presented to the team leader or any member of the team. The team may also investigate other behaviors not listed in this safety plan and choose to intervene.

### **REPORTING**

Biggs Unified Schools acknowledges the need for multiple paths to report potential incidents of dangerous, violent, or unlawful activity.

Biggs Unified Schools primarily receives reports through staff or a trusted adult on campus. Any staff member who receives a report of concerning behavior will immediately notify the school site administrator or designee. If a report is received on a bus, the bus driver will notify the school site principal where the student of concern attends.

As an additional reporting option, Biggs Unified Schools uses CatapultEMS Community Threat Reporting. CatapultEMS Community Threat Reporting allows any student, parent, or community member to report a concerning behavior. The CatapultEMS Community Threat Reporting option is located on the main school webpage titled “ANONYMOUS REPORTING.”

Biggs Unified Schools allows anonymous and confidential reporting to the school. Any person making a report to a school official or trusted adult should request their information remain confidential when making the report.

Schools may choose additional reporting options to include:

- Phone message tip line
- School or district website
- Dedicated email address
- Mobile application

Reporting options will include the hours and days each option is monitored. Reporting options will direct anyone making a report to call 911 if the emergency occurs outside of school hours.

The team will train school staff, students, and parents about concerning behaviors and how to access the different reporting options.

## **ASSESSMENT**

After the school principal receives a report of concerning behavior, the principal will collaborate with the team and determine the next step. Assessment procedures and techniques can include the following:

- **Law Enforcement Intervention** – Reports of weapons, threats of violence, or concerns about an individual’s safety will be reported to law enforcement.
- **Documentation** – The school or district will maintain all documents created during the assessment. The team leader will control access to the records.
- **Community Systems Approach** – This approach identifies the different sources from which the team can gather information. Sources could include interviews, social media, class assignments, desk or locker areas, law enforcement, family, employers, or school records.
- **Parents** – Parents should be notified as soon as practicable. The team leader will be responsible for parental communication and notification.

## **MANAGEMENT**

After the initial assessment, the team will meet to decide if the incident needs to be documented, referred to law enforcement, or receive additional management and evaluation.