

Comprehensive School Safety Plan

**2023-2024
School Year**

School: Clear Lake High School
CDS Code: 17640301732304
District: Lakeport Unified School District
Address: 350 Lange Street
Lakeport. CA, 95453
Date of Adoption: June 14, 2023
Date of Update: May 4, 2023
Date of Review:
- with Staff May 4, 2023
- with Law Enforcement May 4, 2023
- with Fire Authority May 4, 2023

Approved by:

Name	Title	Signature	Date

Table of Contents

Comprehensive School Safety Plan Purpose.....	3
Safety Plan Vision.....	3
Components of the Comprehensive School Safety Plan (EC 32281).....	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	9
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	9
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	15
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	16
(E) Sexual Harassment Policies (EC 212.6 [b]).....	17
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	19
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	21
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	22
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	22
(J) Hate Crime Reporting Procedures and Policies.....	23
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	24
Safety Plan Review, Evaluation and Amendment Procedures.....	26
Safety Plan Appendices.....	27
Emergency Contact Numbers.....	28
Safety Plan Review, Evaluation and Amendment Procedures.....	29
Clear Lake High School Incident Command System.....	30
Incident Command Team Responsibilities.....	31
Emergency Response Guidelines.....	33
Step One: Identify the Type of Emergency.....	33
Step Two: Identify the Level of Emergency.....	33
Step Three: Determine the Immediate Response Action.....	33
Step Four: Communicate the Appropriate Response Action.....	33
Emergency Evacuation Map.....	34

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at CLHS Front Office.

Safety Plan Vision

Our goal at Lakeport Unified School District is to provide a safe environment for all students and staff by ensuring that the district adopted Emergency Plan is consistently followed on all sites and that staff members, and students, are fully trained and understand the procedures stated in the plan and have an opportunity to practice them.

Components of the Comprehensive School Safety Plan (EC 32281)

Clear Lake High School Safety Committee

Matt Bullard, Superintendent
Dan Camacho, Director of Maintenance, Operations and Transportation
Darren Wells, Skilled Maintenance and LUCEA Representative
Lorena Lopez, TMS Paraprofessional
Amber Thornton TMS Assistant Principal
Rachel Paarsch, Director of Supplemental Support Services
Danielle Costa, LES Assistant Principal
Liesl Hendrix, CLHS Principal
TBD, LUSD Director of Special Education
Janeen Peterson, Director of Food Services
Chris Thornton, LUTA Representative
Diane Gunther, LUSD Health Services
Law Enforcement Members
Brad Rasmussen, Lakeport Police Chief
Dale Stoebe, Lakeport Police Lieutenant
Todd Freitas, School Resource Officer
Billy Roberson, Lake County Probation
Fire Personnel Member
Paul Reitz, Lakeport Fire Protection Chief
Parent Member
Melissa Aguirre, Parent
Anel Buechler, Parent

Assessment of School Safety

Lakeport Unified School District works closely with the Lakeport Police Department and Lake County Probation over the course of the year. The district shares employment with Lakeport Police Department and Lake County Probation to provide a full-time School Resource Officer and a full-time Probation Officer during regular school hours and after school hours for certain occasions, such as largely attended activities and dances. Three members of the police and probation departments regularly attend district safety committee meetings throughout the school year. Lakeport Unified has previously allowed the Lakeport Police Department, Lake County Sheriff Department, and the FBI access to campus for the purposes of holding an “active shooter training” for all Lake County law enforcement agencies.

PURPOSE

The purpose of this document is to establish procedures for the assessment and intervention with individuals whose behavior poses a threat to the safety of school staff or students.

DEFINITIONS

- A threat is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.
- A threat assessment is a fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent situations, to assess them, and to manage/address them.
- Aberrant behavior is that which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person. These can include (but are not limited to):

Unusual social distancing or isolation of subjects from peers and family members;
Sullen or depressed behavior from an otherwise friendly and positive person;
Out of context outbursts of verbal or physical aggression;
Increased levels of agitation, frustration and anger;
Confrontational, accusatory or blaming behavior;
An unusual interest in or fascination with weapons; and/or
Fixation on violence as a means of addressing a grievance.

- A low-risk threat is one in which the individual/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.
- A moderate-risk threat is one in which the person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.
- A high-risk threat is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.
- An imminent threat exists when the person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that require intervention.
- A direct threat is one in which the person poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. The direct threat standard applies when the threat assessment team or school administration determines that a subject poses a direct threat, and the administration also determines that applicable disciplinary procedures are not available or sufficient to mitigate the threat. If the administration makes such a determination, the school division is not required to permit the student to participate in or benefit from the services, programs, or activities of the division. A determination that a person with a disability poses a direct threat may not be based on generalizations or stereotypes about the effects of a particular disability and must be based on an individualized assessment, based on reasonable judgment relying on current medical evidence or on the best available objective evidence, to determine: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will mitigate the risk.

THREAT ASSESSMENT TEAM

- The threat assessment team should include persons with expertise in counseling (e.g., a guidance counselor, a school psychologist and/or school social worker), instruction (e.g., a teacher or administrator with instructional experience), school administration (e.g., a principal or other senior administrator from the school(s) covered by the team and human resource professionals); and law enforcement (typically a School Resource Officer). Other school staff (or community resources) may serve as regular members on the team, or be consulted during the threat assessment process, as appropriate, and as determined by the team.
- School threat assessment teams should have a designated team leader, typically a principal or other senior administrator for the school(s)
- Team members shall work collaboratively with each other, with other school staff, and (as appropriate) with community resources to support the purposes of the team and the safety of the school and its students and staff.
- The threat assessment team leader may designate a subset of team members to triage cases reported to the team. This triage process serves to screen cases and determine their appropriateness for review and/or action by the full team. If the team elects to implement a triage process, at least two members of the team will review initial reports of concern to determine if existing resources and mechanisms are sufficient to address those concerns, or whether the full team should further assess and manage the situation. All members of the team should have an opportunity to review triaged cases to ensure they have been adequately addressed.
- Unless it is not feasible to do so, all team members should be involved with the assessment and intervention of individuals whose behavior poses a threat to the safety of school staff or students.
- Team members shall actively, lawfully, and ethically communicate with each other; with school administrators; and with other school staff who have a need to know particular information to support the safety and well-being of the school, its students and its staff.
- In fulfilling statutory responsibilities, school threat assessment teams shall:

Provide guidance to students, faculty, and staff regarding recognition of threatening behavior that may represent a threat by conducting presentations, broadly disseminating relevant information, and ensuring access to consultation from threat assessment teams;

Clearly identify members of the school community to whom threatening behavior should be reported;

Implement school board policies in an effective manner for the assessment of and intervention with individuals whose behavior poses (or may pose) a threat to the safety of school staff or students, including (where appropriate) referrals to community service boards or health care providers for evaluation or treatment.

PROCEDURES

- Identifying and Reporting Threats

When an individual makes a threat or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation, the [School Division] Threat Assessment Guidelines shall be followed. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur when required by school board policy or the Code of California.

Threats of self-harm by students. For any individual, when threats of self-harm are accompanied by threats to harm others, or investigation suggests the existence of a threat to others, the threat assessment team shall be notified and take appropriate action to prevent acts of violence. The threat assessment team shall work collaboratively with other entities involved in the case.

All school division employees, volunteers, and contractors are required to report immediately to the designated school administrator any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence.

Anyone who believes that a person or situation poses a clear and immediate threat of serious violence that requires containment shall notify school security and/or law enforcement in accordance with school board policies on Critical Incident Response.

In accordance with the Education Code and California state law, certain types of threats require immediate notification to law enforcement. The principal shall immediately report to the local law enforcement agency:

Assault and battery that results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person, on a school bus, on school property, or at a school-sponsored activity;

Threats against school personnel while on a school bus, on school property or at a school-sponsored activity;

Illegal carrying of a firearm onto school property;

Illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, or explosive or incendiary devices, or chemical bombs, on a school bus, on school property, or at a school-sponsored activity;

Threats or false threats to bomb made against school personnel or involving school property or school buses;

The school administrator shall also immediately report any act noted above that may constitute a criminal offense to the parents and/or guardians of any minor student who is alleged to have committed the act and shall report that the incident has been reported to local law enforcement, as required by law. The school administrator shall inform the parents and/or guardians that they may contact local law enforcement for further information, if they so desire. In addition, the school administrator may report other threats to the local law enforcement agency as necessary and appropriate.

- Assessing Threats

When a threat is reported, the school administrator and/or threat assessment team leader shall initiate an initial inquiry/triage and, in consultation with the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. Upon notification of threatening behavior or communications, the school administrator or threat assessment team leader shall determine if an imminent threat is believed to exist. If the individual appears to pose a clear and immediate threat of serious violence, the administrator shall notify law enforcement in accordance with School Board policies. [Note: In accordance with “Model Crisis, Emergency Operations and Medical Response Plan,” school responses may include actions such as evacuation, lockdown, and shelter in place.]

If there is no reasonably apparent imminent threat present, or once such an imminent threat is contained, the threat assessment team leader shall ensure that the situation is screened/triaged to determine if the full threat assessment team needs to be involved. This triage may include (as necessary and appropriate):

Review of the threatening behavior or communication.

Review of school and other records for any prior history or interventions with the individual(s) involved.

Conducting timely and thorough interviews (as necessary) of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in threatening behavior or communication. The purpose of the interviews is to evaluate the individual’s threat in context, so that the meaning of the threat and intent of the individual can be determined.

If it is determined that the threat is no identifiable or a low threat of violence or harm to self or others, and the threat assessment team determines that no further assessment, intervention, or monitoring is required at this time to prevent violence:

The threat assessment team leader shall ensure that the incident and review is adequately documented via [cite School Division documentation source here]. The threat assessment team shall maintain the documentation in accordance with School Board policy.

[NOTE: A sample Threat Assessment and Response Form is provided as part of this guidance document. The form will be available at the Lake County Office of Education website and may be adapted to meet the needs of the school].

If the individual (about whom the report was made) does not pose a threat but could benefit from or is in need of some other need of assistance, the threat assessment team leader shall ensure that the individual is referred to the appropriate school or community-based resources.

If it cannot be determined with a reasonable degree of confidence that the alleged threat is no/low threat, then a more in-depth assessment is to be undertaken by the threat assessment team to determine the nature and degree of any safety concerns and to develop strategies to prevent violence and reduce risk, as necessary. The assessment may include but not be limited to reviews of records; interview and consultation with staff, students or community who know the individual; and interviews of the individual and the target/recipient of the threat(s).

Based on information collected, the school threat assessment team shall determine strategies to mitigate the threat and provide intervention and assistance to those involved, as needed.

Upon a determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the Superintendent or designee. The Superintendent or designee shall immediately attempt to notify the student’s parent or legal guardian.

In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat.

In cases involving no/low risk threats, the school administrator may notify the parent and/or guardian of any student who is the target/recipient of a threat and/or may notify the parent and/or guardian of any student who made the threat.

- Intervening, Monitoring, and Resolving Threats

If it is determined that an individual poses a threat of violence, the threat assessment team shall develop, implement, and monitor an individualized plan to intervene with, address and reduce the threat. The threat assessment team shall maintain documentation in accordance with School Board policy.

The threat assessment team shall assist individual(s) within the school who engaged in threatening behavior or communication, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention.

For each case, a member of the threat assessment team shall be designated as a case manager to monitor the status of the individual(s) of concern (in that case) and to notify the threat assessment team of any change in status, response to intervention/referrals, or additional information that would be cause for a re-assessment and changes in intervention strategies. Updates regarding the case are to be documented in accordance with School Board policy. These updates are to be submitted regularly (e.g., at least every 30 days) until the case is resolved and is no longer assessed to pose a threat to the school or its staff or students.

Resolution and closure of the case is to be documented in accordance with School Board policy. [NOTE: A sample Threat Assessment and Response Form is provided as part of this guidance document. The form is available at the Lake County Office of Education's website and may be adapted to meet the needs of the school].

Lakeport Unified School District works closely with the Lakeport Police Department and Lake County Probation over the course of the year. The district shares employment with Lakeport Police Department and Lake County Probation to provide a full-time School Resource Officer and a full-time Probation Officer during regular school hours and after school hours for certain occasions, such as largely attended activities and dances. Three members of the police and probation departments regularly attend district safety committee meetings throughout the school year. Lakeport Unified has previously allowed the Lakeport Police Department, Lake County Sheriff Department, and the FBI access to campus for the purposes of holding an "active shooter training" for all Lake County law enforcement agencies.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The Lakeport Unified School District Safety Committee will meet each month to schedule and coordinate evacuation and lockdown drills, develop and refine a district wide Emergency Plan, and address safety issues and concerns as they arise. Each school site in the district will participate in periodic fire, earthquake, and active shooter drills during the school year. Drills will be either site based and/or district wide. Each school site will inventory and replenish emergency backpack supplies and update student lists for each classroom.

In order to save lives and protect property, all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters and events, which threaten to result in a disaster. Appropriate drills and trainings will occur throughout the school year.

The Superintendent/Principal or designee has developed and maintained a multi-hazard emergency preparedness plan, which details provisions for handling all foreseeable emergencies and disasters. The plan includes working plans and procedures specific to the school and its students, and is reviewed/updated annually. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS). The manual is located in the school/district office. A contingency plan for emergencies is contained on a clipboard available to each staff member.

Pupils with disabilities: IDEA requires that planning for the educational success of these students is done on an individual, case-by case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child's academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care, and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All LUSD staff complete online Keenan Training, completed by October 1, 2023

Child abuse and neglect must be reported to a child protective agency immediately as required by the California Penal Code, Chapter 916, and Sections 11164-11174.3. Agencies authorized to accept mandated reports are police, sheriff, and Child Protective Services (CPS). Mandated reporters include healthcare practitioners, childcare custodian, school employees, and employees of a child protective agency. This includes EMTs and paramedics.

Neglect is defined as the negligent failure of a parent or caretaker to provide adequate food, clothing, shelter, medical/dental care, or supervision. Physical abuse is defined as a physical injury, including death, to a child that appears to have been inflicted by other than accidental means.

Sexual abuse is defined as sexual assault on or the exploitation of a minor. Sexual assaults include rape, rape in concert (aiding or abetting or acting in concert with any person in the commission of a rape), incest, sodomy, oral copulation, penetration of genital or anal opening by a foreign object, and child molestation. It also includes lewd or lascivious conduct with a child under the age of fourteen years, which may apply to any lewd touching if done with the intention of arousing or gratifying the sexual desire of either the person involved or the child. Sexual exploitation includes conduct or activities related to pornography depicting minors and promoting prostitution by minors.

A child is any person under the age of eighteen.

The purpose of reporting suspected child abuse/neglect is to protect the child, prevent further abuse of the child and other children in the home, and begin treatment of the entire family. The inflection of injury, rather than the degree of that injury, is the determination for intervention by the CPS and law enforcement.

When a mandated reporter has knowledge of or has observed child abuse or neglect, that individual is required to report to the local law enforcement and/or to the CPS immediately or as soon as possible by telephone and shall complete the suspected child abuse report form within 36 hours. Those persons legally required to report suspected child abuse to have immunity from criminal or civil liability for reporting as required. Reporting forms are available online, in the main office or from an administrator.

You may contact the local police or sheriff's department, or child protective services. The phone numbers are:

- Child Protective Services (707) 262-0235
- Sheriff's Department (707) 263-2331
- Lakeport Police Department (707) 263-5491
- Clearlake Police Department (707) 994-8251

Suspected Child Abuse Report: SCAR Fillable form online http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

Steps:

1. Download and Fill out SCAR
2. Call Child Protective Services at 707-262-0235
3. Write down the name of the individual spoken to
4. Fax report to Child Protective Services at 707-262-0299
5. **Inform Administration you have filed a report**
6. File documents in a safe/confidential location
7. Deliver a copy to the district office.

Further details are outlined in the Lakeport Unified School District Board Policy 5141.4

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

To save lives and protect property, all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events, which threaten to result in a disaster. Appropriate drills and trainings will occur throughout the school year.

The Superintendent/Principal or designee has developed and maintained a multi-hazard emergency preparedness plan, which details provisions for handling all foreseeable emergencies and disasters. The plan includes working plans and procedures specific to the school and its students and is reviewed/updated annually. This plan also contains available district and outside agency resources, emergency disaster procedures, and information on the Standardized Emergency Management System (SEMS). The manual is in the school/district office. A contingency plan for emergencies is contained on a clipboard available to each staff member.

Pupils with disabilities: IDEA requires that planning for these students' educational success is done on an individual, case-by-case basis by developing an Individual Education Program (IEP). The IEP is a written statement designed for each child with a disability that outlines measurable annual goals for each child's academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to communication transportation, supervision, medical care, and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the needs to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

3.2.1 Fire Drill/Evacuations

No fire alarm will be ignored. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be overlooked, when no evidence of a fire is present, implement Secondary Attach Countermeasures. If you know the alarm to be false, you may cancel the evacuation order. However, 9-1-1 MUST be notified.

Fire/Fire Alarm:

Call 9-1-1 and SRO.

Notify Incident Management Team and place them on stand-by.

Team members should forward information immediately regarding unusable/unsafe exits.

Select rally point and request police presence there.

Announce the need to evacuate, if necessary, and list areas to avoid.

Establish Exterior Command Post.

Ensure Liaison Officer is available to assist emergency response personnel, as necessary.

Provide keys to the facility

Provide floor plans

Provide utility shutoff information

Student roster

Notify Public Information Office.

Arrange for transportation to shelter areas if necessary.

Prevent people and students from gathering near parked cars and emergency vehicles.

Make arrangements for family reunification.

Announce "all clear" when directed by emergency response personnel.

Fire Extinguisher Instructions:

P – Pull safety pin from the handle. A – Aim at the base of the fire.

S – Squeeze the trigger handle. S – Sweep from side to side.

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

The principal will be accountable for teachers and school district staff. Teachers will be responsible for students.

Notify the Superintendent/Designee of the incident.

The principal/program administrator shall hold fire drills at least once a month at the elementary level, four times every school/program site year at the intermediate level, and not less than twice every school/program site year at the secondary level. (Education Code 32001)

3.2.2 Lock Down/Active Shooter/Attack

When deemed necessary by school administrators or law enforcement officials, the school will be placed in a “lockdown” status. An announcement will be made via our phone intercom system and over the portable radios; follow the instructions given in the announcement and listen for the intruder’s threat and location. Run, Hide, Fight! If the threat is not in the immediate vicinity, all staff are to assist students outside enter a secure, indoors area. While in lockdown, classroom doors are to remain closed and locked and window coverings are closed. Take cover inside the room by lying flat on the floor, hiding behind desks or any furniture, and staying away from all windows. Students in the room are to remain inside. Teachers must take roll when a lockdown is called, and any student not assigned to that class must be added to the roll list. All bells and “Fire Alarms” will be ignored, including the end of the day bell. Do not open the door for any reason or any person. Everyone is to remain in lockdown status until the site administrator AND law enforcement official announces an all clear. Once the immediate danger has passed, and at the direction of law enforcement, the site will be evacuated, or regular school activities will resume.

3.2.3 - Active Shooter: Run Hide Fight as recommended by law enforcement Lakeport Unified School District will cooperate with law enforcement in any crisis. The following guidance is provided by law enforcement in the event of an active shooter on school grounds:

RUN: When an active shooter is in your vicinity:

- If there is an escape path, attempt to evacuate
- Evacuate whether others agree to or not
- Leave your belongings behind
- Help others escape if possible
- Prevent others from entering the area

HIDE: If evacuation is not possible, find a place to hide:

- Lock and/or blockade the door
- Silence your cell phone
- Hide behind large objects
- Remain very quiet

YOUR HIDING PLACE SHOULD:

- Be out of the shooter’s view
- Provide protection if shots are fired in your direction
- Do not trap or restrict your options for movement

FIGHT: As a last resort, and only if your life is in danger

- Attempt to incapacitate the shooter
- Act with physical aggression
- Improvise weapons
- Commit to your actions

911: When Law Enforcement Arrives:

- Remain calm and follow instructions.
- Do not make any sudden movements/avoid pointing or yelling.
- Keep your hands visible at all times with your hands in the hand up signal position
- Know that help for the injured is on its way.
- Leave backpacks, purses, and other items behind.

3.2.4 - Emergency Procedures for Staff

Lakeport Unified School District Emergency Procedures for staff. If you see a person on Campus with a weapon Call 911! Run! Hide! Fight! (This is not a sequence, rather options.)

Lockdown

Follow the instructions given in the announcement and listen for the threat and location of the intruder.

Intruder on Campus -

If safe, hold the door open and direct as many students, staff, and visitors in as possible.

Lock doors

Find items that can be used to defend yourself and others – and develop a plan to defend yourself if the perpetrator enters the room.

Have students seek shelter under the desk and away from windows

Close windows and window coverings

Stay quiet and turn off cell phones.

Teachers, grab a laptop or iPad to monitor email and/or District/School Facebook page for updated information.

Run! Hide! Fight!

Do not open the door for anybody. Law enforcement have keys.

Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enters, to have arms raised above the head, showing hands, do not make any noise and/or any sudden movements.

ALL CLEAR will come from the command center from both Law Enforcement and LUSD Administration

Intruder on Campus during breaks/recess/passing periods/lunch –

Listen to the location and threat of the intruder.

Run! Hide! Fight!

Not in your visual vicinity - Run and gather as many students into your building and Lock doors (follow above lockdown procedures)

In your visual vicinity: Run! Hide! Fight!

Instructional Lockdown -

Follow the instructions given in the announcement and listen for the incident's threat and/or location.

Doors may or may not need to be locked.

Continue giving instruction

Do not allow students to leave your classroom until otherwise notified.

The site administration will give restroom and Lunch Time Instructions.

Wait for the "All Clear" announcement before releasing students.

3.2.5 - Emergency Procedures posted in classrooms/buildings

Lockdowns

Follow the instructions given in the announcement and listen for the threat and location of the intruder.

Intruder on Campus -

Lock Doors

Stay quiet and turn off cell phones.

Seek shelter under the desk and away from windows

Find items that can be used to defend yourself and others – and develop a plan to defend yourself if the perpetrator enters the room.

Do not open the door for anybody. Law enforcement have keys.

Law Enforcement may come in with their guns drawn. If law enforcement enters, everyone is to have arms raised above the head, showing hands, do not make any noise and/or any sudden movements.

ALL CLEAR will come from the command center from both Law Enforcement and LUSD Administration

Intruder on Campus during breaks/recess/passing periods/lunch –

Listen to the location and threat of the intruder.

Not in your visual vicinity - Run to the nearest building

In your visual vicinity - Run! Hide! Fight!

Instructional Lockdown -

Follow the instructions given in the announcement and listen for the incident's threat and/or location.

Continue doing assigned work/instruction.

Remain in classroom

The site administration will give restroom and Lunch Time Instructions.

Wait for the "All Clear" announcement before releasing students.

Evacuation

The class immediately evacuates the classroom/building to the assigned location.

Line up for roll call
Remain with your teacher

Shelter in Place

Shelter in place means finding a safe location indoors and staying there until you are given an “all clear” or told to evacuate. You may be asked to shelter in place because of police activity in the neighborhood, medical incidents on campus, wild animal, aggressive dog, chemical, radiological, or other hazards.

Reverse Evacuation

Reverse evacuation is used to move people rapidly and safely inside a facility when it would be dangerous to remain outside.

Reverse evacuation may be necessary when:

People are located outside, such as on playgrounds, sports fields, or at an outdoor event.

The danger, such as an armed aggressor, is outside.

3.2.6 Earthquake

Earthquake emergency procedures shall be established in every school/program site- building having an occupant capacity of 50 or more students or more than one classroom. They shall be incorporated into the comprehensive school/program site safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

(Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all the following: (Education Code 32282)

1. A school/program site-building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff 38
2. A drop procedure whereby each student and staff member take cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school/program site quarter in elementary school/program sites and at least once each semester in secondary school/program sites.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

The Lake County Superintendent of Schools or designee may work with the California Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from the school/program site when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off-campus, if necessary, in which students will assemble following the evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school/program site buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The County Superintendent or designee shall identify potential earthquake hazards in classrooms and other County Office facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. Such shall be minimized to the extent possible by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal/program administrator or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal/program administrator or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school/program site grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school/program site bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the County Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall aid any injured students, take roll, and report missing students to the principal/program administrator or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal/program administrator or designee shall post staff at a safe distance from all building entrances and instruct staff and students not to re-enter until the buildings are declared safe.
6. The principal/program administrator or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school/program site.
7. The principal/program administrator or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

The Lake County Superintendent of Schools or designee shall periodically evaluate the adequacy and design of existing County Office facilities to determine whether they meet the needs of the instructional program, provide a healthful and pleasing environment for students and staff, and fulfill legal requirements for safety and structural soundness, access for the disabled and energy conservation.

Evacuation

The class immediately evacuates the classroom/building to your assigned location.

Take Roll Book

Lock Door

Once in your area, take roll, notify the principal immediately if a student is missing.

3.2.7 Emergency Facility Use

In the event of an emergency in the community or surrounding area, Lakeport Unified School District's property may be used as an emergency shelter location and will cooperate with the County of Lake, Lake County Office of Education's Emergency Services Coordinator, and the Red Cross as requested.

3.2.8 Drill Schedule

Per Board Policy 6114.1 The principal/designee shall also conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels.

A fire drill shall be held at the secondary level, not less than twice every school year.

2023- 2024 Fire Drill Schedule

August 14th

November 13th

February 12th

May 13th

2023- 2024 Lockdown Drill Schedule

Lunch/break/passing period January 11th

Instructional Time August 10th

2023 – 2024 Earthquake Drill Schedule

Per AR 3516.3, Drop, Cover and Hold procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 32282)

October 19th 2023 – Great California Shake Out 10:00 am

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

4. Suspensions and Expulsion - Board Policy 5144.1

4.1 Suspension

The suspension is a disciplinary action that means removing a student from ongoing instruction for a period not to exceed five (5) consecutive school days per offense. An administrator's suspension shall be preceded by an informal conference between the administrator and the student unless an emergency to be determined by the principal or designee exists. A student's parent/guardian shall be notified in writing of the suspension. Although the district is not required to hold a conference with the parent/guardian, the parent/guardian is required to attend such a conference when so requested by the district. A pupil may be suspended or expelled for acts which are enumerated in this policy and related to school activity or attendance that occur at any time, including but not limited to, any of the following: 1) While on school grounds; 2) While going to or coming from school; 3) During the lunch period; 4) During, or while going to or coming from, a school-sponsored activity (E.C. 48900p). At the school administration's discretion, a student may receive an "in-house" suspension, serving the term of suspension on campus under school staff supervision (E.C. 48911.1). Make-up work may be allowed. It is up to each individual teacher to accept make-up work done during the suspension. A student who has been suspended out of school is not permitted to enter school grounds unless the administration has granted permission.

4.2 Expulsion

Expulsion means the removal of a student from enrollment in school, or the district as ordered by the Board of Education. Expulsion may be ordered for any of the acts listed under Grounds for Suspension and Expulsion when other means of correction have failed to bring about proper conduct or when a student's presence causes a continuing danger to other students. As defined in E.C. 48915 (c), 1) possessing, selling, or otherwise furnishing a firearm; 2) brandishing a knife at another person; 3) unlawfully selling a controlled substance; 4) committing or attempting to commit a sexual assault or committing sexual battery; 5) or possession of any explosives, requires the principal to recommend expulsion. The length of expulsion for any of these offenses shall be one year. Parents of an expelled student are required to notify the receiving district that the student has been expelled. (E.C. 48915.1)

Suspension/Expulsion Offenses

Education Code 48900

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence on another person, except in self-defense.

3. Possessed, sold, or furnished a firearm, knife, explosive, or other dangerous objects without written permission to possess the item from a certificated employee, concurred in by the principal or his/her designee.
 4. Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance listed in Ch.2 of Div.10 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
 5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Ch2. Of Div. 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 6. Caused or attempted to cause damage to school or private property.
 7. Stole or attempted to steal school property or private property.
 8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
 9. Committed an obscene act or engaged in habitual profanity or vulgarity.
 10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in their duties' performance.
 - a. Knowingly received stolen school property or private property.
 - b. Possessed an imitation firearm.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both,
- c. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - d. Engaged in, or attempted to engage in, hazing as defined in Section 32050. 17. Engaged in the act of bullying, including but not limited to, bullying my means of an electronic act directed toward student or school personnel.

Education Code 48900.2, 48900.3, 48900.4 and 48900.7

48900.2 - Engaged in sexual harassment as defined in Section 212.5

48900.3 - Attempted to cause, threatened to cause, or participated in the act of hate violence as defined in subdivision (e) of Section 233

48900.4 - Engaged in harassment, threats or intimidation against school district personnel or pupils.

48900.7 - Made terrorist threats against school officials or school property.

Education Code 48915

1. Caused serious physical injury to another person except in self-defense.
2. Possession of knife or other dangerous objects of no reasonable use to the pupil
3. Unlawful possession of any controlled substance listed in Ch 2, Div. 10 of the Health & Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. or 48900(e) Committed or attempted to commit robbery or extortion
5. Assault or battery upon any school employee
6. Possessing, selling, or furnishing a firearm.
7. Brandishing a knife at another person
8. Unlawfully selling a controlled substance listed in Ch 2, Div. 10 of the Health and Safety Code.
9. Or 48900(n) Committing or attempting to commit sexual assault or sexual battery.
10. Possession of explosive

Any of the above may be referred to a law enforcement agency.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Each September and, as needed throughout the year upon review of new student's records, teachers will be provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. The list will include data from the previous two school years. The following procedure will be used in notifying teachers of the suspension history:

Suspension lists are provided to each teacher using a routing sheet. All teachers initial the routing slip indicating their review of the data.

Teachers are advised about the confidential nature of the data.

All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspension as they occur during the school year, the following process is used:

Teachers and counselors will be provided a written notice of suspension of one of their students.

When students are administratively transferred from one school to another for disciplinary reasons, teachers to whom the student is assigned at the new school are notified by the school administration and provided with written information about the reasons for the student's transfer.

(E) Sexual Harassment Policies (EC 212.6 [b])

1.1 Harassment Policy: BP 4119.11

The district is committed to providing an educational environment free of unlawful harassment. The district maintains a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision, or any other bases protected by federal, state, or local law, ordinance, or regulation. All such harassment is unlawful. Irrespective of the law, the district believes that all such harassment is offensive. The district's anti-harassment policy applies to all persons involved in the district's educational environment and prohibits unlawful harassment by any District student or any employee of the district, including verbal, physical and visual conduct, threats, demands, and retaliation, is prohibited. Violation of this policy by a student may result in discipline, which may include suspension or expulsion, depending on the nature or seriousness of the violation. (See Education Code Sections 48900 and 48900.2)

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint

Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

BP 5145.7(b)

SEXUAL HARASSMENT (continued)

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

BP 5145.7(c)

SEXUAL HARASSMENT (continued)

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel:

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Clear Lake High Dress Code:

Clear Lake High School expects all students to dress appropriately for the school day or any school-sponsored event. Student dress choices should respect the district's intent to sustain a community inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent/guardians. The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way students dress must be necessary to support the overall educational goals of the school and must be explained within this dress code.

OUR VALUES ARE:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming. All students and staff will adhere to this policy.
- Students shall be allowed to appear and dress in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.
- Teachers should be allowed to focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Minimize, whenever possible, the reasons and potential causes for conflict and inconsistent discipline.

GOALS OF STUDENT DRESS CODE: A student dress code should accomplish several goals.

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.
- Attire, or lack of it, that goes beyond the bounds of acceptable standards will be dealt with on an individual basis.

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

GOALS OF A STUDENT DRESS CODE: A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

Attire (or lack of it) that goes beyond the bounds of acceptable standards will be dealt with on an individual basis.

CLHS Dress Code

1. Basic Principle: Certain body parts must be always covered for all students. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with non-see-through fabric.

All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear while following the basic principle of Section 1 above:

- A Shirt (with fabric in the front, back, on the sides under the arms and with sleeves or straps), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND
- Shoes

*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress but should not focus on covering bodies in a particular way or promoting culturally specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE).

3. Students May Wear, if these items do not violate Section 1 above:

- Hats are facing straight forward or straight backward. Hats must allow the face to be visible to staff and not interfere with any student or staff line of sight.
- Religious headwear
- Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff).
- Fitted pants, including opaque leggings, yoga pants, and “skinny jeans.”
- Pajamas
- Ripped jeans if underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (if this is done in a way that does not violate Section 1 above).

4. Students Cannot Wear:

- Violent language or images, including weapons.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Tube tops or tops with no straps, or sleeves
- Skirts, dresses, or shorts that are mid-thigh or shorter in length
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed.)
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance).

5. Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have the discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms because of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be given the following three (3) options to be dressed more to code during the school day:
- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- If necessary, students' parents/guardians may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their bodies in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to:
 - -kneeling or bending over to check attire fit.
 - -measuring straps or skirt/garment length.
 - -asking students to account for their attire in the classroom or in hallways in front of others.
 - -calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others.
 - -accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days, as well as any school-related events and activities. Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Clear Lake High School Administration. Students who refuse to follow these Basic Principle Guidelines will be placed in an alternative classroom setting for the remainder of the day; the Administrator will be noted as "unexcused." Continued refusal will be "direct defiance of the valid authority of school officials" and will be dealt with according to the school's discipline policy.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

1. Procedures for Safe Ingress and Egress BP 5142

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students.

Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure students and staff's safety and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures that facilitate students during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time. (cf. 6116 - Classroom Interruptions) Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises. No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Clear Lake High School Student Conduct Code

Conduct Code Procedures

In order to create and maintain a safe and orderly environment, Lakeport Unified School District annually publishes and shares with parents/guardians our behavioral expectations and the consequences for violating them. Teachers review rules, safety, and school environment expectations each year with their students via the Student Handbook from their respective school.

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/students with issues of prevention and intervention.

Administrators, teachers and campus monitors are out on campus to monitor student behavior frequently and at all times when students are not required to be in class.

9.1 School Wide Discipline Policy

In accordance with Education Code 35291.5, the following rules and procedures have been adopted by the Lakeport Unified School District Governing Board and are applicable and enforced at Lakeport Unified School District's schools.

Staff, students and families need to work together as a team to ensure success for all students. As a staff, we have established a set of rules that will create a successful learning environment. We commit to enforcing all rules consistently and fairly. Our interactions with students will promote and model positive interpersonal communications. Students are responsible to follow school rules, show courtesy to school personnel and other students, and be personally responsible for their behavior. They are expected to contribute to an environment that supports the learning of all students, and allows the staff to perform their duties. We ask that parents reinforce this concept and communicate with school personnel when necessary.

General School Rules:

Be respectful of others and their property.

Bring to school only those items that are necessary to do school work.

Use appropriate language.

If you are not legally allowed to possess an item, and it is not allowed on school grounds, you cannot display or advertise it (no photos, videos, drugs, drug paraphernalia, guns or any discussion or mention of such items).

Food and drinks are allowed based on individual teacher discretion.

Students are not allowed outside the classroom without staff permission.

Once a student is on campus, they may not leave without being properly checked out through the office.

9.2 LUSD Progressive Discipline Handbook

The Lakeport Unified School District Progressive Discipline Guide is a support guide to assist site personnel in district-wide implementation of evidence-based behavior practices and interventions. The document is also intended as a resource to administrators, teachers and support staff who are responsible for: (a) ensuring students' due process rights are provided, (b) delivering fair and consistent consequences, and (c) communicating disciplinary actions and recommendations to the central office staff.

(J) Hate Crime Reporting Procedures and Policies

Annual Notice of Uniform Complaint Procedures (Non-Discrimination) - BP 1312.3

6.1 Harassment Policy: BP 5143 and BP 4119.11

The district is committed to providing an educational environment free of unlawful harassment. The district maintains a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision, or any other bases protected by federal, state, or local law, ordinance, or regulation. All such harassment is unlawful. Irrespective of the law, the District believes that all such harassment is offensive. The District's anti-harassment policy applies to all persons involved in the District's educational environment and prohibits unlawful harassment by any District student or any employee of the District, including verbal, physical and visual conduct, threats, demands, and retaliation, is prohibited. Violation of this policy by a student may result in discipline, which may include suspension or expulsion, depending on the nature or seriousness of the violation. (See Education Code Sections 48900 and 48900.2)

Informal Process:

Complaints must be investigated by school personnel. Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome or disruptive either in writing or face to face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator while reviewing the harassment, intimidation and bullying policy without identifying the complainant, parent or guardian.

Formal Complaint Process:

Anyone may initiate a formal complaint process of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint.

All formal complaints will be documented.

Formal complaints shall set forth specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying.

When the investigation is completed, a full written report of the complaint and the result of the investigation shall be compiled with.

At that point, a response shall be made to the complainant stating:

That the school intends to take corrective action; or

That the investigation is incomplete to date and will be continuing; or

The school has not found adequate evidence to conclude that bullying, harassment, or intimidation occurred.

If the student(s) remain aggrieved by the school's response, the student(s) may pursue the complaint through the superintendent's office.

You may wish to consider using local community resources, including community agencies, public advocacy groups, local mediation centers, and non-profit legal agencies. Lake County Dispute Resolution Services can be reached via telephone at 707-263-6800.

You may wish to contact the State Department of Education for assistance:

Instruction, Learning, and Standards Support Division,

Rachel Maves , Deputy Superintendent. 916-319-0900

Procedures for Preventing Acts of Bullying and Cyber-bullying

1.1 Bullying Policy: BP 5132.2

“Harassment, Intimidation, Bullying or Hate behaviors” means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of interfering with a student's education; or
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school.”

This policy is not intended to prohibit the expression of religious, philosophical, or political views, provided that the expression does not disrupt the education environment.

This policy also includes Cyber-Bullying.

California Ed Code 48900r states, "Engaged in the act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward pupil or school personnel."

Violation of Ed

Code 48900r is a Suspensible offense.

In these current times, the prevalence of social media (Facebook, Twitter, You-Tube, etc.) websites and the access available for student use brings with it the possibility of bullying via posts or texts that are harmful, hurtful, or threatening. This can include inappropriate, violent, gang-related, harmful, hurtful, and/or threatening videos, photographs, posts, texts, or other forms of electronic media. When this happens with students, the impact is negative for both students, families, and the school. Clear Lake High School recommends that parents be active in their children's online social media accounts and monitor for safety and appropriateness. When cyber-bullying comes to the attention of the school, the school will act as per the educational code. THIS RULE APPLIES TO OFF-CAMPUS COMPUTER AND CELL PHONE USE THAT INTERFERES, INTERRUPTS, OR HARMS STUDENT AND/OR STUDENT LEARNING.

Informal Process:

School personnel must investigate complaints. Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome or disruptive either in writing or face to face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator while reviewing the harassment, intimidation and bullying policy without identifying the complainant, parent or guardian.

Formal Complaint Process:

Anyone may initiate a formal complaint process of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint.

1. All formal complaints will be documented.
2. Formal complaints shall set forth specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying.
3. When the investigation is completed, a full written report of the complaint and the result of the investigation shall be complied with.
4. At that point, a response shall be made to the complainant stating:
 - That the school intends to take corrective action; or
 - That the investigation is incomplete to date and will be continuing.
 - The school has not found adequate evidence to conclude that bullying, harassment, or intimidation occurred.
5. If the student(s) remain aggrieved by the school's response, the student(s) may pursue the complaint through the superintendent's office.

You may wish to consider using local community resources, including community agencies, public advocacy groups, local mediation centers, and non-profit legal agencies. Lake County Dispute Resolution Services can be reached via telephone at 707-263-6800.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Compliance BP 0450

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Lakeport Unified School District and is readily available for inspection by the public.

12.1 Safety Plan Approval

In order to ensure compliance with this article, each school shall forward its comprehensive School Safety Plan to the school district or county office of education for approval.

December 31st Approval from School Site Councils

January 31st Safety Committee Community/Civic Leader/Law

February 28th Board Approval

March 1st Safety Plan posted to school website and submitted to the California Department of Education

12.2 Safety Plan Dissemination

1. Before adopting its comprehensive School Safety Plan, the School Site Council shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the School Safety Plan.

2. The School Site Council or District Safety Committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

- a. The local mayor.
- b. A representative of the local school employee organization.
- c. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs.
- d. A representative of each teacher organization at the school site.
- e. A representative of the student body government.
- f. All persons who have indicated they want to be notified.

3. The School Site Council is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

- a. A representative of the local churches.
- b. Local civic leaders.
- c. Local business organizations.

In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 each year of any schools that have not complied with Section 32281.

Safety Plan Appendices

Emergency Contact Numbers

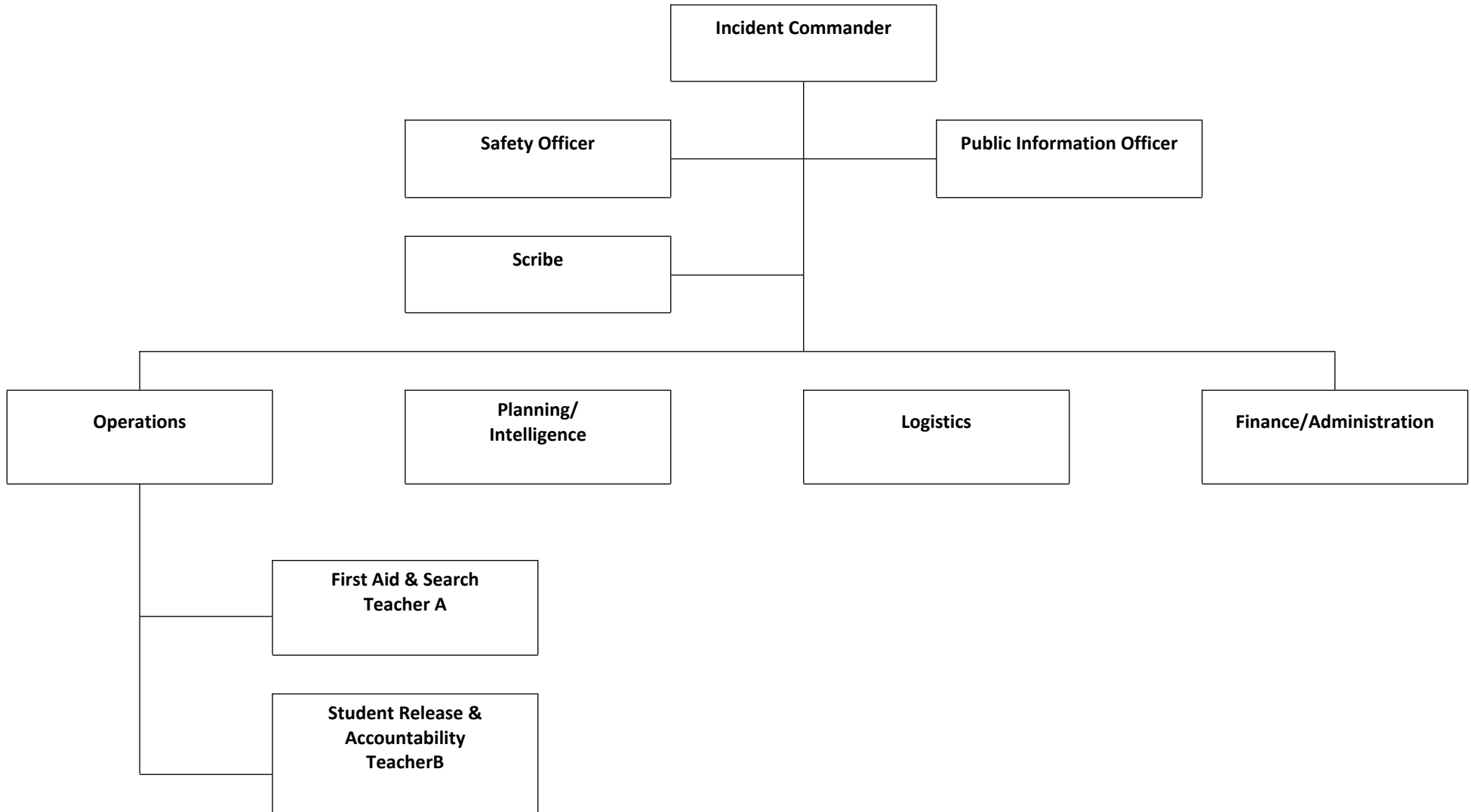
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Lakeport Unified School District	707-262-3010	
Law Enforcement/Fire/Paramedic		911	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Safety Plan Community Input Meeting	November 3, 2022 3:30pm	District Board Room
School Site Council		
School Board Approval	June 14, 2023 6:00pm	District Board Room

Clear Lake High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Incident Commander outside agencies; interfaces with the District Office	Superintendent	Meets and Coordinates with
ERT Leader assist I.C. rumor control; communications	TBD	Direct Emergency Response Team,
Facilities & Safety building safety and inspection; inform and direct emergency vehicles	Director of MOT	Gas, electrical, water shut-off;
Search & Rescue missing, or injured individuals.	Assigned by First Responders	Search & rescue for trapped,
Accountability Cards and check out box; maintains list of missing and extra students/adults; oversee orderly checkout post; crowd control	Site Secretaries	Maintains Student Emergency
Medical Aid/Triage Back room kit. Set up a First Aid area; triage/treat as necessary; keep a list of injured and those transported to medical facilities.	School Nurse and as assigned by First Responders	Maintain a portable First Aid
Check out Post/ Front of Office Cards; daily sign out sheets; verify student release and maintain Emergency Sign Out Log.	Site Secretaries	Maintain Student Emergency
Student Safe Room Room; provide risk screening; facilitate student activities	All Available Staff	Set up and maintain Student Safe
Staff Safe Room observe staff	All Staff	Maintain Staff Safe Room –
Parent Liaison provide information; crowd control	Site Administration, or Student Family Advocate	Meet and direct parents;
Public Information Officers incident information to media in a timely manner	Superintendent or Designee	Coordinate with I.C. to release

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Emergency Evacuation Map

CLEAR LAKE HIGH SCHOOL

EVACUATION ROUTE

