



# West Contra Costa Unified School District

## Comprehensive Site Safety Plan

2021-2022  
School Year





SCHOOL: Middle College High School  
ADDRESS: 2600 Mission Bell Drive  
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### Comprehensive School Safety Plan Declaration Page

*This certifies that the School Site Council/School Safety Planning Committee has developed and approved the Comprehensive School Safety Plan.*

Member (Print name below)	Signature	Date
Principal or Designee*: Finy Prak		2/4/2022
School Site Council Chairperson*: Daniella Benigno		2/4/2022
Certificated Teacher*: Katherine Williams		2/4/2022
Parent of Child Attending School*: Tiffany Harris		2/6/2022
Classified Employee*: Kris Moore		2/4/2022
Law Enforcement Agency Rep: Lieutenant Hankins		2/7/2022
Assistant Principal:		

*\*Required members*

\_\_\_\_\_  
 District Safety Coordinator Signature

\_\_\_\_\_  
 Date

# Preface

The School Site Emergency Plan is designed for use 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 Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

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

# Section 1: Introduction

## Overview

The Comprehensive School Site Safety Plan provides an operational template for individual schools to prepare for, respond to, and recover from disasters that may occur within the greater San Francisco Bay Area. The emergency organizational structure identified in this plan is consistent with the federally mandated National Incident Management System (NIMS) and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System (ICS).

## Purpose

The purpose of the Comprehensive School Site Safety Plan is to provide a uniformed template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

## Scope

The Comprehensive School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed upon goal. Comprehensive School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

## Objectives

The objectives for the Comprehensive School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

## Section 2: Concept of Operations

### National Incident Management System

Incidents typically begin and end locally and are managed on a daily basis at the jurisdictional level. Incident management includes prevention and protection, as well as response, mitigation, and recovery. However, successful incident management operations often depend on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency responder disciplines.

The National Incident Management System (NIMS) is a comprehensive, national approach— applicable to all jurisdictional levels across functional disciplines—designed to improve the effectiveness of emergency management/response personnel across the full spectrum of potential incidents and hazard scenarios. NIMS is based on the premise that using a common incident management framework will give emergency management/response personnel a flexible but standardized system for emergency management and incident response activities.

**Table 1: Overview of NIMS**

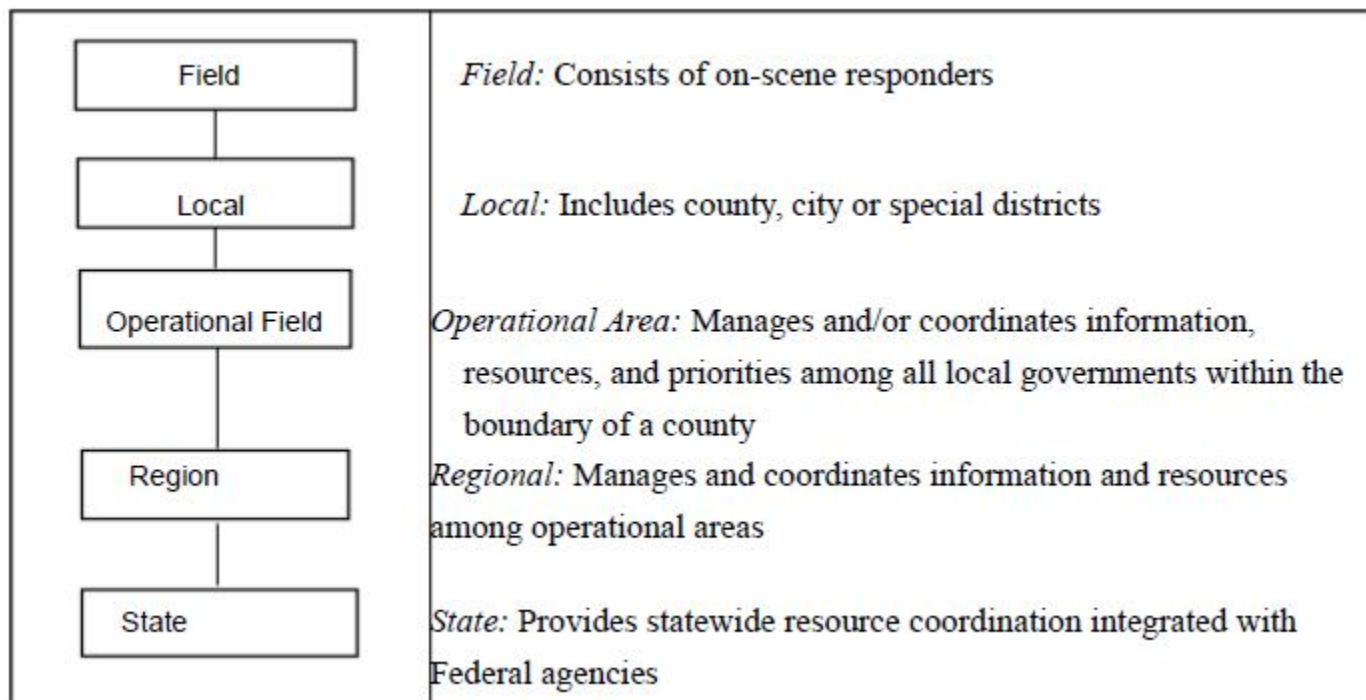
NIMS is . . .	NIMS is not . . .
<ul style="list-style-type: none"> <li>- a comprehensive, nationwide, systematic approach to incident management, including ICS, Multi-agency Coordination Systems, and Public Information.</li> <li>- a set of preparedness concepts and principles for all hazards.</li> <li>- a set of essential principles for a common operating picture and interoperability of communications and information management.</li> <li>- a set of standardized resource management procedures that enable coordination among different jurisdictions or organizations.</li> <li>- scalable to enable its use for all incidents (from day-to-day to large-scale incidents).</li> <li>- a dynamic system that promotes ongoing management and maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>- a response plan.</li> <li>- only used during large-scale incidents.</li> <li>- a communication plan.</li> <li>- only applicable to certain emergency management/incident response personnel.</li> <li>- only ICS or an organization chart.</li> <li>- a static system.</li> </ul>

### Standardized Emergency Management System

In accordance with the Standardized Emergency Management System (SEMS), California’s emergency response operations rely on a system in which government levels work together from the field upward, in a single, integrated structure. Incidents are managed at the lowest possible level. Local government has primary responsibility for emergency response activities within its jurisdiction. Operational Areas (OAs), the region, and the State provide support to local jurisdictions.

SEMS also provides a standardized response structure for emergencies involving multiple jurisdictions or multiple agencies in California. It defines a standard management structure and a standard terminology for statewide use. SEMS is applicable to all organizational levels and functions in the emergency response system. There are five designated levels in the SEMS organization, which are identified in Figure 1.

**Figure 1: SEMS Organizational Levels**



### **Incident Command System**

The Incident Command System (ICS) is a standardized, on-scene, all-hazard incident management concept. ICS is based on a flexible, scalable response organization providing a common framework within which people can work together effectively.

A key principle of ICS is its flexibility. The ICS organization may be expanded easily from a very small size for routine events to a larger organization capable of handling catastrophic events.

Standardization through the use of common terminology is an important part of ICS. Common terminology helps to define organizational functions, incident facilities (e.g., EOC), resource descriptions, and position titles. Incident terminology should be known before an emergency, disaster, or event.

### **Primary Incident Command System Functions**

#### **Incident/School Commander (the “leader”)**

The Command Section is responsible for overall policy, direction, and coordination of the emergency response effort during the incident. The Command Section Staff is also responsible for interacting with response agencies and the DEOC.

#### **Operations Section (the “doers”)**

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reducing the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

#### **Planning/Intelligence Section (the “thinkers”)**

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

#### **Logistics Section (the “getters”)**

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

#### **Finance and Administration Section (the “collectors”)**

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as a clearinghouse for documentation during the recovery phase.

#### **ICS Unified Command Structure**

Unified Command is an important element in multi-jurisdictional or multi agency domestic incident management. It provides guidelines to enable agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operating without a common system or organizational framework.

All agencies with jurisdictional authority or functional responsibility for any or all aspects of an incident participate in the Unified Command structure and contribute the following process and responsibilities:

- Determine overall incident strategies
- Select objectives
- Ensure that joint planning for tactical activities is accomplished in accordance with approved incident objectives
- Ensure the integration of tactical operations
- Approve, commit, and make optimal use of all assigned resources

#### **Advantages of Using Unified Command**

- One set of objectives is developed for the entire incident.
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.



## Section 3: Preparedness Efforts

### Preparedness

Emergency preparedness at schools starts with school staff emergency preparedness at home. To ensure school staff are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures should be taken:

- Create a 72-hour emergency supply kit for the home.
- Create an emergency car kit / office kit, including comfortable clothes and shoes as well as medications.
- Develop a plan to reunite with family members.
- Develop a neighborhood preparedness program.

To help school staff with personal emergency preparedness, brochures are available from the local chapter of the American Red Cross ([www.Red Cross](http://www.RedCross.org)), from the City of Richmond Department of Emergency Services (<http://www.ci.richmond.ca.us/206/Office-of-Emergency-Services>), or by request through the West Contra Costa Unified School District (WCCUSD) Disaster Preparedness and Safety Office.

### Disaster Service Workers

Section 3100 of the California Government Code states that public employees are disaster service workers (DSWs) who are subject to the disaster service activities assigned to them by their superiors or by law. The term public employees include all personnel employed by State of California agencies, California county and city agencies, and public districts, excluding legally employed aliens. WCCUSD employees are designated as DSWs. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. a local emergency has been proclaimed,
2. a State of Emergency has been proclaimed, or
3. a Federal disaster declaration has been made.

## Responsibilities

### District Responsibilities

In case of a declared emergency by the superintendent during school hours, all students will be required to remain at schools, Child Development Centers (CDCs) or an alternate safe site under the supervision of the school principal/site manager or other school staff assigned by the principal/site manager or designee. Students will not be permitted to leave the school site until:

1. regular dismissal time and only if it is considered safe to do so, or
2. an adult authorized by the parent or legal guardian whose name appears on the Student Emergency/Medical Information Card arrives to pick up the student. Additionally, please note the following:
  - a. If students are enroute to school, they shall continue to school.
  - b. If students are on their way home from school, they are to continue home.

During a declared emergency, those students who have not been picked up by their parents or other authorized person may be taken by District personnel to another site where consolidated care, food and shelter, can be provided. This information will be given to the media stations and posted at the original site, if possible, to keep parents/guardians informed. Refer to the West Contra Costa Unified School District School Comprehensive Site Safety Plan – Parent Child Reunification Appendix for additional information on short- and long-term reunification.

### Parent/Guardian Responsibilities

Parents and legal guardians of students will be provided with a Student Emergency/Medical Information Card each year. In case of a declared emergency, students will be released ONLY to persons designated on this card. Parents/guardians

are responsible for ensuring that information on the Student Emergency/Medical Information Card is current at all times. Parents/guardians are asked to share with the schools the responsibility for informing students what they should do in case of an emergency, disaster, or event. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents/guardians that are contrary to the District's stated policy on retention at school and authorized release in case of a severe emergency.

### **Drills**

Each school site is responsible for conducting routine fire drills, earthquake drills, and Lockdown/Shelter-In-Place drills. The principal/site manager or designee shall keep a copy of each drill conducted on the Emergency Drill Report form (Appendix E: K-12 Emergency Preparedness Drill Procedures) and file a copy with the Coordinator of Disaster Preparedness and Safety.

### **Earthquake Drills**

The following standards must be met to ensure a successful earthquake drill:

- The Fire Alarm/Public Announcement can be heard/seen by all staff and students.
- Immediately after the earthquake alarm/public announcement sounds, all students, teachers and other employees:
  - DROP down onto the floor;
  - take COVER under a sturdy desk, table, or other furniture with backs to the windows and protect head and neck with arms; and
  - HOLD onto the furniture and be prepared to move with it.
- Pre-assigned teachers and staff will report to the Principal's Office to check-in for the Emergency Response Team.
- Proceed with normal evacuation procedures.

### **Fire Drills**

Principals/Site Managers or designee shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

The following standards must be met to ensure a successful fire drill:

- The Fire Alarm/Public Announcement can be heard and/or seen by all staff and students.
- Orderly evacuation begins immediately and is completed within minutes of the initial alarm, with minimal congestion at exit gates.
- Teachers and students will gather in an orderly fashion in pre-designated evacuation areas away from fire lanes.
- Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the Principal/Site Manager or designee.
- Upon sounding of the all clear, students and staff will return to their appropriate classroom and the teacher will take roll. Missing students must be reported to the principal/site manager or designee immediately.

## Section 4: Emergency Response Roles

### Overview

In the event of an emergency, school personnel must be aware and familiar with their emergency response roles and responsibilities. School personnel emergency response roles are identified and described in this section. In those incidents involving localized emergencies normally concerning one school, the Site Emergency Response Team (SERT), as delineated in the WCCUSD School Emergency Response Plan will be activated.

### Emergency Response Team

The Site Emergency Response Team (ERT) is responsible for coordinating emergency response by all staff and students at the school site. The ERT organization, which is consistent with the statewide Standardized Emergency Management System (SEMS), is composed of the Command, Operations, Planning, Logistics, and Administration/Finance Sections. ERT functions will be activated to the extent required by the situation, and within the limits of available staff to fulfill each function. When necessary, available personnel may assume more than one role until additional personnel are able to respond. ERTs will remain in charge of the incident until relieved by emergency first responders.

### Non-Instructional Staff

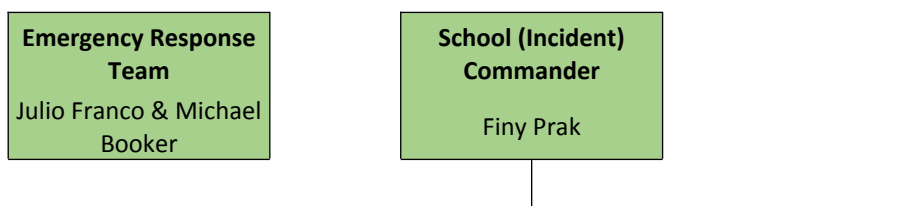
Non-Instructional staff members not assigned as ERT members will assist with emergency response duties as assigned by the School Administrator or designee. Teachers and child development center staff not assigned as ERT members are responsible for providing care and supervision of students; directing students in appropriate emergency procedures; sending students in need of first aid to the first aid station; calming frightened students; helping restore order; taking attendance; reporting missing students and their last known location to the Search and Rescue Team; and assisting other staff and students as needed.

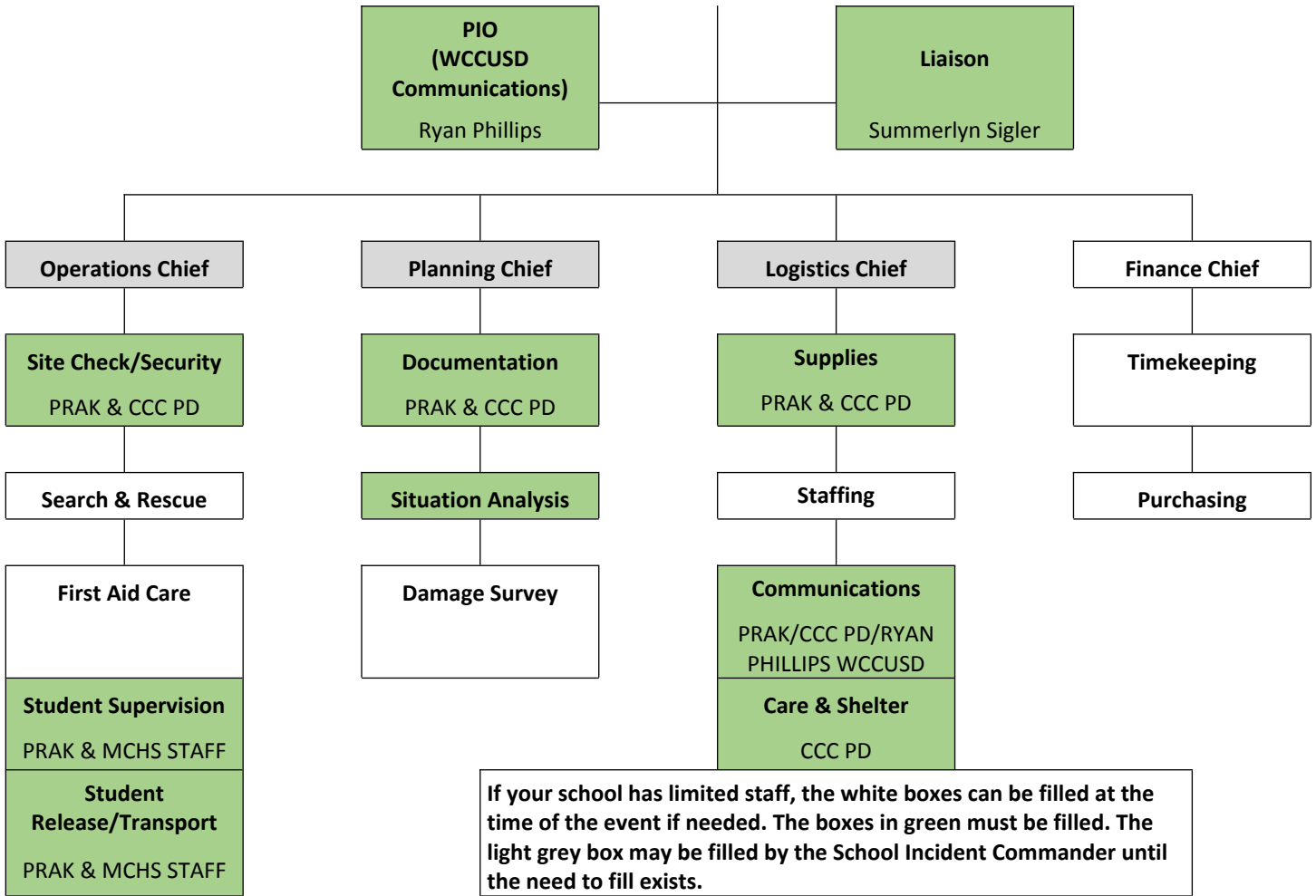
### School Administrator

The School Administrator or their designee implements the School Site Emergency Plan when notified of a declared emergency by the WCCUSD EOC Commander or when deemed necessary; establishes a Site Command; orders evacuation from building and/or site as deemed appropriate; directs ERT response to life safety threats (fires, fallen electrical lines, hazardous material spill, etc.); collects, analyzes, and reports status and damage information to the appropriate Executive Director at the WCCUSD EOC; and determines the need for and requests public safety assistance when necessary.

During off-hours, and upon notification of the WCCUSD EOC Commander, or the occurrence of an obvious disaster, the School Administrator or their designee reports immediately to the school site to conduct a damage survey. Those sites pre-designated as American Red Cross shelters will prepare to receive evacuees when requested to do so by the WCCUSD Coordinator, Disaster Preparedness or the WCCUSD Director, Facilities. The School Administrator or their designee will initiate a recall to duty of additional site personnel as warranted by the situation.

### School Incident Command System





**School Emergency Response Teams.**

**Command Staff**

Team	Team Leader
<b>Incident Commander:</b> Oversees management of the incident / fills roles of Section Chiefs until the need to fill exists	FINY PRAK
<b>Public Information Officer (PIO):</b> Coordinates the release of information to the media and prepares and distributes press releases, as appropriate and with concurrence of the Superintendent.	WCCUSD COMMUNICATIONS- RYAN PHILLIPS
<b>Liaison:</b> Acts as a communications link between the site and the WCCUSD EOC. Works closely with outside agencies (PD, FD, County) and the WCCUSD EOC.	JULIO FRANCO & MICHAEL BOOKER

**Operations**

Team	Team Leader	Staff
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<p><b>Operations Section Chief:</b> Organizes and oversees each Operations Team, as necessary; ensures that teams are properly equipped for their assigned role and when necessary; requests outside assistance from the School Administrator or designee.</p>	<p>PRAK &amp; CCC PD</p>	<p>N/A</p>
<p><b>Safety and Security:</b> Organizes safety and security teams as indicated; extinguishes fires, if possible; ensures that emergency assembly area(s) are accessible and safe; secures evacuation routes and assists in site evacuation, if required; secures access to the site by emergency vehicles; secures building against unauthorized re-entry; seals off and posts areas where hazardous conditions exist.</p>	<p>CCC PD</p>	<p>LIEUTENANT HANKINS</p>
<p><b>Search and Rescue:</b> Assigns search and rescue teams to complete a systematic search of all rooms in pre-assigned areas, including bathrooms, library, and offices, for injured and/or trapped students and employees; requests on-site medical assistance, as indicated; and reports status to the Operations Section Chief.</p>	<p>PRAK &amp; CCC PD</p>	<p>PRAK &amp; LIEUTENANT HANKINS</p>
<p><b>First Aid Care:</b> Establishes a first aid station, if necessary; assigns first aid teams; assesses injured and provides first aid care as indicated; determines the need for skilled medical and coordinates requests for assistance through School Administrator or designee; establishes priorities for the transport of the injured to hospitals, when transport is available; and maintains a record of the name and destination of those transported.</p>	<p>CCC PD</p>	<p>LIEUTENANT HANKINS</p>
<p><b>Student Supervision:</b> Establishes location(s) and provides a safe and calm environment for students; ensures all students are accounted for and works with Student Release to reunite students and parents.</p>	<p>PRAK &amp; MCHS STAFF</p>	<p>PRAK, ADKINS, BHAMBRA, BAOAS, HIPOLITO, HOFFMAN, HOLLOWAY, OBRADOVIC, ROSS, WILLIAMS, WOOLERY, MOORE, BUCKNER</p>
<p><b>Student Release/Transport:</b> Oversees the release of students to parents or authorized persons indicated on the Student Emergency/Medical Card and completes and maintains student release forms. Coordinates with the WCCUSD EOC in the acquisition of transportation in the event an evacuation is required.</p>	<p>PRAK &amp; MCHS STAFF</p>	<p>PRAK, ADKINS, BHAMBRA, BAOAS, HIPOLITO, HOFFMAN, HOLLOWAY, OBRADOVIC, ROSS, WILLIAMS, WOOLERY, MOORE, BUCKNER</p>

**Planning**

Team	Team Leader	Staff
<b>Planning Section Chief:</b> Organizes and oversees damage survey teams, if necessary; compiles damage and status information; ensures that teams are properly equipped for their assigned role; when necessary, requests outside assistance from the School Administrator or designee; and ensures that an accurate written record of the site’s emergency response is initiated and maintained.	CCC PD	LIEUTENANT HANKINS
<b>Documentation:</b> Organizes all status reports coming to and from the WCCUSD EOC; compiles a written record of emergency response activities; and compiles damage and status documentation for the post-event critique and After Action Report.	PRAK & CCC PD	PRAK & LIEUTENANT HANKINS
<b>Situation Analysis:</b> Works closely with the Planning Section Chief to gather information/intelligence and provide the most up-to-date information regarding the incident.	CCC PD	LIEUTENANT HANKINS
<b>Damage Survey:</b> Assigns damage survey teams to conduct a systematic survey of site damages; surveys damage to utility systems and shuts down main power, and water mains, as indicated; follows damage control procedures to provide the safest possible environment and limit damage to site facility; safeguards all usable water within the building; performs emergency repairs, as necessary; and reports status to the Operations Section Chief.	CCC PD	LIEUTENANT HANKINS

**Logistics**

Team	Team Leader	Staff
<b>Logistics Section Chief:</b> Recruits and manages staff and volunteers as requested by other Branch Coordinators; procures supplies and equipment to support response operations; and arranges for conversion of the site to a Red Cross shelter when requested.	CCC PD	LIEUTENANT HANKINS
<b>Supply:</b> Obtains and distributes equipment and supplies necessary to support emergency operations; tracks all supplies and equipment; and reports to the Logistics Section Chief.	CCC PD	LIEUTENANT HANKINS

<b>Staffing:</b> Works closely with the Planning Section Chief to provide guidance about staffing needs.	CCC PD	LIEUTENANT HANKINS
<b>Communications:</b> Utilizes communication tools (phone, 800-MHz) to maintain communication with the WCCUSD EOC.	PRAK & CCC PD	PRAK & LIEUTENANT HANKINS
<b>Care and Shelter:</b> Assesses restroom and cooking facilities and the adequacy of available food, water, blankets, and other supplies; determines what additional equipment and supplies are needed; and requests needed resources from the Supply Branch Coordinator.	CCC PD	LIEUTENANT HANKINS

**Finance**

Team	Team Leader	Staff
<b>Finance Section Chief:</b> Oversees all members of the Finance Team; ensures that all financial data is being recorded and catalogued properly for future reimbursement.	N/A	
<b>Timekeeping:</b> Compiles a record of employee time devoted to response and recovery efforts	N/A	
<b>Purchasing:</b> Compiles all disaster-related expenditures.	N/A	

## Section 5: Emergency Response Actions

The following emergency response actions refer to the Principal, Site Manager, or appropriate designee as the “School Administrator.” In addition, Public Information Officer (PIO) for the West Contra Costa Unified School District (WCCUSD) is referred to as the Director, Communications and each site must assign an Emergency Planning Coordinator who is responsible for emergency response actions at each individual school site.

Every effort has been made to address the requirements for the special needs population, where appropriate. It is the responsibility of the school administrator, individual teachers, and other classroom aides to ensure that hearing, sight, mobility impaired students, as well as other special needs students, are accounted for and receive appropriate instructions.

### **Emergency Notification Procedures:**

#### **Purpose:**

To ensure critical information is shared with the departments and positions responsible for providing support and to communicate relevant information with senior leaders and elected officials.

#### **Criteria:**

- Power outage
- Fire
- Lockdown / suspicion of weapons
- Students involved in a shooting (includes weekend activity)
- Hospitalization (Student or staff injury requiring medical assistance.), 5150
- Police Activity / Student or Staff arrest
- Missing student
- Schoolwide impact
- Pandemic response (Covid-19)
- Could it make the news?

#### **Notification Process:**

1. Immediate notification:
  - a. Principal to Executive Director
  - b. Executive Director to Chief Academic Officer (CAO)
  - c. CAO or CBO to Superintendent
  - d. ERT or Communications sends to Cabinet via text, Union Partners where needed

2. Recovery Stage:

At the earliest possible convenience (within 24 hours), the Principal will share a written summary of the event with clarity around injuries, schoolwide implications, arrests as well as next steps.

3. Debrief:

Director, Safety Coordinator and Principal will debrief events within 7 days to garner any learning from the event and course correction that can be made.

### **Definition: Lockdown / Shelter-In-Place**

#### **Lockdown**



A Lockdown is defined as those conditions requiring complete separation and protection of school staff and students from any situation regarding an existing internal or external situation that could directly threaten their safety. All school activity ceases, doors are locked, windows covered, no movement outside of the classroom. Examples: Intruder on Campus, Active Shooter on/off campus, Police Activity within close proximity of the school where activity may overflow onto the school campus.

### **Shelter-in-Place**

A Shelter-in-Place is defined as, provides refuge for students, staff and public within a school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on emergencies.

Class activities may continue, but students should stay in classrooms, other than to use the bathroom.

Examples: Police Activity in local community, but with no immediate threat to school. Environmental emergencies; gas leak, chemical release.

Please note that Shelter-in-Place may be upgraded to a Lockdown and Lockdown may be downgraded to a Shelter-in-Place.

## **Fire**

### **Fire in a School Building**

- The School Administrator will:
  1. call 9-1-1,
  2. sound the fire alarm, and
  3. notify the Executive Director.
- School Staff will:
  1. supervise evacuation according to the Emergency Evacuation Plan posted in every classroom,
  2. close doors upon evacuating,
  3. take roll books and take roll at the evacuation site, and
  4. report missing students to the School Administrator.
- The Custodian or ERT member will open necessary gates for emergency vehicles.
- Re-occupy buildings when ordered to do so by the Fire Department and the School Administrator

### **Fire Near School**

- The School Administrator will:
  1. call 9-1-1,
  2. sound the fire alarm, and
  3. notify the Executive Director.
- If appropriate, re-occupy buildings when ordered to do so by the Fire Department and the School Administrator.

## **Earthquake**

### **Earthquake Procedures Inside**

- DROP to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
- COVER under or near desks, tables, or chairs in a kneeling or sitting position.
- HOLD onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes.
- Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.
- School staff should check for injuries and assess the general safety of the room.

- Report any hazards to the school Damage Survey Team.
- All Emergency Response Teams (ERTs) should report to the School Administrators Office or pre-designated location.

### **Earthquake Procedures Outside**

- Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands.
- Do not enter buildings until it is safe to do so.
- School staff should check for injuries.
- Report any hazards to the school Damage Survey Team.
- All ERTs should report to the School Administrator's Office or pre-designated location.

### **Intruder on Campus**

A campus intruder is defined as an individual who loiters or creates disturbances on school property. If an intruder is found on campus:

- Assess the situation and if it appears safe to approach the intruder, greet the individual in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask them what his/her purpose is for being on campus.
- Advise the intruder of WCCUSD Visitor Policy.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, call 9-1-1 and provide a description and location of the intruder. Notify staff to lock down.

If an intruder appears on school grounds during recess or lunch:

- Outdoor supervisors should immediately notify the School Administrator and guide all students to nearby buildings.
- Lock all doors and windows.
- Wait for further instructions from school officials or the police.

In the event the perpetrator(s) is inside a classroom:

1. Staff should take a leadership role and perform the following actions:
  - Calm, reassure, and quiet others (students/staff).
  - Staff actions will influence others.
2. Staff should attempt to actively diffuse the situation:
  - Attempt to quietly move students away from the perpetrator.
  - If deemed safe to do so, staff should approach the perpetrator in a calm, non-confrontational manner and ask him/her to leave the campus.
3. If the perpetrator leaves the classroom, staff should immediately block the door using whatever is available (desks, file cabinets, books, or other furniture)

### **Lockdown: Active Shooter**

- School staff should move students into classrooms and buildings and adhere to the Run, Hide, Fight strategy.
- Begin lockdown procedures including covering windows, turning off lights, and seeking cover under or near furniture and away from windows.

- Use appropriate communication methods (i.e., phones, radios, computers, etc.) to contact the School Administrator.
- Take roll and identify all students and staff in the classroom.
- Maintain communications with ERT and School Administrator through email or text.
- Conduct anxiety-reducing activities as per the District Crisis Response Manual.
- Be prepared for an evacuation at any time.
- Follow the directions of the responding Police Agency.

### **Shelter-in-Place**

Shelter-in-Place may be directed if there is a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Shelter-in-Place will be routinely practiced during the school year.

- Shelter: Move all students and staff inside.
- Shut: Lock all doors and close windows.
- Listen: Remain quiet to hear critical instructions from the School Administrator and/or emergency responders.
  - If there is no direction, continue instructional/work activities until the situation is resolved or you are directed to do otherwise.

If the incident involves gas leaks or chemical spills, follow the procedures below:

- Advise students to cover their mouths and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- The principal or assigned designee should close all vents and turn off ventilation systems.
- Advise students to maintain shelter-in-place procedures until the all clear or evacuation signal is given by the School Administrator and/or emergency responders.

## **LOCKDOWN / SHELTER-IN-PLACE: NOTIFICATION PROCEDURES**

### **Communication with Parents**

- Obtain authorization from the Communications Director to activate Emergency Communications Message by the School Administrator to be sent to all parents via Blackboard Connect and in written form indicating the following:
  - The exact nature of the emergency
  - Area impacted
  - Who and what is affected?
  - How long the area will be impacted (determined from consultation with responding Police Agency)
  - Projected time for resolution
  - Safe staging location for parents (determined by School Administrator and Crisis Response Team)
  - When will lockdown be modified to allow movement on campus?

- Inside secured buildings
- Bathroom trips with supervision
- Food delivery or pickup in cafeteria by class
  
- Upon Lockdown / Shelter-in-Place being lifted the School Administrator should activate a message to all parents via Blackboard Connect.
  
- After the incident the School Incident Commander with aide of Communications Director shall draft a letter to all parents and staff of the events of the incident.

#### **Communication with Staff**

- Upon notification from the Principal of a Shelter-in-Place or a Lockdown Teachers and Office Staff should ensure their classroom computer is on and their email is open to receive messages throughout the incident.
  
- Upon notification of Shelter-in-Place or a Lockdown, the Front Office should communicate with custodial staff, maintenance, and visiting workers of Shelter-in-Place / Lockdown and provide instruction.

#### **Communication with District Staff**

- Communicate with Executive Director and request support for:
  - o Additional resources from K-Adult Operations
  - o WCCUSD Crisis Response Team
  - o Communications Director
  - o Counseling Services
  - o Transportation to move students, if necessary
  - o Sending additional Communication messages to parents
  - o Request and Reunification process (see Appendix D)
  
- Activation of an all clear notice when advised by the responding Police Agency that the site is safe.

#### **Bomb Threat**

In most cases, threats of a bomb or other explosive device will be received by telephone.

- Attempt to gain as much information as possible using the "Bomb Threat Checklist" in Appendix C. Do not hang up on the caller.
- Immediately notify the School Administrator and alert them to call 9-1-1 and provide:
  - Name
  - Call back phone number
  - Exact street location with the nearest cross street
  - Nature of incident
  - Number and location of people involved and/or injured
- The School Administrator will notify the Executive Director and/or Safety Coordinator.
- Instruct all students and staff to turn off cellular devices and radios.
- Sound the fire alarm to evacuate all involved buildings.
- Secure all campus exits to prevent re-entry to buildings.
- Follow directions from the appropriate responding Police Agency.
- Re-occupy buildings when clearance has been given by the Police and at the discretion of the School Administrator.
- If threats are made by letter, reduce the amount of handling. Use gloves or material to handle until Police arrive.

#### **Gas Leak**

The person detecting the odor of natural gas will:

- Notify the School Administrator
- Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building) as safely as possible. DO NOT ENTER A CONTAINED SPACE.

The School Administrator will:

- Immediately call 9-1-1 and notify Fire Department and provide:
  - building address,
  - site name,
  - description of the odor, and
  - location of the odor.
- If ordered to do so, evacuate the building.
- If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the Fire Department.
- Notify the Executive Director and/or Safety Coordinator.
- Notify Pacific Gas & Electric (PG&E) at 1-800-743-5000
- Notify Maintenance and Operations (M&O) at 510-231-1108

## Section 6: Emergency Evacuation Procedures

Schools are responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or/cognitively/emotionally impaired, must be assisted.

### **Schools must develop plans that identify the location of potential evacuation sites.**

Evacuation plans must also address the following:

- The population of people with disabilities/special needs.
- Appropriate signage and equipment (e.g., EVAC Chairs) needed for individuals with disabilities/special needs.
- Training for school staff to assist individuals with disabilities/special needs.
- Coordination with first responders.

### **Evacuation Procedures:**

#### **On-Campus Evacuation**

The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building.

1. If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned on-campus location.
2. School staff must take roll at the evacuation area to ensure that all students are accounted for.
3. Students who are missing or left behind due to serious injury should be immediately reported to school officials.
4. School staff should identify any students who need medical attention and provide appropriate care.
5. School staff should remain with their students and help to calm them.
6. If it is determined that school buildings are safe to re-enter, school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.
7. Students should be debriefed to calm fears about the evacuation

#### **Off-Campus Evacuation**

Off-campus evacuation is implemented after a decision is made that it is unsafe to remain on campus and evacuation to an off-site assembly area is required.

8. If it is determined an evacuation is needed, school staff should assemble students and communicate with the WCCUSD Emergency Response Team for the assigned off-campus evacuation location and transportation plans.
9. School staff must take roll at the evacuation location to ensure that an account is made for all students.

10. Students who are missing or left behind due to serious injury should be immediately reported to school and district officials.
11. The Executive Director and/or Safety Coordinator should be immediately notified of the evacuation.

**Evacuation Locations**

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, schools must identify safe evacuation locations to relocate the school population.

**A) On-Campus Evacuation Location**

School officials should review their school site layout and determine where the safest outdoor location is on campus to assemble students and staff. It is important to ensure there is adequate space for the entire school population and there is no danger of falling debris or power lines.

List the on-campus evacuation locations below:

Primary Location	Based on location on campus...see map for details
Secondary Location	CCC BUS STOP on MISSION BELL DRIVE

**B) Off-Campus Evacuation Location**

Off site locations should be located at the nearest park or alternative WCCUSD school site. The site administrator(Incident Commander) should facilitate transportation needs and should coordinate evacuation efforts with the local law enforcement agency.

Primary Location	Helms MS
Parent Reunification Site (Off Campus)	Helms MS

Evacuation Maps (On Campus)



# Evacuation Assembly Areas

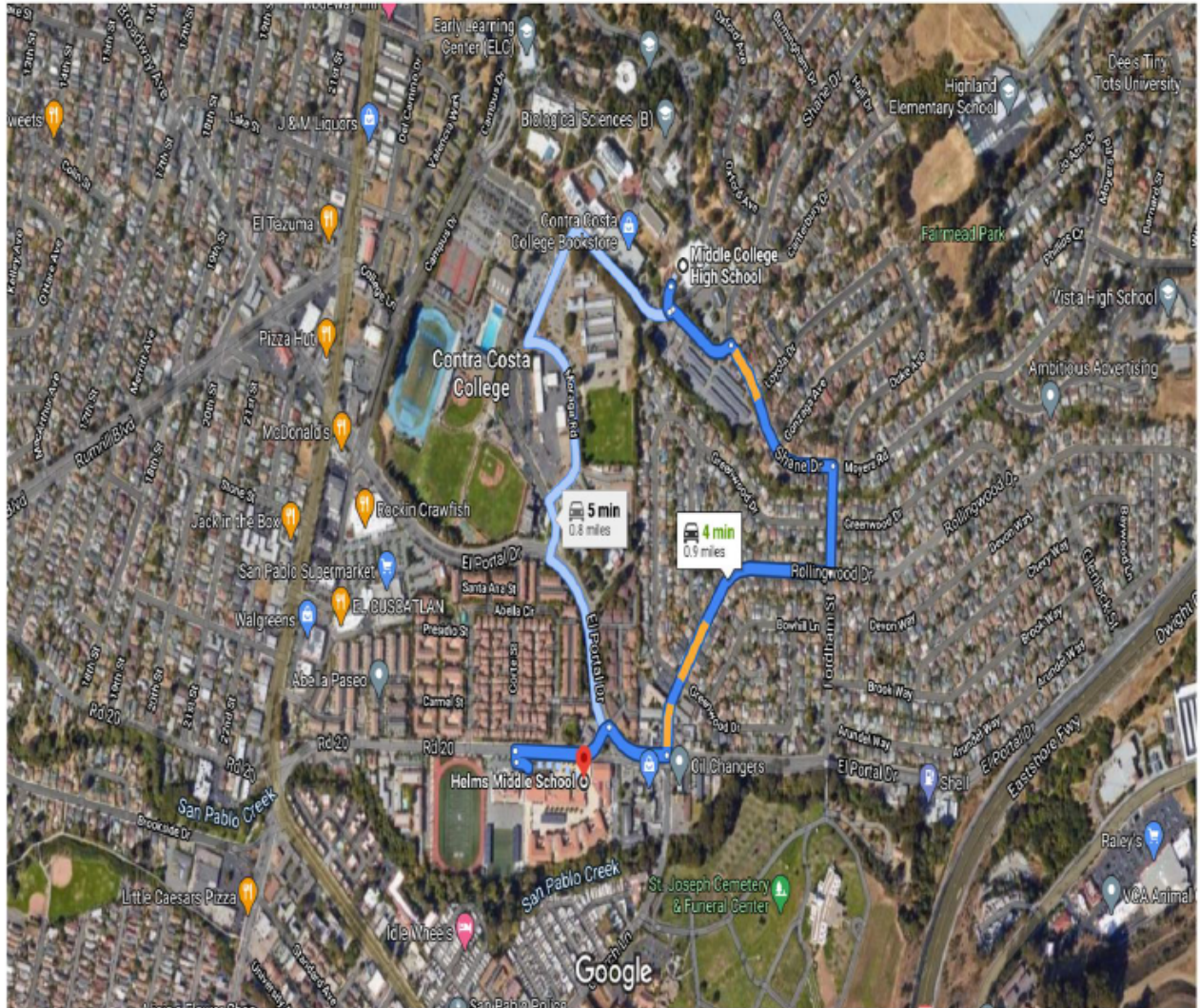




Evacuation Maps (Off Campus)

Google Maps Middle College High School to Helms Middle School

Drive 0.9 mile, 4 min



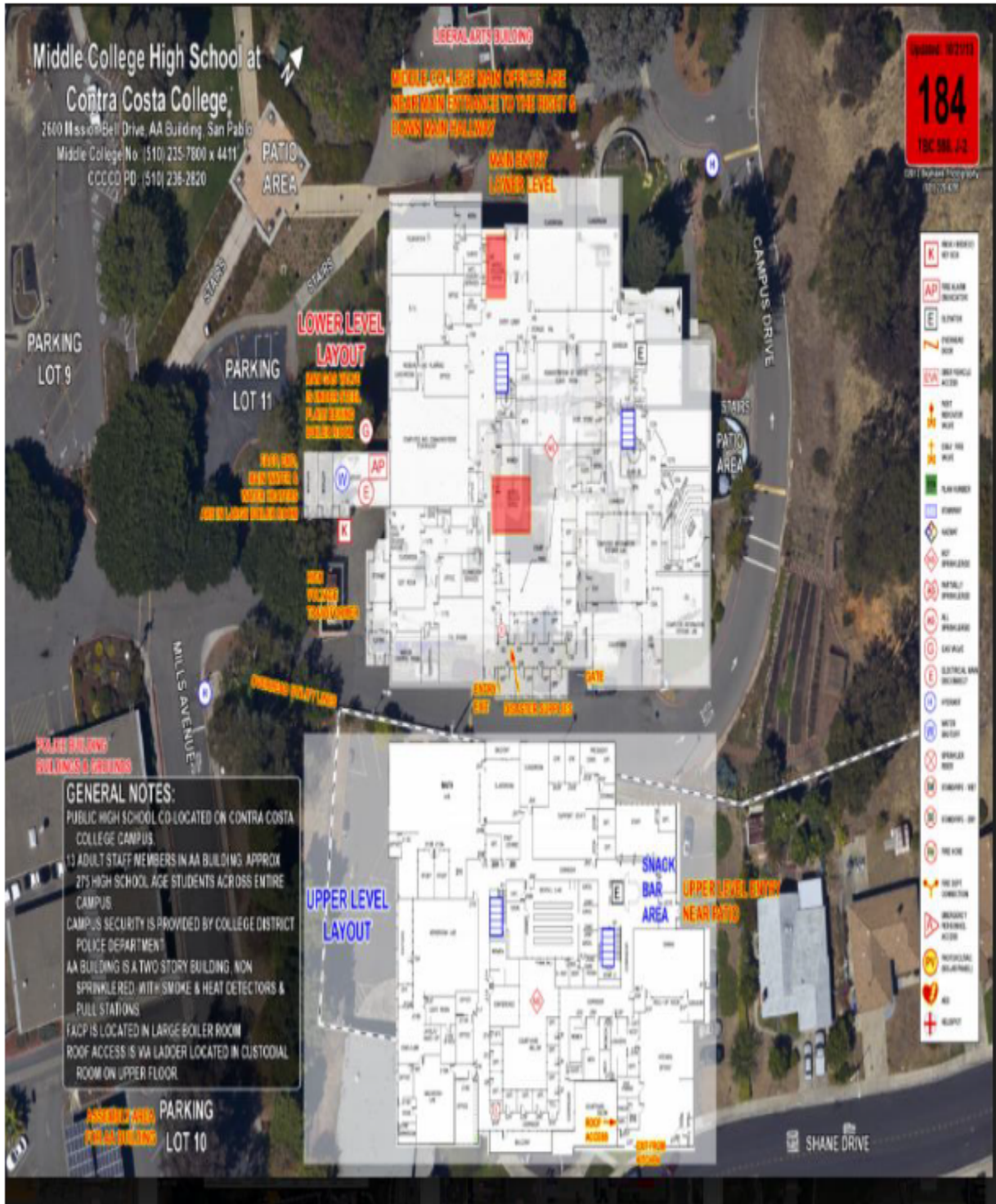
Imagery ©2021 CNES / Airbus, Maxar Technologies, U.S. Geological Survey, USDA Farm Service Agency, Map data ©2021 500 ft

SkyHawk Aerial Maps



School Site Safety Plan  
 School:

K-Adult Operations



## Appendix A: Emergency Phone Numbers

Agency / Organization	Phone Number
Ambulance	9-1-1
Fire – Rescue Department	9-1-1
Police Department	9-1-1
Non-Emergency Numbers	
Contra Costa Sheriff	925-335-1500
El Cerrito Police Department	510-237-3233
Hercules Police Department	510-724-1111
Kensington Police Department	510-234-0474
Pinole Police Department	510-724-8950
Richmond Police Department	510-233-1214
San Pablo Police Department	510-233-1214
Hospitals	
Kaiser Permanente Medical Center-Richmond	510-307-1500
Alta Bates Medical Center – Oakland	510-204-4444
Contra Costa Regional Medical Center	925-370-5000
West Contra Costa Unified School District Support Services	
<b>WCCUSD WE TIP HOTLINE</b>	<b>1-800-782-7463</b>
WCCUSD Superintendent of Schools	510-231-1101
WCCUSD Assoc. Superintendent of Schools	510-231-1160
WCCUSD Disaster Preparedness and Safety	510-307-4606
WCCUSD Communications	510-231-1150
WCCUSD Facilities	510-307-4540
WCCUSD Food Services	510-307-4580
WCCUSD Maintenance and Operations	510-620-2159
WCCUSD Nurses	510-307-4646
WCCUSD Psychology Services	510-307-4643
WCCUSD Radio Station KECG	510-869-9910
Executive Directors	
Keisha Joyner	510-231-1483
Koy Hill	510-231-1483
Summerlynn Sigler	510-231-1483
Directors	
Julio Franco – Operations	510-231-1110
Michael Booker -Operations	510-231-1110
City and County Departments	
California Department of Public Health	916-558-1784
Contra Costa County Department of Public Health	510-231-8555
Contra Costa County Office of Emergency Services	925-646-4461
Hazardous Material Incident Response	925-335-3232
Contra Costa County Animal Control Service	510-374-3966
California Poison Control Center	1-800-222-1222
American Red Cross	1-866-272-2237

## Appendix B: Bomb Threat Report Form

<b>School:</b>	<b>Time Call Received:</b>	<b>Call Taken By:</b>
<b>Date:</b>	<b>Time Caller Hung Up:</b>	<b>Title:</b>
	<b>Caller ID Info:</b>	

Questions to Ask:	Exact Wording of Threat:								
1. When will the bomb explode?	<b>Caller's Voice:</b> (circle all that apply)				<b>Caller's Language:</b> (circle all that apply)			<b>Background Sounds:</b> (circle all that apply)	
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery	
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System	
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises	
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office	
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery	
7. Why?	Soft	Ragged	Clearing Throat	Normal	<b>Caller Demographics</b> (Circle One)			Animal Noises	Clear
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female	Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who does it sound like?				Approximate Age:			Long Distance	Cell Phone
10. What is your name, address, phone?	<b>Other Observations?</b>								

## Appendix C: Parent-Child Reunification Procedures

In an effort to address all hazard incidents, the West Contra Costa Unified School District (WCCUSD) has developed short- and long-term parent-child reunification procedures. Short-term procedures outline the appropriate steps to be taken at individual school sites. When reunification procedures exceed the scope of school site operations, WCCUSD will implement long-term procedures to consolidate resources and increase efficiency.

### School Site Reunification: Short Term

#### Student Emergency/Medical Information Card

All students are required to have a Student Emergency/Medical Information Card on file at their school site. Student Emergency/Medical Information Cards must be updated every school year, and the school should be notified of any changes of information on the student emergency/medical information cards. Student Emergency/Medical Information Cards will be distributed to students on the first day of school and must be returned promptly. Student emergency cards require the following information:

- Parent/guardian/caregiver current address and phone number
- The student's doctor/health care provider and insurance information
- Any medication(s) or chronic illness(es) related to the student

#### Parent-Child Reunification

In the event that an emergency occurs on or near a school site, parents (or guardians) must report to the school site and adhere to the following procedures required for releasing a student. School sites must work in conjunction with the WCCUSD Crisis Response Team / District Emergency Operations Center (DEOC) throughout the parent-child reunification process.

The following procedures provide a general guideline for parent-child reunification throughout WCCUSD. Each school site is responsible for adhering to the following three principals when implementing its reunification process: (1) a safe and secure check-in area for parents, (2) a separate area designated for the reunification of parents and children, and (3) a safe and secure exit for parents and children.

#### Preparation

- At the start of the school year, each school site should prepare an Crisis Response Box containing copies of Student Emergency/Medical Information Cards, name tags for all students and staff, lists of all student and staff names, pre-printed signs with letters A–Z, sharpie markers, pens, and tape.
- Emergency bins should be updated on a routine basis.

#### Reunification

- School staff should set up two tables inside the main gate or designated area of the school site. One table will be designated for students with last names beginning A–M. The second table will be designated for students with last names beginning N–Z. Each table will have two binders with all the students' names and Student Emergency/Medical Information Cards. Each table must be clearly and adequately marked with the appropriate letters.
- Parents or guardians arriving to the school site must wait in the appropriate line and be able to identify their child by name for pick-up. A school staff member will be responsible for directing parents to the appropriate lines.
- School staff members working at the tables will highlight students' names in the appropriate binder and verify the parent or guardian name. Only contacts listed on the a student emergency/medical

information card may pick up a child. Parents/Guardians must have a valid ID and/or be recognized as Parents/Guardians of the student by a school staff member. Highlighting the students' name will indicate a parent or guardian has arrived to pick up the student.

- At the student assembly area, school staff will post signs with the letters A–Z. Signs should be premade and stored in the school site emergency bin. Students should line up behind the letter that represents the first letter of their last name.
- All students must wear name tags indicating their last name, first name. (If possible, name tags with names already printed on them will be kept in the emergency bin and distributed to school staff responsible at each line, A–Z).
- Once parents/guardians have arrived, a runner will notify the child and escort them to the reunification area.
- After parents/guardians are reunited with their child, school staff will escort and/or direct the parent/guardian and child to the exit gate (the exit gate should *not* be the same as the main gate).
- Two-to-four school staff members should be placed at the exit gate with copies of the Student Emergency/Medical Information Cards. All parents/guardians should be cross-referenced on the emergency/medical information card prior to exiting the gate.
- Upon exiting the school sites, students must remove their name tags and give them to the school staff. School staff must use a sharpie marker to write one of the following codes on the student's name tag:

**M** – if the mother picked up the student

**F** – if the father picked up the student

**G** – if the guardian picked up the student

**GM** – if the grandmother picked up the student

**GF** – if the grandfather picked up the student

**+ NAME** – if someone other than the above picked up the student

- School staff should attach the student's name tag to the Student Emergency/Medical Information Card and place them in a file for documentation, which is retained in a secure location.

### **Additional Information Regarding Students Age 18 and Older**

- Students who are 18 years of age or older may legally leave the premises, but will be encouraged to stay until contact with a parent/guardian can be made. Students leaving without an adult must check out at the exit gate and school staff must mark an "18" on their name tag.
- For accountability/tracking purposes, 18-year-olds must communicate their intended destination (e.g., home, grandparents' house, neighbor's house) for any adult who may come looking for them.

## **District-Wide Reunification: Long Term**

The WCCUSD EOC will implement District-wide reunification and will disseminate information to the school sites. The District-wide reunification process is designed to allow WCCUSD to continue parent-child reunification procedures during extended hours and to consolidate resources and reunification sites.

### **Reunification**

- If appropriate, the WCCUSD EOC will make the decision to implement the District-wide reunification process.
- The WCCUSD EOC will contact each individual school site to obtain situational awareness regarding the number of students remaining at the schools and the staff available to work at District reunification sites.
- The WCCUSD EOC will determine the appropriate District reunification sites based on predetermined primary and secondary sites



- The WCCUSD EOC will identify and coordinate transportation needs for each school site as well as the staffing needs for each reunification site.
- School sites will continue the parent-child reunification process until transportation arrives to transfer students to the District reunification sites. Once students are safely transported to the district reunification sites, staff may be released from the school site, and the school will be closed.
- School sites must post signs and clearly indicate the place to which students have been relocated.
- Once the district reunification sites have been established, standard school site reunification procedures will begin.
- The WCCUSD EOC will determine when to reduce the reunification sites to one consolidated site based on the number of students remaining.
- The WCCUSD EOC will identify the school site to be used based on location, structural integrity and size.
- When deemed appropriate, the WCCUSD EOC will authorize the deactivation of the reunification sites and the remaining students will be handed over to the custody of the Human Service Agency, Child Protection Services.

## Appendix D: Emergency Supplies

### THE AMERICAN RED CROSS

#### RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

**Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994**

#### **What to Store**

Begin with an analysis of the hazards of the area:

Is your school threatened by tornadoes or Earthquakes?

Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted?

Do you think you will need tools for clearing debris?

Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

#### **Budget**

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

#### **How Much to Store**

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three.

Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

#### **Storage**

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other States threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased, used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels.

Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

## **Recommended Supplies**

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear recommended by American Red Cross.

### **Classroom Kit**

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as a container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheelchairs)

### **Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food**

#### **Water**

- ½ gallon per person per day times three days, with small paper cups

#### **First Aid**

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students

- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

### **Sanitation Supplies (if not supplied in the classroom kits)**

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls of toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

### **Tools per Campus**

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pickax
- Sledgehammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

### **Other Supplies**

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc
  - Signs for student request and release
  - Alphabetical dividers for request gate
  - Copies of all necessary forms
  - Cable to connect car battery for emergency power

### **Food**

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

### **Search & Rescue (S&R) Equipment**

Training on how to do light Search & Rescue is required—contact the WCCUSD Safety Department for information on scheduling training.

#### **Protective Gear per S&R Team Member**

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flashlight, extra batteries
- Duffel or tote bag to carry equipment

#### **Gear per S&R Team**

- Backpack with First Aid supplies
- Master Keys

## Appendix E: K-12 Emergency Preparedness Drill Procedures

### **Purpose:**

To provide information for K-12 schools regarding emergency drills and procedures.

### **Background:**

Continuous review and revision of disaster preparedness is essential for the safety of students and employees. Having a complete understanding of district safety protocols and the timely and proper implementation of the procedures will help campus administrators, faculty and students work towards completing successful drills.

### **Procedure:**

School staff should hold a mandatory safety meeting to discuss all emergency response procedures at the start of the school year. Within the first two weeks of the school year, schools should practice a lockdown drill (CSO participation if available). All drill and emergency response information must be given to all substitutes.

All drills shall be documented using the online WCCUSD PREPAREDNESS DRILL TRACKING FORM and should be submitted to the districts safety coordinator within 48 hours of completing the drill. The form is located here: [WCCUSD Preparedness Drill Tracking Form](#).

The district safety coordinator should be the central repository for all drill logs completed throughout the district. Additionally, each campus should have a safety liaison that coordinates the implementation of these drills. This safety liaison shall also be the contact person for the district's safety coordinator.

**The online Preparedness Drill log shall be completed by the Site Administrator and a printed copy of the log retained at the school site for inspection by the fire department and/or District personnel. The logs/information should be kept for two years.**

## Appendix E: Exercise and Drill Record (Hard Copy)

Type of Exercise or Drill	Date Held	Time Start	End	Comments	Recorded by
---------------------------	-----------	------------	-----	----------	-------------

Disaster Planning and Safety Email: [Michael.Booker@wccusd.net](mailto:Michael.Booker@wccusd.net)

## Section 7: School Climate Index

### **BOARD POLICY 5137: POSITIVE SCHOOL CLIMATE**

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate for all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from disruption.

Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with District programs while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on District transportation, or while otherwise in a District program or activity (Board Policy 5131 – Student Conduct).

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior. Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct (Board Policy 5131 – Student Conduct).

The District's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques to encourage attitudes and behaviors that foster harmonious relations. Students shall be taught the skills necessary to reduce violence, including, but not limited to, communication, anger management, bias reduction, and mediation skills.

All District staff shall receive professional development to sustain a positive school climate, including, but not limited to, classroom management, conflict resolution techniques, and communications with students, parents/guardians, and colleagues.



## Section 8: Bullying, Harassment, Discrimination

### Board Policy Nondiscrimination in District Programs and Activities

#### BP 0410 Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, immigration status, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a 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.

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barriers. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employee organizations, applicants for admission and employment, and sources of referral of applicants about the district's policy on nondiscrimination and related complaint procedures... Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into other languages.

#### Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities

Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

District Ombudsperson

1108 Bissell Avenue Richmond, CA 94801 Telephone: (510) 307-

4538 Facsimile: (510) 236-0662 Email: rhaney@wccusd.net

revised: January 17, 2007

revised: January 4, 2017

revised: February 28, 2018

### **Board Policy Uniform Complaint Procedures BP 1312.3 Community Relations**

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulations.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs consolidated categorical aid programs, Career Technical Education, agricultural vocational education, American Indian Education, Centers and Early Childhood Education program assessments, bilingual education, California Peer Assistance and Review programs for teachers, compensatory education, English learner programs, every student succeeds act / no child left behind, regional occupational centers and programs, school safety plans, state preschool, tobacco-use

prevention education, and any other district-implemented program which is listed in Education Code 64000(a). (5 CCR 4610)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan. (Education Code 52075)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

9. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester

or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

10. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

11. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

12. Any other complaint as specified in a district policy.

The district shall establish an office entitled District Ombudsperson reporting directly to the Superintendent for the purpose of fair, objective and timely responses to complaints.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or Ombudsperson or designee shall keep the identity of the complainant, and/or the subject of the complaint, if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or Ombudsperson will provide Trustees with quarterly updates about the state of complaints in the district.

The Superintendent or Ombudsperson or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulations.

The Superintendent or Ombudsperson or designee shall maintain records of all UCP complaints and investigations of those complaints in accordance with applicable law and district policy.

#### Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services and shall, for licensing- exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaints related to textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misalignments. (Education Code 35186)

#### **Administrative Regulation Uniform Complaint Procedures AR 1312.3 Community Relations**

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve the complaints specified in BP 1312.3.

#### **Compliance Officers**

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in BP 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

District Ombudsperson  
Rhonda Haney  
1108 Bissell Avenue Richmond, CA 94801  
Telephone: (510) 307-4538 Facsimile: (510) 236-0662

The compliance officer who receives a complaint may assign another compliance officer to investigate the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is designated to investigate the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or Ombudsperson or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints received

training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or Ombudsperson or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

#### Notifications

The district's UCP policy and administrative regulations shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth, homeless students, and former juvenile court school students to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

The annual notification, complete the contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

The Superintendent or Ombudsperson or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulations, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
  - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
  - c. A complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtains knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
  - d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
  - e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances. If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.
  - f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
  - g. The Board is required to adopt and annually update a local control and accountability plan (LCAP), in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
  - h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits,

records, and grades when he/she transfers between schools or between the district and another district.

- i. A foster youth, homeless student, or former juvenile court school student who transfers into a district high school or between district high schools as applicable shall be notified of the district's responsibility to:

(1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed

(2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or nonpublic, nonsectarian school or agency

(3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1

- j. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

- k. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision

- l. Copies of the district's uniform complaint procedures (UCP) are available free of charge.

District Responsibilities All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officers shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633. All parties involved in allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)



### Step 1: Filing of Complaint

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or Ombudsperson or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination, or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant or alleged victim of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

### Step 2: Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegations in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in the complaint. This standard is met if the allegation is more likely to be true than not.

### Step 3: Report of Findings

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in section "Final Written Decision" below,

within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

#### Step 4: Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and sent to the complainant, and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

- a. Statements made by any witnesses
- b. The relative credibility of the individuals involved
- c. How the complaining individual reacted to the incident
- d. Any documentary or other evidence relating to the alleged conduct
- e. Past instances of similar conduct by any alleged offenders
- f. Past false allegations made by the complainant

2. The Conclusion(s) of law

3. Disposition of the complaint

4. The rationale for such a disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying),

the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600.

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
- b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent
- c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal.

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

#### Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students, updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education Instructional Minutes (grades one through eight), the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

In the case of complaints, regarding Course Periods without Educational content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, the remedy shall go to the affected pupil.

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with the CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant or respondent has appealed the district's decision, the Superintendent or Ombudsperson or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Regulation WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT approved: April 4, 2012 Richmond, California revised: April 8, 2013 revised: August 26, 2013 revised: March 4, 2015 revised: January 6, 2016 revised: April 27, 2016 revised: November 2, 2016 revised: June 28, 2017 revised: November 2, 2017 revised: December 12, 2017

### **Board Policy Conduct BP 5131 Students**

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate for all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from disruption.

Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere

with District programs while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity.

The Superintendent or designee shall ensure that each school site develops standards of student conduct and discipline in compliance with District policies and administrative regulations. Students and parents/guardians shall be notified of District and school standards of conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual and gender-based harassment, hate-motivated behavior, cyberbullying, or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Willful defiance of staff's authority. School sites will develop standards that define defiance in a clear and nondiscriminatory way that minimizes discretion, and will establish safeguards to ensure standards are enforced in a nondiscriminatory manner;
5. Damage to or theft of property belonging to students, staff, or the district. The District shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged;
6. Obscene acts or use of profane, vulgar, or abusive language;
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
8. Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27). Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee;
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time, unless such use is necessary to accommodate a student with a disability.

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a District employee. Any device with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.



No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health (Education Code 48901.5);

10. Plagiarism or dishonesty in schoolwork or on tests;

11. Inappropriate attire. School sites will adopt clear and fair standards to notify students of what is considered inappropriate;

12. Tardiness or unexcused absence from school; and

13. Failure to remain on school premises in accordance with school rules.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, the employee shall refer the matter to their supervisor or administrator for further investigation.

When a school official suspects that a search of a student or their belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy /Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline or other interventions including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline in accordance with law, Board policy, and administrative regulation for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

#### **Board Policy Immigration Enforcement BP 5145.13 Students**

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

The Board prohibits District staff from soliciting or collecting information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Consistent with the requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

The Board provides the following guidelines to the Superintendent or designee related to issue of immigration enforcement.

### **1. Visitors/Outsiders**

a. The district shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.

b. The district shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

c. District personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitors coming on campus.

d. No visitor/outsider including immigration-enforcement officers shall enter or remain on school grounds of the district during school hours without having registered with the principal or designee.

e. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not

possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the information to the principal or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose of entering school grounds;
- Proof of identity; and any other information as required by law.

## **2. Student and Family Privacy Rights**

a. The Superintendent or designee shall maintain in writing district policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

b. The district shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

c. The district shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA).

### **d. Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information**

i. District personnel shall not inquire specifically about a student's citizenship or immigration status or citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

ii. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, district personnel shall solicit that documentation or information separately from the school enrollment process.

iii. Where permitted by law, the Superintendent or designee of the district shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

iv. Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, the district's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

v. District personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

a) Notify a designated district official about the information request.

b) Provide students and families with appropriate notice and a description of the immigration officer's request.

c) Document any verbal or written request for information by immigration authorities.

d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

e) Inquiries about Social Security Numbers or Cards

i) The district shall not solicit or collect entire Social Security numbers or cards. The district shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs. When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, the district shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

ii. The district shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

### **3. Admission**

a. If the district possesses information that could indicate immigration status, citizenship status, or national origin information, the district shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

b. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, the district shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

### **4. Student Records**

a. The district shall require written parental or guardian consent for release of student information, unless the information may be released without parental consent or includes directory information only. No exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena.

b. The district's request for written parental or guardian consent for release of student information must include the following information:

(1) the signature and date of the parent, guardian, or eligible student providing consent;

(2) a description of the records to be disclosed;

(3) the reason for release of information;

(4) the parties or class of parties receiving the information; and

(5) if requested by the parents, guardians or eligible students, a copy of the records to be released. The district shall permanently keep the consent notice with the record file.

c. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the district shall not release the information.

d. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, the district shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

## **5. Bullying**

a. The district shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

b. The district shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General.

c. The district shall inform students who are victims of hate crimes of their right to report such crimes.

d. The district shall educate students about the negative impact of bullying other students based on their actual or

perceived immigration status or their religious beliefs or customs.

e. The district shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on actual or perceived characteristics noted above. Such training should, at a minimum, provide agency personnel with the skills to do the following:

- i. Discuss the varying immigration experiences among members of the student body and school community;
- ii. Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- iii. Identify the signs of bullying or harassing behavior;
- iv. Take immediate corrective action when bullying is observed; and
- v. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

#### Complaints and Investigation Reporting and Filing of Complaints

The district shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- disability
- gender
- gender identity
- gender expression
- nationality
- race or ethnicity
- religion
- sexual orientation
- Association with a person or group with one or more of the aforementioned characteristics

- Immigration status

The complaint process must include, but is not limited to, the following steps:

1. A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
2. A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
3. An appeal process afforded to the complainant should he or she disagrees with the resolution of a complaint.
4. The district shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
5. The district shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.
6. Responding to the Detention or Deportation of a Student's Family Member
  - a. The district shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc. which will allow them to be prepared in the event that a family member is detained or deported.
  - b. The district shall permit students and families to update students' emergency contact information as needed throughout the school year and provide alternative contacts if no parent or guardian is available. The district shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. The district shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.
  - c. In the event a student's parent/guardian has been detained or deported by federal immigration authorities, the district shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, the district shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

The district shall only contact Child Protective Services if the district personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

## 7. Parental Notifications

a. The district must provide an annual notice to parents and guardians of the school's general information policies that includes:

- i. Assurances that the district will not release information to third parties for immigration enforcement purposes, except as required by law or court order.
- ii. A description of the types of student records maintained by the district.
- iii. A list of the circumstances or conditions under which the district might release student information to outside people or entities.
- iv. A statement that, unless the district is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the district shall notify parents or guardians and eligible students and receive their written consent before it releases a student's personally identifiable information.

b. If the district decides to release directory information, the district shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of the district's directory information policy that includes:

- i. The categories of information that the district has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
- ii. A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the district receives consent as required under state law).
- iii. The recipients of the directory information.
- iv. A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.
- v. The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

## 8. Questioning and Apprehension by Law Enforcement

a) Responding to On-Campus Immigration Enforcement



- i. As early as possible, district personnel shall notify the Superintendent or designee of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).
  - ii. In addition to notifying the Superintendent or designee, district personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:
    - a) Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Superintendent or designee.
    - b) Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
    - c) Ask the officer for his/her reason for being on school grounds and document it.
    - d) Ask the officer to produce any documentation that authorizes school access.
    - e) Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
    - f) If the officer declares that exigent circumstances exist and demands immediate access to the campus, district personnel should comply with the officer's orders and immediately contact the Superintendent or designee.
    - g) If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
      1. An ICE (Immigrations and Customs Enforcement) administrative warrant, district personnel shall inform the agent that he or she cannot consent to any request without first consulting with the district's counsel or other designated agency official.
      2. A federal judicial warrant (search-and-seizure warrant or arrest warrant), prompt compliance with such a warrant is usually legally required. If feasible, consult with the district's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant.
      3. A subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, district personnel shall inform the district's legal counsel or other designated official of the subpoena and await further instructions on how to proceed.
  - iii. While district personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district personnel shall document his or her actions while on campus.
- a) After the encounter with the officer, district personnel shall promptly take written notes of all interactions with the

officer. The notes shall include the following items:

1. List or copy of the officer's credentials and contact information;
2. Identity of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
5. District personnel's response to the officer's request;
6. Any further action taken by the agent; and
7. Photo or copy of any documents presented by the agent.

b) District personnel shall provide a copy of those notes, and associated documents collected from the officer, to the [local educational agency's legal counsel or other designated agency official].

c) In turn, the district's legal counsel or other designated official shall submit a timely report to the District's governing board regarding the officer's requests and actions and the district's response(s).

d) E-mail the Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

## **9. Parental Notification of Immigration-Enforcement Actions**

a. District personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

b. District personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

## **Board Policy Nondiscrimination, Harassment, Intimidation, & Bullying**

### **BP 5145.3 Students**

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access

and opportunities to all of the district's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate for all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from harassment and discrimination.

The Board is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities.

The Board prohibits, at any district school, school activity, or attendance within a school under the jurisdiction of the superintendent of the school district, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression; 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. Gender identity is a person's personal sense of gender (e.g., being a boy or a girl), which may or may not be the same as their biological sex at birth. For transgender persons, the sex at birth (i.e., male or female) does not match their own internal sense of their gender identity.

Since gender identity is internal, it isn't necessarily visible to others. Gender expression is a person's external manifestation of their gender identity. Gender expression is visible to others - it's the way a person expresses their gender identity through clothing, behavior, posture, mannerisms, speech patterns, activities and more.

The Board prohibits discrimination or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to conduct that interferes with the student's ability to participate in or benefit from school services, activities or privileges.

The Board hereby designates the following person as Compliance Officer to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Rhonda Haney Director, Title IX Educational Equity  
1108 Bissell Avenue, Room 215  
Richmond, CA 94801  
(510) 307-4538  
rhaney@wccusd.net

Any student who feels they are being or have been harassed while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a district program or activity is encouraged to immediately contact a teacher or any other employee. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

An employee who receives such a complaint, otherwise becomes aware, or personally observes possible harassment shall intervene when it is safe to do so and immediately report it to the District's Compliance Officer or the principal or vice principal of the relevant school site. Such reports will be processed in accordance with Administrative Regulation 5145.7.

### **Administrative Regulation Discrimination, Harassment, Intimidation, and/or Bullying Complaint Procedures AR 5145.3 Students**

#### Purpose and Authority

1. The West Contra Costa Board of Education (hereinafter referred to as the Board) recognizes that the District must comply with applicable federal and/or state laws and regulations governing discrimination, harassment, intimidation, and/or bullying. The District shall investigate complaints alleging failure to comply with applicable federal and/or state laws and regulations.
2. The District's obligations include identifying, investigating and documenting possible discrimination, harassment, intimidation, and/or bullying based on real or perceived race, ethnic group identification, national origin, immigration status, ancestry, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability, marital or parental status, or religion in any District program or activity. The District shall follow this Administrative Regulation 5145.3 (AR5145.3) to address allegations of such conduct.
3. The Superintendent shall ensure that employees designated to investigate and resolve complaints are knowledgeable about relevant laws and the programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.
4. The Board recognizes that a neutral mediator can often suggest a resolution that is agreeable to all parties. The Superintendent or designee shall ensure that the mediation results are consistent with federal and/or state laws and regulations. Complainants will be informed of the option to participate in mediation but are not obligated to do so.

The complainant will never be asked to work out the problem directly with the person accused; rather, a trained individual will facilitate the mediation process. Complainants have the right to end the process at any time and request an investigation. Mediation is never appropriate in the case of sexual assault.

#### Compliance Officer

The Board designates the following Compliance Officer to receive and investigate complaints and ensure District compliance with the law:

Rhonda Haney Director, Title IX Educational Equity West  
Contra Costa Unified School District 1108 Bissell Avenue  
Richmond, CA 94801  
(510)307-4538  
rhaney@wccusd.net

The Compliance Officer may designate an individual or individuals to investigate complaints under her supervision.

#### Notifications

This complaint procedure and corresponding complaint form (Attachment A) shall be distributed to every student and family in the Parent/Student Handbook that is sent home every year, and distributed at parent-teacher meetings, site council meetings, and to new students as part of the enrollment process. This procedure and the complaint form shall be available at every school site and to every ethnic group in the District, from charter school administrators, from the following administrative offices: Bilingual; Transfer; Preschool; Student Welfare and

Attendance; and from Executive Directors and Assistant Superintendents.

This procedure and the complaint form shall be distributed to classified and certificated employees at their annual meetings at the beginning of each school year. This procedure shall be distributed in different languages to students of schools where 15% of more students speak a primary language other than English. The District will make additional copies of this procedure and the complaint form available free of charge.

#### Complaint Procedure

The following procedure shall be used to address all complaints that allege a violation of federal and/or state laws or regulations governing discrimination, harassment, intimidation, and/or bullying.

#### **1. Filing of a Complaint**

Any student, parent/guardian, third party, other individual, or public agency or organization may file a complaint with the Compliance Officer. Complaints alleging discrimination, harassment, intimidation, and/or bullying, including conduct prohibited by the District's Nondiscrimination/Harassment Policy - BP 5145.3, Sexual Harassment Policy - BP 5145.7, and Hate-Motivated Behavior Policy 5145.9, must be made no later than six months from later of:

- (a) the date of the last act of alleged discrimination, harassment, intimidation, and/or bullying, or the date the complainant became aware of the last alleged act.
- (b) Complaints should be made in writing when possible, preferably using the complaint form provided by the District (Attachment A).

If the Compliance Officer or designee receives a report of discrimination, harassment, intimidation or bullying, the Compliance Officer or designee shall inform the individual making the report of the resolution options under this procedure. If the complainant is unable to put a complaint in writing due to reasons such as illiteracy or disability, the Compliance Officer or designee shall help the complainant file the complaint. If a complaint is presented in another written format, such as a letter or email, the District may request that the complainant complete the form. If there is a delay in obtaining a completed form, or the complainant refuses to transfer the information or otherwise complete the

form but wishes to pursue the formal complaint process, the District may attach the letter to the form and open an investigation. The District will investigate reports of discrimination, harassment, intimidation or bullying falling under this procedure regardless of whether they are made in writing.

Consistent with the Board's Policies on Nondiscrimination/Harassment - BP 5145.3, Sexual and Gender-Based Harassment - BP 5145.7, and Hate-Motivated Behavior - BP 5145.9, any employee who receives such a complaint, or becomes aware of discrimination, harassment, intimidation or bullying, shall immediately report it to the Compliance Officer or principal or vice principal of the relevant school site.

If the principal or vice principal receives such a report, they shall immediately inform the Compliance Officer so that the District may ensure it provides an appropriate response to the incident. If the incident involves a sexual assault, the Compliance Officer will contact law enforcement immediately if the principal or vice principal has not already done so.

## **2. Investigation of Discrimination, Harassment, Intimidation, and/or Bullying Complaints**

a. Within 10 calendar days of receiving the complaint, the Compliance Officer or designee shall meet with the complainant by telephone or in person allow the complainant and/or their representative(s) an opportunity to present the complaint and any evidence, or information that may lead to evidence, to support the allegation(s) in the complaint.

b. During the course of the investigation, the Compliance Officer or designee shall collect relevant documents, consider available physical evidence, and interview witnesses with information pertinent to the complaint.

c. Alternatively or in addition, the complainant or complainant's representative or the other witnesses may also present information relevant to the complaint in writing to the Compliance Officer or designee.

d. The Compliance Officer or designee may obtain statements from other individuals who were witnesses to the alleged violation or who can provide relevant information concerning the alleged violation and review documents that may provide information relevant to the alleged violation.

e. Refusal by the complainant to provide the Compliance Officer or designee with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

f. Refusal by the District to provide the Compliance Officer or designee with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on the evidence collected that the violation has occurred and may result in the imposition of a remedy in favor of the complainant.

g. Throughout the investigation, the Compliance Officer or Designee will maintain ongoing contact with the student

allegedly targeted.

### **3. Confidentiality**

The District respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts to the extent possible. This includes keeping the identity of the complainant confidential except as necessary to carry out the investigation and implement remedies, as determined by the Compliance Officer or Designee on a case-by-case basis. The Compliance Officer or designee will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality.

If a complainant requests that the District not reveal their name or other identifiable information to the alleged perpetrator or that no investigation or disciplinary action be pursued, then the Compliance Officer or designee will inform the complainant that honoring the request may limit the ability to respond effectively, and that the District prohibits retaliation. If the complainant continues to request confidentiality, the Compliance Officer or designee must evaluate the request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students; the Compliance Officer will consider factors such as the seriousness of the alleged harassment, the complainant's age, and whether there have been other harassment complaints about the same individual.

If the Compliance Officer or designee determines that the District can honor the student's confidentiality request, the District will take reasonable steps to respond to the complaint consistent with the request. This may include, for example, increasing monitoring, supervision, or security where the misconduct occurred; providing relevant education for students and employees; counseling the alleged perpetrator if this may be done without indirectly revealing the identity of the complainant; and actions to protect the complainant, such as providing support services, or changing schedules, assignments, or tests.

### **4. Interim Measures**

The Compliance Officer or designee will consider whether, prior to the final outcome of the investigation, interim steps are necessary to protect the student allegedly targeted and the broader school community. Examples of interim measures include, but are not limited to:

- a. Notifying the student targeted of how to receive mental and other health services, counseling, and other victim services;
- b. Providing academic support services to the student targeted;
- c. Ensuring no contact between the student targeted and alleged perpetrator in District programs and activities (e.g., through stay away orders); the District will take care to minimize the burden of such steps on the student targeted;
- d. Informing students targeted of option to transfer to a new school or academic program, if desired; and

e. Informing the student targeted of how to report any recurring conduct or retaliation.

In the case of alleged sexual assault, the Compliance Officer or designee will take additional steps as necessary to ensure the targeted student is safe. This may include, for example, creating a safety plan and designating an individual at the site level to act as a support person during the investigation.

If the circumstances suggest a threat to others, the Compliance Officer or designee will ensure that the District informs relevant members of the school community. This may include, for example, notifying parents and employees if a student is sexually assaulted on the way home from school, or notifying employees of areas where harassment frequently occurs.

## **5. Referral to Law Enforcement, other Agencies**

Some alleged conduct may constitute both a violation of District policies and criminal activity. The Compliance Officer or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy and inform the complainant of the right to file a criminal complaint.

The Compliance Officer or designee will follow this procedure regardless of whether the alleged conduct is also being investigated by another agency, unless the fact-finding process would impede a law enforcement investigation. In such cases, the Compliance Officer or designee will determine whether interim measures to protect the well-being of the complainant and the school community and prevent retaliation are needed while the law enforcement agency's fact-gathering is in progress.

Once notified that law enforcement has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any charges), the Compliance Officer or designee will promptly resume and complete its investigation.

## **6. Resolution of Complaint**

The Compliance Officer or designee will review all relevant evidence gathered to: make factual determinations based on a preponderance of the evidence<sup>1</sup> for each allegation; reach conclusions regarding whether any substantiated conduct constituted discrimination, harassment, intimidation or bullying; and, where discrimination, harassment, intimidation or bullying is found, determine the appropriate remedial action. Remedial action will be designed to end the conduct, prevent its recurrence and address its effects on the student targeted and the broader school community.

Where remedial action includes proposed discipline of an employee, the District's Human Resources Department will give substantial weight to the factual findings, legal conclusions and recommendations of the Compliance Officer or designee in the disciplinary process; consult with the Compliance Officer or designee during the disciplinary process; and inform the Compliance Officer or designee of the final outcome of the disciplinary process.

Examples of appropriate remedial action for harassment, intimidation or bullying include:



- a. Interventions for the individual who engaged in the conduct, such as parent notification, counseling, guidance, education about the impact of the conduct, positive behavior support, referral to a student success team, transfer to alternative programs, denial of participation in extracurricular or co-curricular activities or other privileges, and discipline.
- b. Interventions for the student targeted, such as counseling, academic support, health services, assigning an escort to allow the student to move safely between classes, and instruction on how to report other incidents of harassment or retaliation.
- c. Separating the student targeted and the individual who engaged in the conduct, provided the separation does not penalize the student targeted.
- d. Follow-up inquiries with the student targeted and witnesses to ensure that the conduct has stopped and that they have not experienced any retaliation.
- e. Training or other interventions for the larger school community to ensure that students, staff and parents understand the types of behavior that constitute harassment, intimidation and bullying, that the District does not tolerate it, and how to report it.

The Compliance Officer or designee will contact the student targeted periodically for a reasonable period of time following the conclusion of the investigation to determine whether there has been a recurrence of the conduct or retaliation, and to assess the effectiveness of the remedial measures.

## **7. Notice to Complainant of Resolution of Complaint**

- a. Within 60 calendar days of receiving the complaint, the Compliance Officer or designee shall prepare and send to the complainant a written report of the findings and decision, unless the complainant agrees in writing to extend the timeline. The timeline may be extended by the Compliance Officer or designee due to extenuating circumstances. If the timeline is extended, the Compliance Officer or designee will inform the complainant in writing of the extension and the reason for the extension.

The report shall include:

- (1) A statement of the allegations investigated;
- (2) A summary of the steps taken to investigate the allegations;
- (3) The findings of fact based on a preponderance of the evidence gathered;
- (4) The District's conclusion of whether discrimination, harassment, intimidation or bullying did or did not occur;

- (5) The disposition of the complaint;
- (6) The rationale for the disposition of the complaint;
- (7) If the District concluded discrimination, harassment, intimidation or bullying occurred, a description of the District's response;
- (8) Notice of the complainant's right to appeal to the California Department of Education (CDE) within 15 days of receiving the District's final determination and the procedures to be followed for initiating such an appeal. The appeal to CDE must specify the reason(s) for appealing the District's decision and should include a copy of the original complaint and the district's decision resolving the complaint;
- (9) For a complaint alleging conduct based on race, color, national origin, sex, gender, gender identity or disability, notice of the right to file a complaint with the United States Department of Education, Office for Civil Rights, and contact information for that agency; and
- (10) For a discrimination complaint, notice of right to seek civil law remedies no sooner than 60 days after filing an appeal with California Department of Education shall also be provided to the complainant by the District, as described in more detail in Section E of this regulation.

b. If an employee is disciplined as a result of the complaint, the report will specify all sanctions of which the complainant needs to be aware in order for the sanctions to be fully effective, such as requiring that the employee stay away from the complainant, temporarily or permanently prohibiting the employee from coming to work, or transferring the employee to another work location. The report shall otherwise state that effective action was taken and that the employee was informed of District expectations. The report shall not give any further information as to the nature of the disciplinary action.

### **8. Appeals to the California Department of Education or the Office for Civil Rights**

The complainant may appeal the District's decision to the California Department of Education within 15 days of the District's written report of findings and decision and that the appeal must specify the reason(s) for appealing the District's decision and should include a copy of the original complaint and the district's decision resolving the complaint.

The complainant may file a complaint with the U.S. Department of Education, Office for Civil Rights within 60 days of the District's written report of findings or within 180 days of the underlying conduct.

### **9. Record Keeping**

The Compliance Officer or designee will maintain all documentation of complaint investigations and any corrective actions taken in a system that allows the Compliance Officer or others to track incidents by school site and throughout

the District.

## **10. Retaliation**

Complainants and those who participate in the complaint resolution process are protected from retaliation by law and District policy. The Compliance Officer or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels they have experienced harassment, coercion, intimidation, or discrimination for filing a complaint or participating in the resolution process should inform the Compliance Officer or designee. The District will investigate reports of retaliation and, where retaliation is found, take separate remedial action.

## **11. Civil Law Remedies**

Nothing in this administrative regulation precludes a complainant from pursuing available civil law remedies outside of the District's discrimination, harassment, intimidation, and/or bullying complaint procedure. Such remedies may include, but are not limited to, mediation centers, public/private interest attorneys, injunctions, and restraining orders. For discrimination complaints, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies.

The moratorium does not apply to injunctive relief or discrimination complaints under federal law, and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint. If the complainants elect to seek help and or retain the services of these public or private agencies, the District shall not bear the costs for these services.

For assistance you may contact:

The U.S. Department of Education, Office for Civil Rights  
American Civil Liberties Union  
Contra Costa Legal Services  
NAACP Legal Defense Fund

### **Board Policy Hate-Motivated Behavior BP 5145.9 Students**

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the district's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate for all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from disruption.

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to

provide strategies to manage conflicts constructively.

The Board is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities.

The Board prohibits, at any district school, school activity, or attendance within a school under the jurisdiction of the superintendent of the school district, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression; 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.

Gender identity is a person's personal sense of gender (e.g., being a boy or a girl), which may or may not be the same as their biological sex at birth. For transgender persons, the sex at birth (i.e., male or female) does not match their own internal sense of their gender identity. Since gender identity is internal, it isn't necessarily visible to others. Gender expression is a person's external manifestation of their gender identity. Gender expression is visible to others - it's the way a person expresses their gender identity through clothing, behavior, posture, mannerisms, speech patterns, activities and more.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. (Education Code 233.8)

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to respond appropriately to such behavior.

### **Complaint Process**

Any student who feels that they are being or have been a victim of hate-motivated behavior on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a district program or activity is encouraged to immediately contact his or her teacher or any other employee.

An employee who receives such a complaint, otherwise becomes aware of, or personally observes possible hate-motivated behavior shall immediately report it to the District Compliance Officer or the principal or vice principal of the relevant school site. Such reports will be processed in accordance with Administrative Regulation 5145.7.

The Superintendent or designee shall ensure that any complaints regarding hate-motivated behavior are immediately investigated in accordance with Administrative Regulation 5145.7. When the Superintendent or designee has determined that hate-motivated behavior has occurred, he/she shall take prompt, appropriate action to end the hate-motivated behavior, prevent its recurrence and address its effects on the victim.

A student who has been found to have demonstrated hate-motivated behavior shall receive interventions and/or be subject to discipline in accordance with law, Board policy, and administrative regulation.

In addition, the district shall provide counseling and appropriate anti-bias training and diversity education for students about the impact of exhibiting hate-motivated behavior.

The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior and to students who exhibit such behavior. (Education Code 233.8)

## Section 9: School Attendance

### **COMPULSORY ATTENDANCE**

Compulsory attendance is mandated by the State of Education Code 48200. For admission into kindergarten, a child must have his/her 5th birthday on or before September 1 of the current year. The legal age for leaving school prior to graduation is eighteen (18) years; students cannot voluntarily quit before age eighteen (18). Full time school attendance is compulsory for California students between the ages of six (6) and sixteen (16). Minimum attendance standards require students who are at least sixteen

(16) years of age, but less than eighteen (18) years of age who are not enrolled in a traditional program attend a Continuation High School or Regional Occupational Program. If students are employed, a minimum schedule program is permitted. Students sixteen

(16) years of age or older or who have completed the tenth grade can be exempted from compulsory attendance by passing the California High School Proficiency Examination.

Truant: A student is classified as a truant upon his/her third unexcused absence or tardy in excess of thirty (30) minutes or any combination of the two within one school year.

Chronic Truant: Any student who is absent from school without a valid excuse for ten percent (10%) or more of the school days in one school year, from the date of enrollment to the current date.

Habitual Truant: The law further requires that after a student has been reported as a truant three or more times in one school year and after an appropriate school employee has made a conscientious effort to hold at least one meeting with the parent and the student, the student is deemed a habitual truant.

Board Policy 5113 (b): Indicates that medical verification may be requested by the principal and/or District Administrator for students with continued excessive absenteeism.

Actual Attendance: School districts do not receive funding from the State of California for pupils who are absent from school. This includes all absences, even those related to illness, medical or dental appointments, or for the purpose of attending funeral services of a member of the immediate family.

In other words, schools will receive State funding only for students who actually attend school. If you find it necessary to keep your child out of school for reasons other than illness, you are encouraged to send your child to school for at least part of the day; then your child will not be counted absent for the day and will not miss important school assignments.

You are also encouraged not to take vacations or family trips during school days. If you must keep your child out of school, please contact the school regarding a temporary "Independent Study" contract.

Communication: The Education Code requires parents to communicate with

school by phone, email, or note as to the reason for a student's absence. Although the school district will receive no funding for all-day absences, the following are considered excused absences for the purpose of Compulsory Attendance laws (see number 1 above) and laws related to Cal-Works:

- a. Illness or quarantine
- b. Medical, dental, optometric or chiropractic appointments
- c. Jury Duty
- d. Funeral services for one's immediate family (one (1) day if services are in California, three (3) days if out of state)
- e. Exclusion from school for immunization needs, up to five (5) days
- f. Appearance in court
- g. Observance of a holiday or ceremony for religious reasons. Religious Holidays or retreats must have prior Administration approval.
- h. Conference in regard to employment
- i. Conference with a lawyer
- j. Interview for college or university
- k. Approved extra-curricular activities, including athletics
- l. Extenuating circumstances

Absences must be cleared within five (5) school days of the date of the absence. After five (5) school days, an un-cleared absence will be counted as unexcused. Unexcused absences include suspension or absences not verified by a parent according to the above criteria.

Make-Up Work: Students with excused absences may be allowed to complete all missed assignments and tests that can be reasonably provided. Upon satisfactory completion and within a reasonable time limit as determined by the teacher, the student shall receive credit.

The teacher of any class from which a student is suspended may require the suspended student to complete all assignments and tests missed during the suspension which can reasonably be provided. Upon satisfactory completion and within a reasonable time limit as determined by the teacher, the student shall be given full credit.

SART: School Attendance Review Teams, Student Study Teams and Student Success Teams (SSTs) are school site teams which include the parent and the student, teachers, counselors, and other appropriate professionals on the specific needs of at-risk students, including attendance and truancy issues. The goal of this team is to identify possible solutions to improving the students' attendance and/or behavior. At this meeting the student and their family agree to abide by the directions of the School Attendance Review Team (SART).

SARB: The mission of the School Attendance Review Board (SARB) is to help students stay in school, attend school regularly and graduate. SARB is a community-based effort to bring together resources to assist families with attendance, truancy and behavior issues and is not merely a punitive body but rather serves as another safety net to help students stay in school. The SARB's challenge is to use the expertise and resources of the entire board to diagnose the problem and collaborate with the student and family to remedy the factors that led to truancy. The SARB level is the last chance to keep students and families out of the court system.

SWAT: The Student Welfare and Attendance Team (SWAT) Department focuses on prevention and reduction of truancy. The truancy technicians may refer chronic absentees and truants to critical support services and interventions which will help them get back on track with their education.

**Students' Responsibilities:**

1. Attend school daily unless a valid excuse, considered an excused absence, is presented to the school.
2. Present a note to school personnel verifying the absence immediately upon return to school.
3. Make-up homework and class assignments as requested by the teacher for excused absences. Ask the teacher if work missed during an unexcused absence may be made up.
4. Complete the Independent Study Contracts.

**Parent/Guardians' Responsibilities:**

1. Make certain that the student is in school unless a valid excuse prevents that student from attending. The student should not arrive on campus earlier than fifteen (15) minutes before classes convene. (When supervision begins).
2. Send a note or make a personal phone call to verify an excused absence as soon as possible.



3. Submit a written request, whenever possible, to the Principal or designated representative at least five (5) days before a proposed acceptable absence to allow for Independent Study approval. Supervise the make-up of all homework and class assignments.
4. Should the student be found to be a chronic or habitual truant, attend all scheduled school meetings and hearings to correct the problem.

Absence Note: The absence note must be signed by the parent/guardian. It should contain the following:

- Student's name and grade level
- Days and dates of absence (for example, Monday – Tuesday, September 9-10)
- Partial day or whole day
- Reason for absence
- Date the note is written
- Parent/Guardian's signature and phone number
- Parents/Guardians must come to the office to sign a student into or out of school after the school day begins.

Teachers' Responsibilities:

1. Keep an accurate record for attendance in the standard roll book or on the District required attendance card or sheet.
2. Consider unverified absences as unexcused.
3. Notify the parent/guardian of any student who has three (3) or more unexcused absences or has been tardy in excess of thirty (30) minutes on each of more than three (3) days in one school year. Document this notification and submit it to the principal.
4. Refer any student who is a chronic truant to the principal.
5. Give make-up work for excused absences.
6. Initiate and complete the Independent Study Contract procedure.

**Administrators' Responsibilities:**

1. Make a conscientious effort to notify the parent/guardian of any student who has been absent or tardy from school for three (3) days without a valid excuse.
2. Keep a copy of each teacher's grading system and method of informing students and parents on file in the office for reference in a conference.
3. Make a conscientious effort to inform parents, students, and teachers of the function of SART, SARB, and SWAT.
4. Maintain a comprehensive attendance file that outlines corrective measures taken to eliminate attendance problems on truant students.
5. Refer through the School-Attendance Review Team (SART) continuous attendance behavior problems to the District School Attendance Review Board (SARB). The SARB will then explore the resolutions to the student's truancy and explain the alternatives available to the student and parent/ guardian in a conference.

Supervise the implementation of this policy.

### **TARDY POLICY**

#### **Students' Responsibilities:**

1. Be seated in the classroom or at the designated workstation with the necessary materials when the bell rings.
2. Recognize that any unexcused tardy will result in disciplinary action by the teacher.
3. Recognize that four (4) or more unexcused incidents of tardiness per quarter in a class will result in disciplinary action by the administration.

#### **Parent/Guardians' Responsibilities:**

1. Encourage promptness. Send a note to class to inform the school about the reason for the student's tardiness.
2. Recognize that excessive tardiness will result in disciplinary action.

#### **Teachers' Responsibilities:**

1. Follow the established policy
2. Keep an accurate record of unexcused tardiness.
3. Take preventive and/or corrective action, such as assigning detentions, notifying parent/guardian, etc.
4. Refer to the administration of any student after the third unexcused tardy within a quarter.

#### **Administrators' Responsibilities:**

1. Take disciplinary action when a student is referred.
2. Provide positive incentives for students to encourage good attendance.
3. Supervise implementation of this policy.

**School Site Responsibilities:**

1. Develop, communicate and implement tardy procedures contained within the school-wide Discipline Plan that define student, parent, teacher and administrator responsibilities, expectations, and consequences.

**DRESS AND UNIFORM POLICY**

The Board of Education has determined that certain gangs (also known as criminal gangs or street gangs) are operating in and around schools within the West Contra Costa Unified School District. In light of this fact, the governing board has also determined that the wearing of gang-related clothing on school premises or during school-sponsored activities threatens the health and safety of the students and impairs the school environment accordingly.

Students may not wear, possess, use, distribute, or display any clothing, color, jewelry, emblem, badge, symbol, colored bandana, or sash which represents or associate's membership or affiliation with any gang or promotes gang-related activity. Clothing which has been deemed through collaboration between West Contra Costa Unified School District and the local law enforcement or other experts to be gang-related is prohibited.

The Richmond Police Department has notified us of the presence of the following gangs within Contra Costa County: Hot Boyz, One-ways, Mainline, Bay Boyz, VSP – Vario San Pablo, MOB, SWAG Team, Central, North Richmond, and FAM or any reasonable derivations of those identified groups (i.e. derivations that use portions of those names or initials); hair nets, bandanas, doo-rags, or shower caps; t-shirts with creased sleeves, or creased down the center, and pants with split cuffs.

Because gang-related apparel changes frequently, the District and its school sites may change this list and will provide notice by updating their websites and posting the changes in the school site offices.

Specific clothing or hats determined to be gang-related or otherwise inappropriate/associates under Board Policy and this regulation are prohibited. Each school site may provide parents with a site-specific hat policy that may be more restrictive than the items listed within this regulation, and prohibited headgear will be specified. These restrictions are subject to periodic review. Upon consultation with local law enforcement agencies, or other experts, additional rules that restrict gang-associated dress may be instituted by the school principal at any time with notice to students and parents.

WCCUSD historically has had a policy that allows school sites to adopt a school uniform policy at the school site in accordance with State laws concerning such adoptions. Under this policy, some schools have already adopted uniforms.

Many parents and community members have urged the District to adopt a district wide uniform policy as a means of countering the influence of gangs, minimizing disruption and improving the learning environment. After researching such policies in other districts, the WCCUSD Board of Education has found that use of school uniforms enhances school safety, improves the learning environment, reduces ethnic and racial tensions, bridges socioeconomic differences between children, promotes good behavior, improves children's self-respect and self-esteem, and produces cost savings for participating families.

Accordingly, the Board of Education has decided to spread the benefits of the programs throughout the District by adopting a district-wide uniform policy in accordance with the Education Code of the State of California. This policy was adopted on April 5, 2006.

**Commencement of the Uniform Policy:**

The uniform policy took effect October 9, 2006. All WCCUSD Elementary and Middle Schools have implemented a site uniform policy within the parameters set forth in the Board adopted district wide uniform policy. For the 2015 – 2016 school year, the uniform policy shall be in place as of the first day of school.

**Specific School Uniforms:**

A list of the specific uniforms for each school may be found on the District website. In addition, this information can be found by calling the school in question. Students are required to wear the school uniform unless they have received a 'Uniform Waiver' from the policy as outlined below.

**Information Dissemination:**

District and school support staff shall adequately communicate to parents information common to all school sites, including general guidelines for enforcement of the uniform policy.

District administrators will collaborate with school committees and administration to facilitate a clear understanding of the policy at the school site level, assist in the implementation of the policy, clarify procedures and provide financial assistance programs (see Section V below).

This information shall be communicated by one or more of the following: District newsletters; mailings to parents, District website, school newsletters; parent forums; telephonic notification or a telephone hotline; PTA meetings and newsletters; parent advisory meetings; television, radio, and/or newspaper announcements; posters displayed at school and in the community; registration materials.

Each school site, under the direction of site administration, shall adequately communicate to parents information specific to that school site, including description of the required site uniform, guidelines for enforcement of the uniform policy, waiver policy and financial assistance guidelines. District administrators will provide schools with templates and other support materials to facilitate this communication. District administration will also work with schools to facilitate implementation of financial assistance.

**Financial Support Considerations:**

No student shall be denied attendance to school, penalized, or otherwise subject to compliance measures for failing to wear a uniform due to financial hardship. Families needing financial assistance can apply for aid at the school site level using processes developed by the district. Information and guidelines for providing financial assistance will be provided to all school administrators.

The District shall designate a central administrator to coordinate efforts and information regarding the availability and sources of financial assistance.

The District shall compile and maintain a list of community agencies, uniform retailers, organizations and individuals willing to assist families in need. The District shall also create procedures to link identified uniform resources with participating schools.

**Prior to the commencement of the uniform policy the district shall:**

- a. Develop a procedure and criteria to identify families in need of financial assistance;
- b. Determine the form and type of financial assistance that will be offered;
- c. Designate a specific staff member to assist those families in need of assistance;
- d. Collaborate with business and community agency partners to identify resources for assisting families;

**Prepare a flyer that:**

- Describes in detail the default uniform and lists the range of costs for each competitively priced item of clothing as provided by a variety of vendors.
- States that in cases of severe financial hardship, parents may contact the designated district office by phone, mail or in person to request assistance.

f. This information is available at each school site

Uniform Waiver Process: Parents/Guardians should be aware that the required uniform policy is effective the first day of school. Parents/ Guardians may request a 'Uniform Waiver' form the district wide uniform policy requirements. To do so they follow these steps:

1. Obtain a Waiver Request form from your local school or by downloading the form from our district website.
2. Complete the Waiver Request form and return it to the principal of the school where the student is enrolled.
3. Attend a waiver-processing meeting with the principal of the school where the request is filed. These meetings will be held at the school where the waiver request is filed. In cases of hardship, the District will make a reasonable effort to schedule a phone conference or home visit. If you have children covered by this waiver request attending other WCCUSD schools, the uniform program will send the other school's copies of the signed waiver form and acknowledgment of your review and understanding of the dress code.

A school administrator will contact the parent/guardian to schedule a meeting to process the waiver request. A meeting will be scheduled within ten (10) school days of receiving the request for waiver.

If the parent fails to attend the scheduled meeting, they will be contacted and the meeting will be rescheduled. A second failure to attend a meeting will constitute a withdrawal of the waiver request. If a parent contacts the school to reschedule a meeting before the date of the meeting, this will not constitute a failure to attend. Meetings may be rescheduled twice.

#### Elementary and Middle/High School Dress Code:

All elementary and middle/high school students must still follow the Board adopted dress code even if the students have received a waiver under the uniform policy. The dress code is as follows:

Students must dress appropriately at all times. Inappropriate dress is defined as any attire that causes a disruption, or a safety concern on campus. Clothing must be clean, neat and appropriate to an educational setting. Shoes must be worn for safety. The following items are not appropriate Garments where the torso is exposed.

- Strapless and sleeveless tops-Shirts or blouses must have sleeves that cover the shoulders.
- Vests without shirts.
- Short shorts or short skirts. Shorts and skirts must be no shorter than the tips of fingers when arms are held at the person's sides.
- Clothing or buttons that have obscene or other inappropriate words or pictures, swear words, sexually suggestive statements or display prohibited substances.

- Hats, other hair covering or hair curlers worn inside of the school building, unless such items are a cultural or religious requirement.
- See-through blouses, low cut shirts or dresses.
- Clothing worn in a manner that exposes the student's underwear.
- Pants must be worn at the natural waist level. The inseams of pants may not be longer than the heels of the person's shoes. (Pants may not be worn "sag or drag")
- Gang affiliated or related clothing and paraphernalia. Wearing gang colors or other paraphernalia will result in immediate referral to the office.

Please note that school faculties, in conjunction with the site administration and School Site Councils, may establish additional dress regulations that are within the guidelines specified in the California Education Code.

**Students' and Parent/Guardians' Responsibilities:**

1. Be aware of what clothing is considered appropriate and inappropriate.
2. Abide by the dress policy.

**Teachers' Responsibilities:**

1. Be aware of what clothing is considered appropriate and inappropriate and contact the parent and site administrator if the student is wearing inappropriate clothes.
2. If necessary, refer the student to the appropriate counselor, assistant principal or principal for action if a conference with the student and parent contact does not yield sufficient results.
3. Be aware of and enforce the requirement for identification lanyards at middle and high school.

**Administrators' Responsibilities:**

1. Supervise implementation of this policy.
2. Notify the student and the parent of the action that may occur if the student wears inappropriate dress:
  - 1<sup>st</sup> Infraction: Contact the parent and allow the pupil to change the inappropriate dress.
  - 2<sup>nd</sup> Infraction: Parent contact and student detention.

- 3<sup>rd</sup> Infraction: Parent contact and student detention warning of possible student suspension for defying District policy.
- 4<sup>th</sup> Infraction: Parent conference-suspension. At this time, it must be determined if the parent is not supporting the policy. If this is the case, the parent will be asked to complete the waiver process. If the parent is in support, but the student is non-compliant, a plan for compliance will be developed in conjunction with the parent.

NOTE: Individual schools may offer further financial assistance options.

### **Lanyard Policy**

Secondary Mandatory Lanyard Policy: WCCUSD has implemented the use of identification lanyards at all secondary schools. This policy was in place at high schools during the 2005-2006 school year and began in the middle schools in the 2006 – 2007 school year.

Wearing identification lanyards has proved to be advantageous to the safety of our secondary campuses. In accordance with the immediate action steps, as defined by the Board of Education, the lanyards are to be worn and displayed at all times by all staff and students at WCCUSD secondary schools.

A lanyard is a lightweight loop of cloth material worn around the neck that allows the identification card to be clearly seen from a distance. The cards will display the student's picture, school name, student's class (i.e. sophomore), school colors and logo. Students will be given the initial badge and lanyard but will be responsible for replacements.

The card has multiple uses including serving as a student body card, identification card and for checking out text and library books. Student body ID pictures will be taken at each school's "walk-through" day in August. The lanyard and ID badge is MANDATORY and must be worn by the student in order to receive his/her class schedule and MUST be displayed at all times while on campus.

The following discipline plan is followed at all secondary schools for students not displaying their lanyard and identification badge.

- First Time: Assist. Principal, Teacher aide, Volunteers call home
- Second Time: Detention
- Third Time: In-School Suspension



The school sites are encouraged to use positive reinforcement, such as those listed below to help students adhere to this new, parent sponsored safety policy.

- Keep complete data and consistent enforcement of policies at all schools.
- Keep a fresh approach to monitoring – do some kind of weekly check at random times.
- Provide incentives and rewards for the classrooms with high/complete compliance with new policy.

Again, this policy has greatly improved the safety and security of our campuses. We must be consistent in our implementation and enforcement of this policy.

# Section 10: School Climate Report

(Insert California Dashboard Summary Report)

## California Dashboard

2/2/22, 12:46 PM

Suspension Rate - Middle College High (CA Dept of Education)

California Department of Education

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## 2020-21 Suspension Rate

Middle College High Report (07-61796-0730291)  
 Disaggregated by School

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Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<a href="#">Middle College High</a>	298	0	0	0.0%	0.0%	0.0%

### Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<a href="#">Middle College High</a>	298	0	0	0.0%	0.0%	0.0%
<a href="#">West Contra Costa Unified</a>	31,896	3	3	0.0%	100.0%	0.0%
<a href="#">Contra Costa County</a>	177,518	128	119	0.1%	93.3%	6.7%
<a href="#">Statewide</a>	6,147,253	14,913	12,301	0.2%	86.2%	13.8%

**Note:** Data may be suppressed (\*) to protect student privacy ([Data Suppression](#)). Data are unduplicated at each reporting level (school/district/county/state). As a result, data at one level (e.g., school) are not summative to a higher level (e.g., district). Also, data displayed in the Program Subgroup report view (located in the Report Options and Filters under the Data Type Options) are not mutually exclusive and therefore not summative to the report total.

<https://dq.cde.ca.gov/dataquest/dqCensus/DtsSuspRateLevels.aspx?cde=07617960730291&aggllevel=School&year=2020-21>

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\* Charter school data are removed by default from all district-level DataQuest suspension and expulsion reports, including the associated state and county Report Totals. To include charter school data in district-level reports, select the "Reset Filters" button on district-level reports to show data for "All Schools" OR select the desired School Type filter from within the expandable Report Filters menu on the desired DataQuest report.

**PLEASE BE ADVISED:** The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE recommends caution when comparing discipline data across academic years. For more information about the impact of COVID-19 on data reporting, please visit the CDE [COVID-19 and Data Reporting](#) webpage.

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