

Comprehensive School Safety Plan

Senate Bill 187 imposes a duty on each school to develop a comprehensive safety plan relevant to the needs and resources of that particular school. The bill further requires that each school adopt its comprehensive plan by September 1, 1998. The public must be given a chance to comments before adoption by the school site council.

The comprehensive school safety plan must include an assessment of the current status of school crime committed on school campuses and at school-related functions, identify appropriate strategies and program to provide or maintain a high level of school safety, and address the school's procedures for complying with existing law as related to school safety. The plan must be evaluated and amended once a year or as needed.

Local Planning Committee

At Vallecitos School, the Vallecitos Advisory Committee (VAC) serves as the school site council. The VAC is composed of parents, certificated staff, classified staff representatives and administration. A public hearing was held on May 26th of 1998 to review the data accumulated through the needs assessment process and to develop a comprehensive school safety plan for Vallecitos School.

Comprehensive School Safety Plan Components

Assessment of School Climate and Safety

The VAC decided on May 26, 1998 to embed the comprehensive school safety plan as required by SB 187 into the school's Vallecitos Consolidated Improvement Plan (VCIP). As such, the safety issues at the local site are better able to be coordinated with other relevant school programs, services, and plans.

The Vallecitos Consolidated Improvement Plan utilizes a variety of data (including data on crimes committed on campus and at related activities) to evaluate the effectiveness of the local improvement plan and its related programs and services. The data thus accumulated is used by each of the school's Cadres to evaluate the school's effectiveness. Each Cadre is responsible for one of the four goals in the Consolidated Improvement plan. The four cadres are:

1. The Academic Excellence Cadre responsible for the development and implementation of the Standard & Assessment as well as the Teaching & Learning component of the improvement plan;
2. The Discipline Cadre is responsible for issues related to School Climate & Responsibility;
3. The Community Relations is in charge of matters related to Organization & Governance; and
4. The Resources Cadres is responsible to coordinating and identifying resources for the implementation of the Consolidated Improvement plan.

The analysis reviews what the data implies about what is working well and what areas might need improvement. These data are annually summarized in Section V of the Vallecitos Consolidated Improvement plan.

Child Abuse Reporting Procedures

Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code are outlined in the Vallecitos Employee Handbook commencing on page 7.

Intruder/Lockdown

DEFINITION OF AN INTRUDER

An intruder is considered to be a person(s) who poses a danger or threat to staff or students, real or perceived. The following plan is to be implemented in the event of an intruder in any of the buildings or on campus.

ADMINISTRATORS (What we will do)

CALL OR DESIGNATE SOMEONE TO CALL 911. (From a classroom phone enter any three numbers to get an outside line and then dial 911) and request police response. Stay on the phone and provide the police dispatcher with any requested information that may include the following:

- The location of the intruder

- The description of the intruder
- Does the intruder have any weapons?

DO NOT stay on the line if it is dangerous to you, but do not hang the phone up. Leave the line open. **INSTITUTE ALL CALL TO WARN OF INTRUDER LOCKDOWN** (example: “Attention all staff, we are in a lockdown situation, please proceed as planned.”). If safe, go outside to meet arriving police officers.

STAFF (What you will do)

All staff members must attempt to contact the office first if they spot an intruder. **(THE OFFICE SHOULD MAKE THE 911 CALL)** If the office is not responding, the staff member should DIAL 911 from the classroom and announce a lockdown to the entire school (Dial any three numbers to get an outside line and then dial 911). Once, a lockdown has been announced, follow these procedures:

1. CLOSE and LOCK CLASSROOM DOOR(S). Those in areas where you are visible from halls, etc. go to the nearest room.
2. CLOSE ANY WINDOWS and/or BLINDS.
3. HAVE STUDENTS DROP, COVER and HOLD against a wall out of sight from the exterior of the classroom.
4. LIGHTS OFF. (Manually turn off the light switch)
5. TAKE ROLL. (E-mail the office with attendance of ALL STUDENTS located in your room at the time of the lockdown announcement) IMPORTANT: DO NOT SEND A STUDENT TO THE OFFICE WITH AN ATTENDANCE LIST.
6. DO NOT OPEN THE DOOR until an administrator gives an ALL CLEAR announcement/signal. Then proceed with the disaster plan.

STUDENTS (What they will do)

1. DROP, COVER and HOLD in an area designated by the teacher.
2. REMAIN QUIET and FOLLOW ALL OF THE TEACHER’S INSTRUCTIONS.
3. **IF OUTDOORS, CLEAR THE AREA.** Go to the nearest room even if it is not your own. If on the playground, proceed to the nearest designated area(s) located around the athletic field.

OFFICE STAFF

1. REMAIN IN THE OFFICE (Unless the intruder is there).
2. KEEP AN ALTERNATE FORM OF COMMUNICATION ON SELF. (Cell phone, two-radio, etc.)
3. LOCK DOORS and TURN OFF THE LIGHTS. (Manually turn off light switch)
4. DROP, COVER and HOLD.
5. DO NOT OPEN THE DOORS UNTIL an administrator gives the **ALL CLEAR** announcement/signal. Then proceed with the disaster plan.

MAINTENANCE AND OPERATIONS (What they will do)

1. If you hear the lockdown announcement or hear gunshots or similar sounds (notify the office), DUCK, COVER and HOLD in the nearest safe place.
2. WHEN SAFE, PROCEED WITH CAUTION TO THE OFFICE FOR FURTHER INSTRUCTIONS. (Alternative is via radio contact)
3. OBSERVE ANY UNUSUAL VEHICLES, PERSONS, SUSPICIOUS PACKAGES, ETC. (Report findings to office)
4. BE PREPARED TO SUPPORT LAW ENFORCEMENT WITH ANY INVESTIGATION. (If needed)
5. AFTER THE **ALL CLEAR** announcement/signal, students and staff will evacuate to the predetermined evacuation area(s). Proceed with the disaster plan.

FOOD SERVICE STAFF (What you will do)

1. Get all students, who are nearby...indoors or to designated outside areas located near the athletic field.
2. CLOSE and LOCK DOORS/WINDOW. (Serving window)
3. Have any students/staff DUCK, COVER and HOLD.
4. LIGHTS OFF.
5. DO NOT OPEN DOORS until an administrator gives the ALL CLEAR announcement/signal. Then proceed with the disaster plan.

PARENTS

Parents will pick up students at the designated re-uniting center located at the parking lot area. Students and staff will have followed the disaster plan and will be located on the athletic field after the ALL CLEAR announcement/signal has been given.

Disaster Preparedness

The goal of the Vallecitos School District Disaster Preparedness plan is to prepare District employees, students, parents/guardians to react properly in emergency situations. The objectives of this emergency plan is to provide for effective action to:

1. Minimize injuries and loss of life among students and school personnel.
2. Provide care for disaster victims
3. Protect school property.

The information provided in this plan outlines the general principles of the district's disaster plan, levels of emergency, command structures and staff responsibilities. It provides general instructions in the event that a major disaster strikes this area.

Disaster Service Workers

All public employees are designated as disaster service workers subject to service as may be assigned to them by the Superintendent/Principal, his designee or by law (Govt. Code, Chapter 8 Section 3100). Should a disaster strike during school hours, no employee will leave his/her assignment under any circumstance unless officially released by the Superintendent or his designee.

Vallecitos School will not release students in an unsafe situation. District employees will remain with students until they can be picked up by parents in the event of a catastrophic emergency. If parents are prevented from reaching school, the District will provide care and shelter until students and parents can be reunited. Vallecitos School will remain open until every child has been released or transported to an emergency center for proper care and shelter.

Employees will be released from duty through random selection, or as determined by the site commander, when the situation requires fewer personnel.

Overview of Command Structure and Roles

This model emergency management model has been developed around the Incident Command System. Its organizational structure is based on four principal functional areas that must be performed at any emergency incident.

Day-to-day site medical needs are conducted according to normal procedures that are understood by the various staff charged with those functions; e.g., teachers, custodians food service workers, etc. When a major emergency or disaster strikes, staff will often have to assume responsibilities not common to their everyday roles. Therefore, the centralized management of these tasks is the crucial element of the emergency plan. This facilitates a coordinated response by the principal and staff who are assigned emergency management responsibilities.

Staff personnel are assigned annually to one of the four functional areas as outlined in the District Employee Handbook.

1. The Command Post (CP) provides a central location of authority and information, and allows for face to face coordination among personnel who must make emergency decisions. The CP serves as both a nerve center for Medical and a collection point for critical information.

The Superintendent/Principal is the site commander, or Emergency Medical Commander (SITE COMMANDER), for the Vallecitos School District. The SITE COMMANDER determines the level of emergency and activates the appropriate disaster management units as needed. A command post may be established depending upon the severity of the emergency in order to provide a central location of authority and information. All team leaders report regularly to the command post.

RESPONSIBILITIES:

1. Account for the presence of all students and staff
2. Implement and coordinate the disaster Medical
3. Control internal and external communications
4. Document all actions taken
5. Monitor all radio and telephone communications
6. Log all communications on appropriate forms
7. Keep SITE COMMANDER regularly informed of developments
8. Confirm existence and location of fire/notify SITE COMMANDER.

EQUIPMENT/SUPPLIES

1. Staff roster
2. Student roster
3. Map showing location of each classroom and utility shutoff points
4. Battery Operated Radio
5. Copies of all reporting forms
6. Bullhorn
7. Two way radio

- II. Medical Team/Search & Rescue (responding to the emergency). A major function of Medical is responsible for medical treatment, first aid and psychological care.

RESPONSIBILITIES:

1. Administer first aid and record information on extent of injuries/aid administered
2. Determine need for medical assistance
3. Perform triage if necessary
4. Maintain a box containing supplies necessary for the team
5. Keep SITE COMMANDER apprised of injury status
6. Establish morgue, if necessary

EQUIPMENT/SUPPLIES

1. Health cards
2. Triage tags
3. list of students with special medical problems, medication, needs
4. Body bags/tags
5. Appropriate recording forms
6. Medical & first aid supplies

- III. Records (record keeping). Responsible for student information and serves as the Student Release/Evacuation Team.

RESPONSIBILITIES: Request Gate

1. Release students only to someone authorized on the student release card
2. Alphabetical class lists. Continually update these lists as students are released
3. Individuals must sign for the release of a student. Use Student Release Form
4. Utilize student "runners" to secure students from the assembly area
5. Note on the Emergency Card the date, time and to whom the student is being released

RESPONSIBILITIES: Release Gate

1. Confirm that students recognize the requesting individual and feel secure in their custody
2. Keep accurate records of all students leaving campus
3. Compare student's copy of Student Release Form with the requesting individual

EQUIPMENT/SUPPLIES

1. Emergency Cards/Student Release Forms
2. Alphabetical class lists
3. Map of assembly area
4. Necessary materials are to be kept in a box in an accessible location

IV. Logistics (supplying needs). Logistics serves as campus security and surveys the school grounds and facilities for damages.

RESPONSIBILITIES: Security

1. Check and shutoff utilities as needed
2. Lock and secure all external school gates
3. Post directional signs (Request and Release points)
4. Route fire and rescue, ambulance and police to area of need
5. Keep SITE COMMANDER apprised of problems and current status
6. Locate and move disaster kits to a central area. Report this location to SITE COMMANDER

RESPONSIBILITIES: Damage Assessment

1. Inspect all areas
2. Record all damage, utility status, damage to contents, etc.
3. Document with photographs, if possible
4. Report to the SITE COMMANDER

RESPONSIBILITIES: Support Team

1. Sanitation - establish latrines
2. Provide food services
3. Assist Medical Team with establishing morgue, if needed

EQUIPMENT/SUPPLIES

1. Master keys
2. Tools to shut off utilities
3. Rope
4. Directional signs
5. Map of utility shutoff areas and locations of disaster kits
6. Damage Assessment Survey Form
7. Hard hat, flashlight and sturdy shoes
8. Camera and film
9. Sanitation supplies (shovels, signs, canopies, plastic bags, toilet paper, etc.)

V. Student Control. The Student Supervision Team monitors, assists and supervises students in the assembly area, thereby releasing some teachers to serve in the activated emergency teams.

RESPONSIBILITIES

1. Take roll regularly and report any missing or injured students to the team leader
2. Team leaders will report regularly to the SITE COMMANDER
3. Supervise and reassure students throughout the disaster
4. Provide minor first aid, contact Medical Team for further assistance if needed
5. Locate and help students to get to the Student Release Gate
6. Have student activities preplanned and involve students in these activities (singing, quiet games, etc.)

EQUIPMENT/SUPPLIES

1. First Aid kit
2. Flashlight
3. Student activities/materials
4. Attendance Rosters/lists
5. Accountability report

Levels of Emergency

Emergency or disaster procedures will normally be based on the following emergency levels as determined by the Superintendent/Principal or designee:

- ❖ Level I Emergency A minor to moderate emergency which site personnel can handle by following planned day-to-day emergency procedures. Local emergency responders, e.g. police, fire/rescue, and emergency medical agencies are available as needed by the school. A Level I emergency may require school personnel to be put on

alert, rerouted to other than their normal working area, or to work additional shifts. Examples of Level I emergencies include a major power outage, bomb threat, air pollution alert, an isolated fire, or minor earthquake (without injure of significant damage). A Level 1 emergency is announced by the principal or designee over the intercom or through an email with prior notice. For example: our power was turned off today at 9:00 but we knew about it several days ago so all staff were notified of the up-coming Level 1 by e-mail. Response teams ARE NOT called into action.

- ❖ Level II Emergency A moderate to severe emergency somewhat beyond the school's response capability. Response from police, fire/rescue, and emergency medical agencies may be delayed and/or at reduced staffing levels. Examples of Level II emergencies include a major wild fire or moderate earthquake (with injures and/or structural damage). Level II emergencies are announce by using the school's regular Fire Alarm bells or announcement over the itercom. All response team are activated and repord the principal immediatly upon arrival at our designated spots.
- ❖ Level III Emergency A major disaster that is clearly beyond the response capability of the school's personnel. Large amounts of mutual aide assistance will be required, recovery time will be extensive, and the cost will be great. Response from police, fire/rescue, and emergency medical agencies will be seriously delayed and/or at reduced levels. An example of a Level III emergency is a major earthquake.

For Level II and III emergencies, the school staff should be prepared to be self-sufficient for a period of time. The school must be capable of relying on its own resources to meet immediate needs and to protect and care for the school population until outside help is available. Response teams are activated as soon as possible and team leaders report to the principal.

Buddy System

The Buddy System is the pairing of personnel as "buddies" who will check on and account for each other as soon as possible after an incident has occurred. In this way there can be an immediate check on the status of all personnel at our site. This system makes it possible for a teacher to remain with an injured student while the "buddy" teacher supervises his/her class evacuation. All site employees should be part of the buddy system.

Crisis Intervention

Members of the crisis team should understand natural stress reactions. They also should be familiar with how different individuals might respond to death and loss, including developmental considerations, religious beliefs, and cultural values.

Effective schools ensure a coordinated community response. Professionals both within the school district and within the greater community should be involved to assist individuals who are at risk for severe stress reactions.

Schools that have experienced tragedy have included the following provisions in their response plans:

- Help parents understand children's reactions to violence. In the aftermath of tragedy, children may experience unrealistic fears of the future, have difficulty sleeping, become physically ill, and be easily distracted-to name a few of the common symptoms.
- Help teachers and other staff deal with their reactions to the crisis. Debriefing and grief counseling is just as important for adults as it is for students.
- Help students and faculty adjust after the crisis. Provide both short-term and long-term mental health counseling following a crisis.
- Help victims and family members of victims re-enter the school environment. Often, school friends need guidance in how to act. The school community should work with students and parents to design a plan that makes it easier for victims and their classmates to adjust.

Help students and teachers address the return of a previously removed student to the school community. Whether the student is returning from a juvenile detention facility or a mental health facility, schools need to coordinate with staff from that facility to explore how to make the transition as uneventful as possible. The Vallecitos Employee Handbook contains routine disaster procedures and guidelines commencing on page 30.

Discipline Policies & Regulations

Policies for pupils who committed serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations are outlined on Board Policy BP 5144.1 and administrative regulation AR 5144.2. Additional policies and regulations on related subjects include:

- BP/AR 5131.6 Alcohol & other Drugs
- BP/AR 5131.7 Weapons
- BP/AR 5132.62 Tobacco
- BP/AR 5142 Safety
- BP/AR 5144 Discipline

School Discipline Plan

All school personnel follow a standard schoolwide management plan throughout the school as outlined in the school's Code of Honor.

Notification of Dangerous Pupils

The principal, or designed, shall notify a teacher of any pupil under his or her care who is considered to a "dangerous pupil" prior to the child's entry date into school.

Early Warning Signs

It is not always possible to predict behavior that will lead to violence. However, educators and parents—and sometimes students—can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult—whether it be at home, in school, or in the community—the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate—and potentially harmful—to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes—only trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. The early warning signs include:

- Social withdrawal. In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- Excessive feelings of isolation and being alone. Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- Excessive feelings of rejection. In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways—including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- Being a victim of violence. Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- Feelings of being picked on and persecuted. The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways—including possible aggression or violence.

- Low school interest and poor academic performance. Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations—such as when the low achiever feels frustrated, unworthy, chastised, and denigrated—acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- Expression of violence in writings and drawings. Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional—such as a school psychologist, counselor, or other mental health specialist—to determine its meaning.
- Uncontrolled anger. Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors. Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- History of discipline problems. Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- Past history of violent and aggressive behavior. Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- Intolerance for differences and prejudicial attitudes. All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance—when coupled with other factors—may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- Drug use and alcohol use. Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- Affiliation with gangs. Gangs that support anti-social values and behaviors—including extortion, intimidation, and acts of violence toward other students—cause fear and stress among other students. Youth who are influenced by these groups—those who emulate and copy their behavior, as well as those who become affiliated with them—may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- Inappropriate access to, possession of, and use of firearms. Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

- Serious threats of violence. Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member—as well as to the child’s family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Notify the school principal immediately as action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- Has presented a detailed plan (time, place, method) to harm or kill others—particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services and community mental health. These responses should reflect school board.

Safety

Procedures related to a safe and orderly school conducive of learning as well as safe ingress from and to school are outlined in Board Policy BP 5137, BP 5141.32 and administrative regulation AR 5141.32.

Sexual Harassment Policy

The school’s sexual harassment policy pursuant to subdivision (b) of Ed Code Section 212.6 is outlined in Board Policy BP 4119.11 (personnel) and BP 5145.7 (students). These policies are further articulated in the Vallecitos Employee Handbook commencing on page 11.

School Safety Action Plan

The Vallecitos Consolidated Improvement Plan provides for the multi-year coordination of student programs and services and establishes long range goals. At Vallecitos, an Annual Action Plan for each of the plan’s four is developed and becomes the driving force of the Vallecitos Consolidated Improvement Plan. The annual plan is evaluated utilizing multiple student performance data, including standardized test data, opinion surveys, safety reports, and disciplinary records among others. The Discipline Cadre is responsible for the development and coordination of program and student services related to school safety, student discipline, and school climate. Cadres through Accelerated School Project analyze the data in terms of each goal, determine areas of strengths, and areas where future progress must be made. The annual action evaluation serves to monitor student progress toward meeting the district’s standards and is used to annually update the Vallecitos Consolidated Improvement Plan.