

Comprehensive School Safety Plan

2025-2026

William H. Frazier Elementary School Fallbrook Union Elementary School District

Margaret Taylor, Principal
1835 Gum Tree Lane
Fallbrook, CA 92028
(760) 731-4340

The Comprehensive Safe Schools Plan was last updated on:
December 20, 2025

Governing Board Members

Mary McBride, Board President
Lief Hansen, Board Vice President
Ricardo Favela, Board Clerk
Frank Golbeck, Board Member
Maria Moran, Board Member

Superintendent

Monika Hazel

NOTE: Tactical information is excluded from the public inspection document.

Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public, as they contain confidential information related to the district's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts (Cal. Educ. Code section 32281(f)(1).)

In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Governing Board of Education's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)

A "Public Inspection Log" will be used to record the name, address, phone number, and method used for verifying the identity of all individuals requesting to inspect the PUBLIC COPY of this plan. This document is not available for inspection online.

Raising concerns, asking questions about, or filing a complaint on this Comprehensive School Safety Plan

Any individual wishing to raise a concern or ask questions about this Comprehensive School Safety Plan can address these to the school principal. Any individual, including a person's duly authorized representative, public agency, or organization, may file a written complaint alleging a matter that, if true, would constitute a violation by the District of federal or state laws or regulations governing the programs and activities, as well as allegations of unlawful discrimination. To file a written complaint, please follow the District's Uniform Complaint Procedures, which can be found on the District's website at <https://www.fuesd.org>.

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Development of the Comprehensive Safe School Plan

Education Code 32281 below describes the participation of specific members of the school community in the writing and development of the Comprehensive School Safety Plan.

Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:
 - (A) The principal or the principal's designee.
 - (B) One teacher who is a representative of the recognized certificated employee organization.
 - (C) One parent whose child attends the school.
 - (D) One classified employee who is a representative of the recognized classified employee organization.
 - (E) Other members, if desired.
- (3) The school site council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to it shall be shared with the law enforcement agency, the fire department, and other first responder entities.
- (4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

The following individuals contributed to the development of this Comprehensive School Safety Plan:

TITLE	NAME
Principal/Designee	Megan Shinner, Assistant Principal
Certificated Employee	Kate Tomlinson
Parent	Vivian Stein, School Site Council President
Classified Employee	Leslie Pilling
Law Enforcement Agency (Consult)	San Diego County Sheriff's Department

Fire Department (Consult)	North County Fire Protection District
Local Emergency Medical Services Personnel	North County Fire Department
School Site Council Representative	Claire Sitz
School Site Council Representative	Adam Bishop
School Site Council Representative	Leland Otto
School Site Council Representative	Lupe Araiza
District Representative	Leonard Rodriguez, Senior Director of Student Services

Communicating the Plan to the Public

The School Site Council or Safety Committee should share the plan with the public at a school meeting. Below are the date and location of that meeting, along with details on how the public was notified.

School Site: William H. Frazier Elementary School
Date: January 13, 2026
Location: William H. Frazier Elementary School, Room C-7

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:

- Reviewed with the faculty and staff at two staff meetings on 8/8/25 and 10/22/25
- Parent Square notification on 8/11/25
- Presented and approved by the School Site Council on 1/13/26

Minutes from School Site Council Approval of Plan



WILLIAM H. FRAZIER SCHOOL
25/26 School Site Council/ Community Schools Meeting

Agenda- NOTES

Meeting Date: 01/13/2026	Meeting Location: WHF School Site
Starting Time: 2:46PM	Ending Time: 3:17

1. Call Meeting to Order
2. Membership Attendance (Welcome/Introductions)

Staff Members	Parent/Community Members
Katy Tomlinson Megan Shinner Lupe Araiza Maggie Taylor	Claire Sitz Leland Otto Vivian Stein

3. Approval of Meeting Minutes
 - 3.1 Approval of the November minutes
 - First: Claire Sitz
 - Second: Leland Otto
4. Reports from Officers/ or Committees Recommendations (ELAC/DELAC)
 - 4.1 ELAC Reclassification Event Thursday
 - 4.2 ELAC Warm Clothes Drive Begins Next Week
 - 4.3 ELPAC

5. Old Business (Comments/Parent Advice)

- 25/26 Budget
 - Adjustments to budget to support with GLAD, IXL, data analysis days
 - Play structure to be covered by District Office and not through site funds
 - Motion to Approve: Katy Tomlinson
 - Second: Claire Sitz
 - Passed unanimously
- 25/26 SPSA

6. New Business (Comments/Parent Advice)

- School Safety Plan Review
 - Mrs. Shinner shared three site-wide safety goals and the Comprehensive Safe School Plan
 - Mrs. Shinner shared about parent participation in future safety drills and safety drill focus
 - Motion to Approve Safety Goals: Leland Otto
 - Second: Claire Sitz
 - Passed Unanimously

7. Items from the Floor

Opportunity for members of the public to address the Council / Committee.

Comments/Topics for next Meeting:

- Data and how students with disabilities are performing with the TLC program

8. ADJOURNMENT

Assessment of the Current Status of School Crime and Safety

The William H. Frazier Elementary School Comprehensive School Safety Plan will be reviewed, evaluated, and amended (if necessary) in the Fall of each school year by the school site council, staff, and assistant principal. Pursuant to Education Code Section 35294.6[a], an opportunity for public comment on this plan is provided during this meeting, prior to the plan’s adoption.

An updated file containing all safety-related plans and materials is available for public inspection in the William H. Frazier Elementary School Office. Documentation of this meeting will be filed alongside the plan and then recorded, and may include the meeting agenda, minutes, and copies of materials provided for the plan presentation.

Data Analysis

Data Source	Conclusions from the Safety Committee (administration, parents, classified, certificated, students, etc.)
Suspensions	Maintained 0% for the 2024-25 school year.
Expulsions	No expulsions during the 2024-25 school year.
Chronic Absences	19.3% A decline of 2.2% from 23-24.
Law Enforcement Calls for Service Report at Site	William H. Frazier did not call for Law Enforcement during the 2024-2025 school year.
Fire Inspection Report Data	SARC Rating: Good
18 within a two-mile radius Registrants/Sexual Offenders in area around school (Meghan’s Law)	William H. Frazier Elementary utilizes the Raptor Visitor Management System. When visitors arrive, they are asked to present a government-issued ID, such as a driver's license, which is scanned against the national sex offender list. If a match or "hit" is found, an alert is instantly sent via text, email, or phone to designated school officials, allowing them to intervene appropriately. If the visitor is cleared, the system prints a visitor badge with their photo, name, destination, and the date and time. Visitors are required to wear this badge while on campus.
Community Crime data	William H. Frazier Elementary School uses http://www.crimemapping.com , set up and paid for by the San Diego Sheriff's Department and other Law Enforcement agencies, to track local crime data. 306 incidents from June 2025 to December 2, 2025.

Safety Plan Review, Evaluation, and Amendment Procedures

Activity Description	Date and Time	Comments
Admin meeting to review and discuss CSSP and student social-emotional learning (SEL) needs	Ongoing	Regular and ongoing meetings to discuss campus safety and student well-being
First Staff Meeting – Site Safety Plan and goals	8/7/25	Welcome Back Staff Meeting, C7
Admin/Counselor Meeting - Behavior Data review, CHKS and Panorama Survey data review, CSSP review	Once Per Trimester	Discuss and review relevant SEL and goal setting
Meeting with ELO to discuss logistics for after school program and safety protocols	Ongoing/Monthly; After School	Meet with ELO Site Lead and Youth Development Program Personnel
Student expectation presentations and videos created to align with CSSP	8/11/-8/22, and once per trimester	Review Schoolwide Behavior and Safety Expectations
Search and Rescue Team Meeting	10/2/2025, 1/26	Staff meeting to discuss Safety Protocols
Weekly student academic and wellness team meetings	Bi-Weekly	MTSS Meetings, Conference Room
Site CSSP presented to the School Site Council	01/12/26, 2:30	Reviewed CSSP and goals with the School Site Council
CSSP updates presented to staff	10/2/2025, ongoing as needed	Reviewed Safety Plan and goal proposal

Appropriate Programs and Strategies that Provide School Safety

William H. Frazier Elementary School Specific Information

Legal Foundation and Purpose

This section outlines the programs and strategies employed to maintain campus safety at William H. Frazier Elementary School. **California Education Code 32232** requires schools to include in their Comprehensive School Safety Plan (CSSP) clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses when the district employs these personnel. The following programs are not exhaustive but represent core safety initiatives at William H. Frazier Elementary School.

Personnel and Mental Health Support

Our school employs a comprehensive team of professionals dedicated to student safety and well-being. Our mental health team consists of a school counselor, a school social worker, and a school psychologist who work collaboratively to provide counseling services, crisis intervention, and early identification of students requiring additional support. The school counselor is an essential resource, supporting academic, social-emotional, and college/career development, and serving as a key contact for students in crisis. Our school social worker connects families with community resources and addresses barriers to learning beyond the classroom, including attendance concerns, housing instability, and access to basic needs. The school psychologist conducts assessments, provides targeted interventions, and consults with staff on mental health concerns and learning needs.

To support behavioral strategies throughout campus, a District Board Certified Behavior Analyst (BCBA) and a Registered Behavior Technician work directly in classrooms and on campus to implement evidence-based behavioral interventions. The BCBA designs individualized behavior support plans and trains staff in implementation strategies, while the Registered Behavior Technician provides direct support to students, modeling appropriate behaviors and reinforcing positive choices in real time. This behavioral support team ensures that students who struggle with self-regulation receive the specialized attention they need to succeed in the school environment. When law enforcement is needed for emergency situations, local police officers respond and collaborate with our school community to ensure a rapid response to any safety concerns.

Climate and Culture Initiatives

Creating a positive school climate is fundamental to maintaining safety. Our comprehensive anti-bullying education emphasizes bystander intervention, reporting procedures, and fostering an inclusive school culture through training for staff, students, and parents. We have implemented Character Strong as our social-emotional learning (SEL) program, which systematically builds social skills and improves student well-being through structured lessons

and activities. Character Strong provides a consistent framework for teaching empathy, relationship-building, responsible decision-making, and emotional regulation across all grade levels, creating a common language and shared expectations for positive behavior throughout our school community.

Our Multi-Tiered System of Support (MTSS) Team regularly reviews whole child data to identify trends, celebrate successes, and intervene early when students show signs of struggle. The team analyzes comprehensive data, including attendance patterns, behavioral referrals, academic performance, and social-emotional learning metrics, through our Panorama dashboard and Aeries Student Information System. This data-driven approach allows us to identify students who may need additional support before concerns escalate, monitor the effectiveness of interventions, and make informed decisions about resource allocation and program implementation. By examining multiple data points rather than relying on a single indicator, we gain a holistic understanding of each student's experience and can provide targeted, effective support.

We regularly update emergency contact information in Aeries, our student information system, to ensure fast communication with families during emergencies or student incidents. Our volunteer and visitor management system includes organized check-in procedures, background checks, and supervision rules that control campus access while welcoming community participation. Parent Square is our primary parent communication tool, enabling us to send timely, efficient messages to families about school events, safety updates, and important announcements. This platform helps us reach families through various channels, including email, text, and app notifications, making sure critical information reaches parents quickly and reliably.

Strategic adult supervision is provided throughout the campus during arrival, dismissal, lunch, passing periods, and after-school activities to ensure consistent student oversight. Recognizing the importance of technology in students' lives, our digital citizenship instruction covers responsible technology use, online safety, cyberbullying prevention, and digital footprint awareness. These lessons are integrated throughout the curriculum and reinforced through our Character Strong program, ensuring students develop the skills needed to navigate digital spaces safely and responsibly.

Discipline and Behavioral Support

Our approach to discipline is grounded in Positive Behavioral Interventions and Supports (PBIS), a framework that proactively teaches and reinforces positive behavior expectations rather than simply reacting to misbehavior. Through PBIS, we have established clear, consistent staff across campus. Students are recognized and celebrated for demonstrating these positive behaviors, creating a culture where doing the right thing is the norm. This proactive approach reduces behavioral incidents and creates a more positive learning environment for everyone.

We have embraced restorative practices as our primary model for discipline, moving away from suspensions and punitive measures that remove students from learning opportunities. Restorative practices focus on repairing harm, restoring relationships, and reintegrating students into the school community in meaningful ways. When conflicts or behavioral incidents occur, we

facilitate conversations in which students take accountability, understand the impact of their actions, and work collaboratively to make things right. This approach teaches valuable life skills, including empathy, conflict resolution, and problem-solving, while maintaining the dignity of all involved. Rather than viewing misbehavior as requiring punishment, we see it as an opportunity for growth and learning.

The MTSS Team uses data from Panorama and Aeries to identify patterns in behavioral referrals and attendance, enabling us to implement universal, targeted, and intensive interventions tailored to student needs. Universal strategies include school-wide PBIS expectations taught through Character Strong lessons and reinforced by all staff. Targeted interventions may include small-group counseling led by our school counselor or social worker, check-in/check-out systems that provide additional adult support and feedback, or short-term behavioral contracts to help students set and meet specific goals. Intensive interventions involve the BCBA and Registered Behavior Technician developing personalized behavior support plans, with ongoing monitoring and adjustments based on student progress.

We have developed comprehensive attendance programs that include early identification and intervention strategies to address chronic absenteeism, supported by student and family engagement and support services. Our school social worker plays a vital role in understanding the root causes of attendance issues and connecting families with resources to eliminate barriers. By addressing attendance proactively and supportively rather than punitively, we help students re-engage with school and rebuild positive attendance habits.

Physical Safety and Emergency Preparedness

Maintaining a safe physical environment requires continuous attention and systematic procedures. Our hazard mitigation efforts include regular assessment and remediation of physical hazards, such as building maintenance and playground equipment, as well as environmental risks. We implement quick-response procedures for graffiti removal and vandalism repairs to preserve campus appearance and prevent further property damage. Physical environment standards ensure that all learning spaces are comfortable and well-lit, promoting safety, comfort, and academic engagement.

William H. Frazier Elementary School operates as a closed campus with controlled access policies that require all visitors to check in and restrict unauthorized entry during school hours. We have developed individualized emergency procedures for students with disabilities, ensuring all students can safely evacuate or shelter in place regardless of abilities. Our environmental design incorporates natural surveillance, wayfinding signage, clear sightlines, and strategic lighting to enhance safety and accessibility throughout the campus.

Prevention programs address specific risk factors through evidence-based curricula, including drug, alcohol, and gang prevention programs that provide education and resistance skills. These prevention messages are reinforced through Character Strong lessons that build decision-making skills and resilience. Regular emergency drills and exercises ensure staff and students are prepared through practice of fire, earthquake, lockdown, and shelter-in-place procedures. Student-led initiatives such as Lunch Clubs, Lunch Bunch, and Student Lighthouse Teams promote inclusion and positive peer relationships throughout campus. For students from military

families, we provide targeted resources through military and family life programs that address unique stressors related to deployment, relocation, and transition.

William H. Frazier Elementary School's Commitment

At William H. Frazier Elementary School, we believe every student deserves access to a safe, physical, and emotional learning environment. Our dedicated staff provides nurturing, structured, and inclusive spaces where all students feel comfortable, take pride in their school, and thrive academically. Our administration actively works to ensure positive interactions occur in classrooms, reduce behavioral referrals through proactive support systems, and share responsibility for problem-solving challenges that affect student welfare. Staff members consistently encourage and support student voices, empower students with leadership opportunities, and promote conflict-resolution skills that students will carry throughout their lives. This comprehensive program creates a school community where positive relationships flourish, and every member feels valued, respected, and safe.

Access and Security Procedures

William H. Frazier Elementary School enforces multiple coordinated safety protocols to ensure secure campus access throughout the school day. All visitors must enter through the front office, our sole point of entry, allowing staff to monitor and control who accesses our campus. Check-in procedures use the Raptor system to screen visitors entering campus, adding an extra layer of security with background checks. We limit campus access during instructional hours, with perimeter supervision handled by administrative and staff members who actively observe campus boundaries. Pre-approved appointments are necessary for visits outside regular volunteer hours, and all visitors must sign in at the office upon entering campus or school buildings. These visitor management measures go beyond physical check-ins to include screening through Aeries, social media monitoring, and information on the school website, creating a comprehensive security approach that maintains openness while ensuring safety.

Child Abuse Reporting Procedures

William H. Frazier Elementary School adheres to Fallbrook Union Elementary School District Child Abuse Reporting procedures as follows:

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

1. Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, assistant principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

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

"Reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has

occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter must file a report using the procedures outlined below whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been a victim of child abuse or neglect. (Penal Code 11166)

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

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

Responsibility for Reporting

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

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

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

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

Reporting Procedures

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

the name of the official contacted, the date and time contacted, and any instructions or advice received.

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

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

1. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
2. The child's name and address, present location, and, where applicable, school, grade, and class. c. The names, addresses, and telephone numbers of the child's parents/guardians.
3. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
4. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information. The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

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

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

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

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

Notifications

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

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

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

The superintendent or designee also shall notify all employees that:

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

SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: _____

CASE NUMBER: _____

PLEASE PRINT OR TYPE

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

DEFINITIONS AND INSTRUCTIONS ON REVERSE

SS 8572 (Rev. 12/02)

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Disaster Procedures

**Hazard- and Threat-Specific Procedures
can be found in the Hazard Specific Annexes**

**General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes**

**NOTE: Tactical information is excluded from the public inspection document.
Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public, as they contain confidential information related to the district's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts (Cal. Educ. Code section 32281(f)(1).)**

Suspension and Expulsion Policies

William H. Frazier Elementary School follows Fallbrook Union Elementary School District's Suspension and Expulsion Policies as outlined below.

Reasons for Suspension

Students who display inappropriate behavior at William H. Frazier Elementary School may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts that are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period, whether on or off campus, and during or while going to or coming from a school-sponsored activity.

- a) Suspension is defined as the removal of a student from ongoing instruction for adjustment purposes.
- b) Expulsion is defined as the removal of a student from the immediate supervision and control or general supervision of school personnel as provided in California Education Code 48900.
- c) The principal or designee may suspend a student from school for a maximum of five consecutive days for any single cause listed on the school's suspension form as provided in California Education Code 48900.

Reasons for Expulsion

If a student's behavior falls under any of the outlined reasons for suspension, the principal or designee may also recommend expulsion. The principal or designees may recommend expulsion if students engage in prohibited conduct on the school campus or at a school-sponsored activity as defined by California Education Code 48900 or 48915, whether on or off campus, and whether during class time, recess, lunch, or before or after school hours.

Expulsion Process

Within thirty school days of the principal's or designee's determination to recommend expulsion, the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:

- Date and place of the hearing.
- The specific facts and charges upon which the proposed expulsion is based.
- A copy of the district disciplinary rules that relate to the alleged violation.
- Explanation of the right for the student or student's parent or guardian to appear in person, or to obtain and be represented by an attorney or advocate.
- Explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- Explanation of the right to confront and question all witnesses who testify at the hearing, and to question all other evidence presented.
- Explanation of the right to present evidence on the student's behalf, including witnesses.

A parent or guardian may choose to waive their rights and agree to a stipulated expulsion decision.

The Expulsion Hearing Process

School administrators appoint an Expulsion Review Panel to conduct the hearing to consider the recommendation to expel a student. The panel is composed of at least three school administrators and current or retired certificated staff members. The meeting is closed to the public unless the student or the student's parent or guardian submits a written request that the hearing be conducted in public. Hearings may be tape-recorded, and students have access to the written materials presented to the panel. At the end of the hearing, several different actions may take place:

- If the Expulsion Review Panel decides not to recommend expulsion, the proceedings are terminated, and the student is immediately reinstated. The school will inform the parent or guardian of the panel's decision. A decision not to recommend expulsion is final.
- If the Expulsion Review Panel decides to recommend expulsion, the recommendation is forwarded to the FUESD Governing Board.

Upon reviewing the recommendations, the FUESD Governing Board will either support the recommendation and order the expulsion or reject the recommendation and suspend the expulsion order. If the Board rejects the expulsion, the student will be reinstated to the school immediately.

No student shall be involuntarily removed by the school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action.

William H. Frazier Elementary School has developed a student Code of Conduct, Discipline Matrix, and the PBIS Policy outlined in the Student Handbook. The Handbook delineates expectations for behavior and restorative strategies to address misbehavior. Each student and parent or guardian are given a copy of the Student Code of Conduct. Signed acknowledgements are retained. Students suspended from the school and recommended for expulsion will receive due process in the form of a review panel.

CALIFORNIA EDUCATION CODE FOR STUDENT DISCIPLINE

Students who display inappropriate behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off campus, and during or while going to or coming from a school sponsored activity.

EDUCATION CODE, SECTION 48900:

A student who has committed the following acts is subject to discipline by suspension or expulsion:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) 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.
- (k)
 - (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - (2) Except as provided in Section 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in Kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261,266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization of body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-

- sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section 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 whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil who aids or abets, as defined in Sec. 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily

injury shall be subject to discipline pursuant to subdivision (a).

EDUCATION CODE 48900.2: SEXUAL HARASSMENT:

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purpose of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive education environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Add. Stats. 1992, Ch. 909).

EDUCATION CODE 48900.3: HATE VIOLENCE:

In addition to the reasons specified in Sections 48900 and 48900.2 a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence.

EDUCATION CODE 48900.4: HARASSMENT, THREATS, OR INTIMIDATION:

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class-work, creating an intimidating or hostile educational environment.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or expelled for acts which are enumerated in this section 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 lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

EDUCATION CODE 48900.5: REQUIRED OTHER MEANS OF CORRECTION/EXCEPTIONS:

"At the very minimum...students who are threatened with removal from school, depriving them of the fundamental right to a publicly financed education, are entitled to notice of the grounds for the removal and an opportunity to be heard."

(Goss v. Lopez)

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place the documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 560026, may be suspended, subject to Section 1415 of Title 20 of the United States code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of section 48900 or that the pupil's presence causes a danger to persons.

- (b) Other means of correction include, but are not limited to, the following:
- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
 - (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
 - (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the

pupil and his or her parents.

- (4) Referral for a comprehensive psychosocial or psycho educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- (5) Enrollment in a program for teaching prosocial behavior or anger management.
- (6) Participation in a restorative justice program.
- (7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- (9) Any of the alternatives described in Section 48900.6. (Amend. Stats. 2012, Ch. 425)

EDUCATION CODE 48900.6: DISCIPLINARY ACTION/COMMUNITY SERVICE:

Instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, or the superintendent of schools, or the governing board, may require a pupil to perform community service on school grounds during non-school hours. For the purposes of this section "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section shall not apply to instance where suspension or expulsion is required by this article. (Add. Stats. 1995, Ch. 972).

EDUCATION CODE 48900.7: SUSPENSION OR EXPULSION FOR TERRORISTIC THREATS:

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)

EDUCATION CODE 48900.8: SUSPENSION, EXPULSION, PARENT NOTIFICATION AND STATE DEPARTMENT OF EDUCATION REPORT:

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the State Department of Education, each school district shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses set forth in subdivisions (a) to (o), inclusive, of subdivision (a) of, or paragraphs (1) to (4), inclusive of subdivision (c) of, Section 48915. (Add Stats. 1997, Ch637).

EDUCATION CODE SECTION 48915:

- (a) **Mandatory Recommendations, Permissive Expulsions:** Except as provided in subdivisions (c) and (e) the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstances or that an alternative means of correction would address the conduct.

(1)(A) Causing serious physical injury to another person, except in self-defense.

Penal Code 243 - Serious Bodily Injury, Definition - Partial Quotation

(f)(4) " Serious bodily injury" means a serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss of impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.

- (1)(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (1)(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (1)(D) Robbery or extortion.
- (1)(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (b) **Dual finding required for 48915(a) and 48900(a), (b), (c), (d) and (e):** Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of section 48900. A decision to expel shall be based on a finding of one or both of the following:
 - (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) **Mandatory Expulsions (one year from date of expulsion):** Principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a fire arm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
 - (2) Brandishing a knife at another person. As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. (any amount)
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - (5) Possession of an explosive.

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 07/20/2015 | Last Reviewed Date: 07/20/2015

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

Regulation 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 07/20/2015 | Last Reviewed Date: 07/20/2015

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-8

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities)

Status: ADOPTED

Original Adopted Date: 10/01/2012 | Last Revised Date: 03/13/2025 | Last Reviewed Date: 03/13/2025

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension or expulsion of a student with disabilities shall be in accordance with Board Policy 5144.1 - Suspension And Expulsion/Due Process and this administrative regulation.

When a student with disabilities exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team shall consider positive behavioral interventions and supports, and other strategies, to address the behavior. (Education Code 56521.2; 20 USC 1414)

Suspension

The Superintendent, principal, or designee may suspend a student from school for up to five consecutive school days, unless the suspension has been extended following a recommendation for expulsion. (Education Code 48911)
A student may usually be suspended from school for up to 20 cumulative school days, or 30 cumulative school days as permitted by Education Code 48903, in a school year as long as the pattern of suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from the student's current educational placement for disciplinary reasons constitutes a change of placement.

A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. A decision has been made that would result in the removal of the student for more than 10 consecutive school days
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year
 - b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another

If a student's removal is determined to be a change of placement as specified in Items #1-2 above, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in the student's IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to the student or the student's parent/guardian when, as a result of a suspension, the student is excluded from school bus transportation. (Education Code 48915.5)

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting

Procedures for Notifying Teachers of Dangerous Pupils

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District Procedures for Notifying Teachers of Dangerous Pupils as follows:

To meet the requirements of Education Code 49079 and Welfare and Institutions Code 827, teachers must be notified of the reasons for a student's suspension. The superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the past three school years that could be grounds for suspension or expulsion under Education Code 48900, excluding possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. William H. Frazier Elementary School has incorporated this notification into the existing "Attendance Reporting screen" in our student information system. Students who have a date in the SSA Date (Safe School Act) field in the Assertive Discipline page in Aeries (Student Information System) will display a red **SSA** to the right of their name on the daily attendance report. The teacher can access the suspension by looking at the student's discipline screen. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal may also inform any teacher or administrator they believe may need the information to work with the student appropriately, avoid being unnecessarily vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school because of an offense, the Superintendent shall maintain the court's information in a separate, confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential court-initiated file shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file upon review in the school office. Once the District has made a good-faith effort to comply with the notification requirements of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

Discrimination and Harassment Policy

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District Discrimination and Harassment Policy

Notice of Student Nondiscrimination

William H. Frazier Elementary School is committed to equal educational opportunity for all individuals. William H. Frazier Elementary School's programs and activities shall be free from harassment, discrimination, or bullying based on sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability or any other unlawful consideration. William H. Frazier Elementary School shall promote programs that eliminate discriminatory practices in all school activities and shall take steps to ensure that the lack of English proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in prohibited harassment, discrimination, or bullying of another student or anyone from William H. Frazier Elementary School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in harassment, discrimination, or bullying of a student may be subject to disciplinary action up to and including dismissal.

Any student or parent/guardian who feels that harassment, discrimination, or bullying has occurred should immediately contact a teacher or the Counselor, social worker, and MTSS team at William H. Frazier Elementary School to resolve the issue.

Student Sexual Harassment Policy

William H. Frazier Elementary School is committed to ensuring a safe environment free of sexual harassment. This means that William H. Frazier Elementary School prohibits harassment by anyone in or from the educational setting. Sexual harassment can include such actions as unwelcome sexual advances, requests for sexual favors, or verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

William H. Frazier Elementary School prohibits conduct that has the purpose or effect of negatively impacting a student's academic performance or creating an intimidating, hostile, or offensive educational environment.

William H. Frazier Elementary School further prohibits sexual harassment in which a student's grades, benefits, services, honors, program, or activities are dependent on submission to such conduct.

Students should report any sexual harassment to the school principal, Vice principal, counselor, or teacher. Students who violate this policy shall be disciplined appropriately. This includes suspension or possible expulsion.

William H. Frazier Elementary School encourages the reporting of any harassment, discrimination, or bullying and will work to resolve them promptly and fairly. For questions or additional information, please call (858) 822- 3000.

Employee Sexual Harassment Policy

Employees are governed by the Fallbrook Union Elementary School District's Policy on Sexual Violence and Sexual Harassment.

TO FILE A DISCRIMINATION OR SEXUAL HARASSMENT COMPLAINT

1. **Filing a complaint:** A complaint may be filed by a student or parent/guardian by contacting the William H. Frazier Elementary School to report any harassment, discrimination, or bullying, and the school will work to resolve the complaint. Alternatively, a complaint may be filed by contacting Dr. Kimberly Huesing, Assistant Superintendent of Human Resources, Title IX Officer at Fallbrook Union Elementary School District. 760-731-5402 or khuesing@fuesd.org.
2. **Investigation:** William H. Frazier Elementary School will immediately undertake a thorough and objective investigation of a complaint of harassment, discrimination, or bullying and provide a written response within sixty (60) days of when the complaint is filed.
3. **Action:** If the school determines that its policies prohibiting harassment, discrimination, bullying, or retaliation have been violated, disciplinary action, up to and including expulsion, will be taken.

The person filing the complaint may also pursue action in civil court.

William H. Frazier Elementary School prohibits retaliation against anyone who files a complaint. Every complaint will be investigated quickly and in a manner that respects everyone's privacy.

Policy 5145.3: Nondiscrimination/Harassment

Status: ADOPTED

Original Adopted Date: 01/20/2015 | Last Revised Date: 04/24/2025 | Last Reviewed Date: 04/24/2025

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, of any student by anyone, based on the student's actual or perceived race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; parental, marital, and family status; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or genetic information; or, association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or

bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sex discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Regulation 5145.3: Nondiscrimination/Harassment

Status: ADOPTED

Original Adopted Date: 01/20/2015 | Last Revised Date: 04/24/2025 | Last Reviewed Date: 04/24/2025

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Kimberly Huesing, Assistant Superintendent of Human Resources
321 North Iowa Street
Fallbrook, CA 92028
(760) 731-5402
khuesing@fuesd.org

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex; sex characteristics; sexual orientation; gender; gender identity; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and parental, marital, and family status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged

incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

- ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
- d. A link to the Title IX information included on the California Department of Education's (CDE) website
5. By April 1, 2025, post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)
 6. Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)
 - a. The district does not discriminate on the basis of sex in any education program or activity that it operates
 - b. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator and/or OCR
 - c. The name or title, office and email address, and telephone number of the district's Title IX Coordinator
 - d. How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints
 - e. How to report conduct that may constitute sex discrimination under Title IX
 - f. How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the district's website.

The district shall not distribute a publication stating that the district treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

7. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

8. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior
9. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

10. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

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

11. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

12. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)
13. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3
14. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)
15. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the

Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sex discrimination, including sex-based harassment, the right to initiate the Title IX grievance procedures as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

School-Wide Dress Code Prohibiting Gang Attire

Dress Code and Campus Safety

The provisions of any schoolwide dress code, pursuant to Section 35183, prohibit gang-related apparel. The definition shall be limited to apparel that, if worn or displayed on a school campus, could reasonably be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school. All such policies shall be in writing and subject to the periodic review required by Education Code Section 48950. The term "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

We believe there is a clear relationship among good dress habits, good work habits, and proper school behavior. It is an important leadership habit. Recognizing the relationship between personal dress habits and personal attitude, we encourage our students to dress in a manner that demonstrates pride in themselves and their school. We enforce a dress code for clothing, hair color, and attire that pose a health risk, make other students uncomfortable, or cause a distraction in the learning environment. Students are expected to wear appropriate school attire. It is not our intention to infringe upon an individual's right to freedom of expression, but rather to encourage students to "dress for success" and come to school properly attired to participate in the learning process.

Clothing and personal items that depict offensive or vulgar language, inappropriate or suggestive pictures or graphics, or advertisements for alcohol, cigarettes, or other controlled substances are not allowed.

Attire designating gang affiliation (as identified by law enforcement) will not be allowed, including:

- Local gang symbols such as "VFL," "XIII," "13", and X3."
- Long belts with the end hanging down in front or belt buckles with initials.
- Dress in only solid colors of white, dark blue, khaki, or black in a gang-style manner.
- Bandanas/hair nets/do-rags.
- Shirts, jackets, or sweatshirts with "Old English" writing or oversized pants.
- High socks must end at the shorts and cannot extend beyond or overlap.
- Any extra shirt draped over the shoulder.

All clothing should be clean and free of revealing or significant tears or holes, such as shredded pants, skirts, and shirts. Torn clothing is not excused simply if there are leggings or tights underneath.

Footwear must always be worn. Flip-flops are not allowed, and any open-toe shoes must have a back strap for support. Closed-toe shoes are required for PE for safety. Heel height should be appropriate for school safety.

Outfits that show underwear or undergarments or are unduly revealing are prohibited, including but not limited to halter tops, tube tops, bandeaus, low rise or loose pants, spaghetti-strapped tanks, off-the-shoulder or low-cut tops, and garments with bare midriffs. If clothing is worn over a prohibited top, it must remain over the top for the entire school day without being unduly revealing.

Students are not to reveal bra straps, and tank tops should be at least three fingers wide at the shoulder.

Pants and shorts should be worn at the waist and stay up without a belt or other support. Underwear should not be exposed. Students may not wear PE shorts underneath their clothing.

Skirts/shorts should be at least as long as the student's hands in a fist, stretched down to their thighs, when standing with an upright posture. Revealing tights, leggings, or pajama bottoms also violates the dress code.

Attire, including clothing, jewelry, pierced jewelry, and other accessories, must not create a safety issue (i.e., gauges or spiked earrings, wallet chains, spiked rings, safety pins, or other body piercings beyond earrings) Lip rings or eyebrow rings are not permitted on campus and students need to remove lip and/or eyebrow ring(s) immediately upon request.

Appropriate hats or headwear may be worn for sun protection or warmth on cold weather days. Hats with brims must be worn facing directly forward. Beanies, sweatshirt hoods, gloves, or other headgear worn for warmth must not cause a distraction or be worn to harass, intimidate, or deceive. These items should be worn only outside and removed upon entering a room. They can only be worn outside during rain or very cold weather (50 degrees or below, or when students can see their own breath)

Students who violate the school dress code will be asked to wear alternative clothing to cover or replace inappropriate clothing, or the school will contact parents to bring appropriate clothing. Repeated violations may result in disciplinary consequences. As school dress trends change among students, the school administration reserves the right to deem certain articles of clothing inappropriate, even if they are not outlined in the student handbook.

Policy 5132: Dress And Grooming

Status: ADOPTED

Original Adopted Date: 09/06/2011 | **Last Reviewed Date:** 09/06/2011

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 which 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.

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. 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.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Regulation 5132: Dress And Grooming

Status: ADOPTED

Original Adopted Date: 09/06/2011 | **Last Reviewed Date:** 09/06/2011

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet or be disruptive to class instruction.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

Safe Ingress and Egress

William H. Frazier Elementary School Specific Information

Procedures for creating safe ingress and egress for normal day operations:

Supervision of Students:

School staff work together to maintain a strong presence on campus from arrival in the morning until departure at the end of the day.

Parents are informed in writing in our Parent/Student Handbook about the safety rules and procedures for dropping off and picking up their children at school. As students arrive on campus each morning, the principal, assistant principal, and campus supervisors monitor the campus, entrance areas, and designated common areas. During recess and lunch, the principal, assistant principal, and campus supervisors monitor student activity. When students are dismissed at the end of the day, the principal, assistant principal, and campus supervisors monitor student behavior as students are picked up by parents/guardians or the school bus. Handheld radios enhance routine and emergency communication for students, staff, and campus supervisors. The custodian, the school office, and the campus supervisor always have handheld radios.

Visitors:

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register at the front office immediately upon entering the school during school hours. Visitors shall wear appropriate identification badges while on campus or conducting business.

Procedures for creating safe ingress and egress during emergency day operations:

During evacuations, staff must remain on duty, supervising the students in their care, until released by the administration. Priority in staff dismissals during an evacuation will be given to staff with medical conditions that may affect their ability to perform emergency duties, staff who provide primary care for elderly relatives, and staff with children under 12 who are in the closest proximity to the affected evacuation area. Priority will also be given to staff who are closest to the evacuation site.

Evacuation Student Pick-up Procedure:

The safety and security of our students is our priority. Many precautions are put in place to ensure their safety. We have limited access to our campus before and after school, and we have eliminated access during the school day. All guests must sign in at the office and comply with the district's volunteer requirements. We routinely practice for intruder incidents, earthquakes, and fires. William H. Frazier Elementary School students do an excellent job following directions and cooperating quickly and quietly during these monthly drills.

1. Parents should proceed to the visitor parking lot and walk up to the gate on Gum Tree Lane. It is important not to block access for emergency vehicles.
2. The school will have four tables set up at the gate entrance.
3. Parents should go to the table corresponding to their student's last name. (Tables will be grouped: A-G, H-M, N-S, T-Z)
4. Campus staff will locate students and have them reunite with parents at the Gum Tree gate.
5. Parents will show their IDs, sign their emergency cards, and sign out on the campus log.
6. The school then releases custody back to the parents. Parents must turn right exiting the parking lot.

Procedures for Large-Scale Community Events

William H. Frazier Elementary Lunch on the Lawn Safety Procedures and Protocols

1. Entry

- a. Visitors enter through the doors to the MPR.
- b. School staff will require all visitors to sign in and receive a WHF Visitor sticker, which they must wear while on campus.
- c. Visitors who have prepaid or plan to purchase lunch from CNS will check in at the CNS table, which is also located in the MPR.
- d. Visitors wait for their student near the lunch pavilion.

2. Lunch

- a. Teachers escort their students to the lunch pavilion from their classroom.
- b. Students with a visitor may go with them and eat lunch on the lawn.
- c. Students who do NOT have a visitor will eat lunch at the lunch pavilion with other students.

3. Restrooms

- a. All student restrooms are clearly marked with a sign stating, "STUDENTS ONLY."
- b. ADULT RESTROOMS are in the staff lounge. Signage will be placed outside the staff lounge building.

4. Playground

- a. The playground will be closed to students. Students with parents may stay in the field with them.

5. Exiting the Campus (without a student)

- a. ALL visitors will sign out at the check-out table that is in the MPR.
- b. Visitors will exit through the school office after signing out.

6. Student Check Out

- a. The visitor will wait with the student in the class line on the playground.
- b. The visitor will inform the teacher that they are checking out the student.
- c. The teacher will check the student off their roster and write the student's name and the teacher's name on the "Student Exit Ticket."
- d. Students and their visitors will take the "Student Exit Ticket" to the checkout table near the exit ramp by the field house.
- e. The attendance clerk and/or Bilingual Community Liaison will verify that the visitor is the parent and/or has authorization to check out the student.
- f. The attendance clerk and/or Bilingual Community Liaison will initial the "Student Exit Ticket." Visitors and students will exit down the ramp.
- g. Two school staff members will be stationed at the office ramp to supervise students exiting the gate.
 - i. School staff will collect the "Student Exit Ticket."
 - ii. Staff will verify that the student is with the adult to ensure no students are unaccompanied while leaving the campus.

Roles and Responsibilities

<p>Attendance Clerk - student check out</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Prepare check-in/out sheet <input checked="" type="checkbox"/> Secure laptop for check-out verification on Aeries. <input checked="" type="checkbox"/> Follow check out procedures 	<p>Bilingual Community Liaison - entrance point</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow check-in procedures <input checked="" type="checkbox"/> Assist at the student check-out table after visitors have arrived.
<p>Playground Supervisors</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Maintain regular positions as assigned 	<p>School Counselor - entrance point</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Entrance gate - greet visitors/assist with sign-in/visitor stickers. <input checked="" type="checkbox"/> Lock the gate after visitors have arrived
<p>Principal - campus</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lawn and playground 	<p>Custodian - campus</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Set up/take down tables near the entrance gate and the exit point.
<p>Assistant Principal - exit point</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Place restroom signage on restroom doors <input checked="" type="checkbox"/> Follow check procedures for people/students exiting the office (collect student check-out passes) 	<p>Staff member - exit point</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow check procedures for people/students exiting the office (collect student check-out passes)
<p>Office Secretary - office</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Prepare Student Exit Ticket <input checked="" type="checkbox"/> Prepare Restroom Signs <input checked="" type="checkbox"/> Distribute Student Exit Ticket to teachers who are scheduled for Lunch on the Lawn 	<p>Teachers</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sign and distribute the Student Exit Ticket to students being checked out of school <input checked="" type="checkbox"/> Check off the student from the roster

**William H. Frazier Elementary School
Awards Assemblies & Other Large-Scale Events
Safety Procedures and Protocols**

1. Entry

- a. Visitors enter through the MPR and receive a visitor sticker to wear.
- b. Visitors proceed to the event.

2. Exit

- a. Visitors exit through the office.

3. Student Check Out

- a. All students return to their classroom with their teacher.
- b. Parent proceeds to the attendance clerk in the front office and requests a student checkout.
- c. The attendance clerk verifies the parent ID (or the person authorized to check out the student) with info on Aeries
- d. Front office staff contact the student's classroom teacher to send the student to the office.
- e. A staff member is stationed at the office door and supervises students exiting the office with their parent/guardian.

Safe and Orderly Environment

William H. Frazier Elementary School Specific Goals, Objectives, and Action Steps

School Mission Statement:

Our mission at William H. Frazier Elementary is to provide a positive, safe, and nurturing school environment that educates, inspires, prepares, and empowers students, based on their individual strengths and interests, to be self-confident leaders and productive members in our global society.

Policies and Procedures on Positive School Climate

Every student, Transitional Kindergarten through sixth grade, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, the district has adopted and implemented a school-wide Positive Behavior Intervention and Support (PBIS) program.

PBIS is based on research indicating that the most effective discipline systems use proactive strategies to prevent discipline problems. Before consequences are applied, students must first be supported in developing the skills needed to foster a positive school climate and prevent negative behavior. This research also shows a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

William H. Frazier will develop and annually revise a PBIS Plan that will include teaching positive school rules; implementing a social-emotional skills development and enhancement program; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences, including the use of restorative practices.

Goals, Objective and Action Steps for Safer School

Component 1 – Places and Programs			
Goal 1: Increase student competency and well-being			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Reduce Chronic Absenteeism	Assistant principal, MTSS Team	
Action Step 1. a	Communicate the need to attend school	Assistant principal, bilingual liaisons, clerks, and social workers	Letters home, phone calls home
Action Step 1. b	Identify students who are chronically absent and remove barriers to attendance	Assistant principal, bilingual liaisons, clerks, and social workers	AERIES reports
Action Step 1.c	Incentivize positive attendance through recognition, attendance incentives, class, and individual rewards	Assistant principal, bilingual liaisons, clerks, and social workers	Awards, candy, assemblies, etc.
Action Step 1. d	Offer opportunities for attendance recovery	Assistant principal, bilingual liaisons, clerks, and social workers	Saturday School, Independent Studies, and Extension Classes
Objective 2:	Persevere through setbacks to achieve goals		
Action Step 2. a	Teach targeted, specific lessons on perseverance and growth mindset	Counselors and teachers	Character Strong, Panorama Playbook, Panorama, Leader in Me
Action Step 2. b	Provide opportunities for students to set measurable goals that are monitored by the student	Students and staff	Data and tracking sheets, Leader in Me
Action Step 2.c	Model and allow for productive struggle for students to see and apply independently	Teachers and staff	

Goal 2: To create and sustain a campus environment of belonging where all students, staff, and faculty feel safe, respected, and valued by actively identifying and addressing barriers to inclusion, celebrating diversity, and embedding equitable and inclusive practices across all areas of school life.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Strengthen students' sense of belonging and safety		
Action Step 1. a	Character Strong lessons on Empathy, Kindness, Respect, & Bullying Prevention bi-weekly per class	Counselor, social worker and MTSS team	Character Strong Lessons
Action Step 1. b	Participate in nationwide anti-bullying initiatives like Start with Hello Week and The Great Kindness Challenge	Counselor, social worker and MTSS team	Website, handouts, program videos
Action Step 1.c	Lunchtime activities that are intentional opportunities to build an inclusive and diverse environment	Counselor, social worker and MTSS team	Activities for students
Action Step 1. d	Once per trimester, PBIS presentations on school-wide expectations	Assistant principal	Slides presentation, visuals, and posters
Objective 2:	Build staff capacity for equitable and inclusive practices		
Action Step 2. a	Develop the Transitional Learning Center for students to transition from a self-contained Special Day class to more time in a general education classroom	Education specialists, school psychologist, administration	Presentations, research, collaboration, Diagnostic Center for support
Action Step 2. b	Use student data to identify disparities among student groups and guide targeted behavioral and instructional supports	All staff	Panorama data, district initiatives, needs assessment, student surveys
Action Step 2.c	Implement collaborative learning structures such as PLCS and staff meetings.	All certificated staff	Presentations, research,
Action Step 2. d	Strengthen systems of support with the MTSS team meeting weekly to review student needs	MTSS Team	

Component 2 – Places and the Environment			
Goal 1: William H. Frazier is a safe and orderly environment			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Increase awareness of safety plan and procedures		
Action Step 1. a	Meet with staff annually (at the beginning of the school year) to review any revisions or changes to the Safety Plan	Admin	Safety Plan
Action Step 1. b	Meet with stakeholders for feedback regarding the school safety plan to address potential gaps or new concerns	Admin/First Responders	Safety Plan
Action Step 1.c	Have copies of the School Safety Plan available, both digital and physical, for all staff and stakeholders	Admin/Office Staff	Safety Plan
Objective 2:	Train and practice with staff, students, and the community on all safety procedures		
Action Step 2. a	Conduct monthly mandatory drills focusing on disaster protocols (e.g., fire, earthquake, lockdowns).	Admin	Safety Plan and Schedule
Action Step 2. b	Meet and practice search and rescue procedures with the search and rescue team	Admin	Safety Plan and Schedule
Objective 3:	Empower students to recognize unsafe situations and confidentially report concerns to trusted adults.	Admin	First Responders' contact information
Action Step 3. a	Provide explicit instruction to students on what “See Something, Say Something” means, including examples of reportable concerns and reassurance that reporting is about keeping everyone safe.	Admin, counselor	Assemblies related to reportable concerns, posters/graphics
Action Step 3. b	Teach students how to access and use the school’s reporting system through classroom lessons.	Admin, counselor	Reporting Google Form

Rules and Procedures on School Discipline

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District Policies on School Discipline

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District Policies on School Discipline.

WHF PBIS TIERS OF BEHAVIOR SUPPORT

	Tier 1 – Minor Incident 80%	Tier 2 – Minor Incident 15%	Tier 3 – Major Incident 5%	Tier 4- Illegal Violations
	<p>Teacher handled using classroom management strategies and redirection. Examples: proximity control, non-verbal cues, eye contact</p>	<p>Teacher handled using classroom management strategies, interventions, or logical consequences. Examples: apologize- verbally or in writing, think time, loss of privilege.</p> <p>*If contact is made with an adult at home, please document in AERIES Visitation Log and discipline if necessary</p>	<p>Office managed. Follow protocol to contact an administrator. Administration documents in AERIES in <u>assertive discipline</u> section and <u>visitation</u> section. <u>Families notified.</u></p>	<p>Call the office for an administrator. Documented in AERIES. Behavior Response Assigned by admin. <u>Families notified.</u></p>
Examples	<ul style="list-style-type: none"> • Running • Yelling • Off-Task Behavior • Name Calling • Noise Making • Insubordination • Out of Seat • Breaking lunch area rules • Breaking playground rules <p>Repeated Level 1 violations can result in an office referral.</p>	<ul style="list-style-type: none"> • Disruptive • Cheating • Indirect, inappropriate language or gestures • Spitting • Hitting • Throwing objects • Argumentative/Task refusal <p>If tier 2 incidents occur habitually, document and notify administration.</p>	<ul style="list-style-type: none"> • Direct, inappropriate language/gestures • Fighting/physical aggression (hitting, kicking, pushing, punching) • Harassment/bullying • Overt defiance • Property destruction/misuse • Theft • Reference in conversation, writing, or pictures to weapons or acts of violence. • Ethnic Slurs. <p><u>Crisis Response Plan</u></p>	<ul style="list-style-type: none"> • Drugs • Weapons • Threats • Extreme property damage

	<p style="text-align: center;">Level 1- Minor Incident</p>	<p style="text-align: center;">Level 2- Minor Incident <i>(Documentation and data collection are strongly recommended for records and possible future meetings)</i></p>	<p style="text-align: center;">Level 3/4- Major Incident</p>
<p>Addressing the Behavior</p>	<ol style="list-style-type: none"> 1. Staff member will provide immediate corrective feedback to student (eg walk instead of run, lower voice, get back in your seat, etc). 2. The teacher will follow individual classroom behavior management plan to address student. 3. Appropriate disciplinary actions are given (warning, loss of recess, restorative practice, apology letter, timeout in another classroom, etc.) and will contact parent if necessary. 4. Review social skills and expectations. 5. <u>Documentation and data collection are strongly recommended for records and possible future meeting.</u> 	<ol style="list-style-type: none"> 1. Staff member will provide immediate corrective feedback to student (eg walk instead of run, lower voice, get back in your seat, etc). 2. The teacher will follow individual classroom behavior management plan to address student. 3. Review social skills and expectations. 4. Appropriate disciplinary actions are given (warning, loss of recess, restorative practice, apology letter, timeout in another classroom, etc.). Teacher contacts parent and updates the visitation log in AERIES. 5. <u>If any student is hurt due to student's action, student is sent to health office and offender is sent to admin with WHF Office Referral Form.</u> 7. Staff member addresses other involved students if appropriate or needed. 	<ol style="list-style-type: none"> 1. Staff member sends student to office with <u>WHF Office Referral Form</u> , where administration will address the student and their behavior. 2. If any student is hurt, student is sent to health office. 3. Administration will review social skills and expectations. 5. If there are other students involved, please have them fill out the <u>student incident report</u> and attach to the <u>WHF Office Referral Form</u>. Administration will address those students as well. 6. Students' parents are contacted by <u>administration</u>. 7. Appropriate disciplinary action given to student by administration. 8. Administration will finish filling out the form and provide follow-up information.

Policy 5144: Discipline

Status: ADOPTED

Original Adopted Date: 06/06/2016 | **Last Reviewed Date:** 06/06/2016

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Procedures to Respond to Incidents involving an Individual Experiencing a Sudden Cardiac Arrest

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District procedures for responding to incidents involving an individual experiencing a sudden cardiac arrest.

The Fallbrook Union Elementary School District and William H. Frazier Elementary School are committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.

An AED is in the front office.



AED INSTRUCTIONS

1 Establish Unresponsiveness

Tap the victim and shout, "Are you OK?"

2 Call 9-1-1 and get the AED

If another person is present—have one person call 9-1-1 and the other get the AED.

3 Open Airway, Check Pulse

If no pulse, turn on the AED, begin CPR and follow AED voice prompts.

4 Prepare Victim for AED Use

Remove all clothing from victim's chest. Clean and dry skin, if needed.

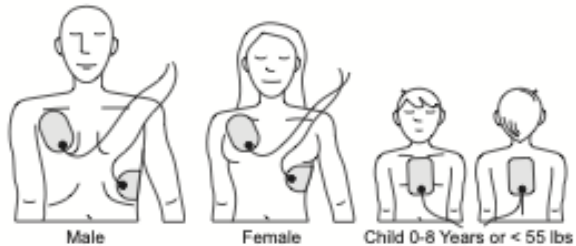
5 Remove Seal from Pads

Have one person continue CPR while the other removes the seal from pads.



6 Place Pads on Victim

Place pads exactly as shown.



7 Prepare for Shock

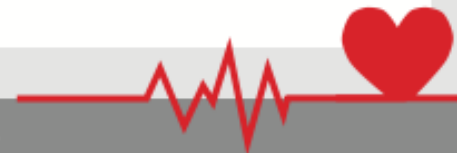
The AED will analyze if shock is needed. If shock is advised, yell "**CLEAR!**" Make sure **no one is touching the victim**. Press the "Shock" button.

8 Restart Chest Compressions

Restart chest compressions and follow AED voice prompts. AED will analyze if another shock is needed.

9 Stop Compressions if Breathing Resumes

If patient begins breathing normally, stop compressions and place patient on their left side. Keep the AED attached until EMS arrive.



Procedures to Notify Parents and Guardians of Pupils, Teachers, Administrators, and School Personnel When the School Confirms the Presence of Immigration Enforcement on a School Site.

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District procedures for notifying about immigration enforcement on a school site.

The Fallbrook Union Elementary School District and William H. Frazier Elementary School will notify parents and guardians, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on its site. School site, in this context, means an individual school or campus, a school-sponsored activity, or a school bus or other form of district-provided transportation.

William H. Frazier Elementary School will use Parent Square for the notification. The notice will include the date and time the immigration enforcement was confirmed, as well as the location of the enforcement activity.

Real-time notification will be provided when there is a direct threat to the safety of the school, school-sponsored activity, or school bus or transportation, or there is a substantial disruption at these locations.

Policy 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 02/13/2025 | **Last Reviewed Date:** 02/13/2025

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

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

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

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

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

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

Regulation 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 05/01/2018 | Last Revised Date: 03/01/2025 | Last Reviewed Date: 03/01/2025

Responding to Requests for Immigration-Related Information or Documents

Upon receiving any verbal or written request for information or documents related to a student's or family's immigration or citizenship status, district staff shall:

1. Record or otherwise document the request and notify the Superintendent or designee about the request
2. Provide the student's parent/guardian or, if the student is at least 18 years old, the student, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a court order, judicial subpoena/warrant, or in cases involving investigation of child abuse, neglect, or dependency

Information or documents related to a student's immigration or citizenship status shall not be disclosed to a law enforcement officer without consent by the parent/guardian or, if the student is at least 18 years old, by the student, a court order, or judicial subpoena/warrant. To obtain written consent, the release of student information shall include the following information:

1. The signature and signature date of the parent/guardian, or student if the student is at least 18 years old
2. A description of the records to be disclosed
3. The reason for the release of information
4. The parties or class of parties receiving the information
5. A copy of the records to be released, if requested by the parent/guardian or student

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena/warrant.

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent or, if the student is at least 18 years old, the student's consent, before the student is interviewed or searched by any law enforcement officer for immigration enforcement purposes, unless the officer presents a court order or a judicial warrant.

A student's parent/guardian shall be immediately notified when a law enforcement officer requests or is able to interview, search, detain, or otherwise interact with the student for immigration enforcement purposes, unless prohibited by a court order or a judicial warrant, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

A law enforcement officer who requests to enter district property which is not open to all visitors shall register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer states that exigent circumstances exist or as stated in a court order or judicial warrant. (Penal Code 627.2, 627.3)

As early as possible, district staff shall notify the Superintendent or designee of any immigration enforcement-related request by a law enforcement officer for access to a student or to district property, including service of lawful warrants, subpoenas, petitions, complaints, or other similar documents.

Responding to Law Enforcement Officers on District Property

District staff shall report the presence of any law enforcement officer on district property for immigration

Protocol in the Event a Pupil is Suffering or Believed to be Suffering from an Opioid Overdose

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District Opioid Response Protocol.

The Fallbrook Union Elementary School District and William H. Frazier Elementary School's primary goal in the fight against opioids and fentanyl use is prevention.

William H. Frazier Elementary School will use the following prevention strategies:

- Distribute materials to and/or discuss with students' content conducive to preventing drug use/abuse, such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe, and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

Hate Crime Reporting

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District Policies on Hate Crime Reporting.

To create a safe learning environment for all students, the Governing Board desires to protect every student's right to be free from hate-motivated behavior and will promote harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The district shall provide age-appropriate instruction to promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society, and to equip students with strategies for managing conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on appropriate strategies for responding to it.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the principal. Upon receiving such a complaint, the principal shall immediately investigate it in accordance with the school-level complaint process/grievance procedures described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Policy 5145.9: Hate-Motivated Behavior

Status: ADOPTED

Original Adopted Date: 09/06/2011 | **Last Reviewed Date:** 09/06/2011

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

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

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

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Bullying Prevention Policies and Procedures

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District Policies on Bullying Prevention.

We believe that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe on the rights of others or interfere with the school program while on school grounds, while going to or from school, during school activities, and while on district transportation.

Bullying and harassment are prohibited. Bullying or harassment includes, but is not limited to, cyberbullying, intimidation, hazing or intimidation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a phone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and if person's identity to damage that person's reputation.

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

Students who violate district or school rules may be subject to discipline, including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or co-curricular activities. Based on Board Policy 5131 – Conduct.

Policy 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 03/07/2016 | Last Revised Date: 05/09/2024 | Last Reviewed Date: 05/09/2024

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide a welcoming, safe, and supportive school environments that protects students from physical, mental, and emotional harm.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designer shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3.

Regulation 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 05/01/2019 | Last Revised Date: 12/01/2023 | Last Reviewed Date: 12/01/2023

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Outside Agency Use of Facilities

Fallbrook Union Elementary School District values partnerships with external agencies that provide emergency services to individuals and families affected by disasters. The District has a Memorandum of Understanding (MOU) with the agency(ies) outlined below and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support provided to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with the District before using school facilities for disaster services, the District will consider requests from non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the Facilities Department to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the Facilities Department immediately for assistance and guidance.

American Red Cross

In July 2013, the Fallbrook Union Elementary School District and the American Red Cross (San Diego/Imperial Counties Chapter) entered into a shelter agreement, which is on file with the Office of the SDCOE Deputy Superintendent. The following outlines the agreement.

Use of Facility: Upon request and if feasible, the Fallbrook Union Elementary School District will permit the Red Cross to use the requested facility on a temporary basis as an emergency public shelter.

Shelter Management: The Red Cross will have primary responsibility for the shelter's operation and will designate a Red Cross official, the Shelter Manager, to oversee sheltering activities. The Fallbrook Union Elementary School District's Director of Facilities is to coordinate with the Shelter Manager regarding the Red Cross's use of the facility.

Condition of Facility: The Fallbrook Union Elementary School District's Director of Facilities and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the facility before it is turned over to the Red Cross. They will use the first page of the *Facility/Shelter Opening/Closing Form* (available on file in the Office of the SDCOE Deputy Superintendent) to record any existing damage or conditions. The Fallbrook Union Elementary School District's Director of Facilities will identify and secure all equipment that the Red Cross should not use while sheltering in the facility. The Red Cross will exercise reasonable care while using the facility as a shelter and will make no modifications to the facility without the express written approval of Fallbrook Union Elementary School District.

Food Services: Upon request by the Red Cross, and if such resources exist and are available, Fallbrook Union Elementary School District will make the facility's food service resources, including food, supplies, equipment, and food service workers, available to feed the shelter occupants. The Fallbrook Union Elementary School District's Director of Facilities will designate the Director of Child Nutrition Services to coordinate meal service, in cooperation with the Shelter Manager. The Director of Child Nutrition Services will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Director of Child Nutrition Services and the

Shelter Manager will jointly conduct a pre-occupancy inventory of the Facility's food and food-service supplies before it is turned over to the Red Cross.

Custodial Services: Upon request by the Red Cross and if such resources exist and are available, Fallbrook Union Elementary School District will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Fallbrook Union Elementary School District's Director of Facilities will designate a Facility Custodian to coordinate cleaning and sanitation services, in cooperation with the Shelter Manager.

Security: In coordination with the Director of Facilities of the Fallbrook Union Elementary School District and the Shelter Manager, as they deem necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Fallbrook Union Elementary School District's Director of Facilities and will remove such signs when the shelter is closed. Fallbrook Union Elementary School District will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. Fallbrook Union Elementary School District will refer all media questions about the shelter to the Shelter Manager.

Closing the Shelter: The Red Cross will notify the Fallbrook Union Elementary School District Director of Facilities of the shelter's closing date. Before the Red Cross vacates the facility, the Shelter Manager and Fallbrook Union Elementary School District's Director of Facilities will jointly conduct a post-occupancy survey, using the second page of the *Shelter/Facility Opening/Closing Form* to record any damage or conditions. The Shelter Manager and Fallbrook Union Elementary School District's Director of Facilities or Director of Child Nutrition Services will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

Reimbursement: The Red Cross will reimburse the Fallbrook Union Elementary School District for the following:

- a) *Damage to the facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from bids submitted by at least three reputable contractors. The Red Cross is not responsible for storm or other disaster-related damage.
- b) *Reasonable costs associated with custodial and food service personnel*, which would not have been incurred but for the Red Cross's use of the facility for sheltering. The Red Cross will reimburse at a per-hour, straight-time rate for wages actually incurred, but will not reimburse for (i) overtime or (ii) costs of salaried staff.
- c) *Reasonable, actual, out-of-pocket operational costs*, including the costs of the utilities indicated in the Shelter Agreement, to the extent that such costs would not have been incurred but for the Red Cross's use of the premises (both parties must initial all utilities to be reimbursed by the Red Cross).

Fallbrook Union Elementary School District will submit any reimbursement request to the Red Cross within 60 days of the shelter's closure. Any request for reimbursement for food, supplies, or operational costs must be accompanied by supporting invoices. Any request for reimbursement of personnel costs must include a list of personnel, with the dates and hours worked at the shelter.

Insurance: The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

Indemnification: The Red Cross shall defend, hold harmless, and indemnify the owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death, and property damage arising from the negligence of the Red Cross during the use of the Premises.

Term: The term of the shelter agreement begins on the date of the last signature (July 8, 2013) and ends 30 days after either party provides written notice

Instructional Continuity Plan

William H. Frazier Elementary School adheres to the Fallbrook Union Elementary School District Instructional Continuity Plan.

This Instructional Continuity Plan (ICP) provides a framework for ensuring educational continuity during emergencies and fulfills requirements outlined in Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153).

Introduction and Purpose

This Instructional Continuity Plan (ICP) was developed by Fallbrook Union Elementary School District (FUESD) to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the District's Comprehensive School Safety Plan (CSSP) by July 1, 2025. The CSSP will require its inclusion to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and support pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

As required by EC Section 32282(a)(3)(A)(i), FUESD will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency resulting in a school closure.

Methods of Two-Way Communication

The protocol for engagement with pupils and their families is designed to establish two-way communication through multiple channels:

1. Primary Digital Communication Systems:
 - AERIES or Parent Square messaging platform through the student information system for immediate text, email, and phone communications
 - District and school website updates
 - Social media channels (Facebook, X, Instagram)
 - Google Classroom teacher-student-family communication
2. Secondary/Backup Communication Systems:
 - Local newspaper
 - Physical information stations at designated community locations when safe and accessible
 - Door-to-door wellness checks conducted by district personnel when feasible and safe

All communications will be provided in English and Spanish, with translation services available for other languages as needed.

Plans for Unforeseen Events

In the event of power outages or damage to infrastructure that may impact methods for two-way communication, FUESD has developed the following backup plans:

- Mobile communication for emergency operations
- Partnering with the San Diego County Office of Emergency Services to utilize their communication systems
- Establishing physical information hubs at accessible community locations
- Battery-powered radios distributed to key staff for emergency communication

Support for Special Needs

FUESD will identify and provide support for pupils' social-emotional, mental health, and academic needs through:

1. Social-Emotional and Mental Health Support:
 - School counselors, psychologists, and social workers will conduct outreach to students and families
 - Virtual or in-person counseling sessions (individual and group)
 - Trauma-informed practices implemented across all communications and services
 - Partnership with San Diego County Behavioral Health Services
 - Age-appropriate social-emotional learning resources provided to families
2. Academic Support:
 - Initial needs assessment conducted during family outreach
 - Individualized learning support plans developed based on identified needs
 - Academic resources accessible through the district website and learning management systems
 - Special focus on vulnerable populations (special education students, English learners, foster/homeless youth)
 - Coordination with community partners to address barriers to learning

Access to Instruction

Timeline for Access to Instruction

As required, FUESD will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. The district will prioritize restoring educational services through a tiered approach based on feasibility and safety assessments.

Access to In-Person Instruction

FUESD will resume in-person instruction when conditions permit, with the following considerations:

1. Safety Assessment Criteria:
 - Clearance from appropriate emergency management agencies
 - Building safety inspections completed
 - Essential utilities (power, water, sanitation) restored
 - Safe transportation routes established
 - Adequate staffing availability

- Environmental conditions (air quality, weather) are suitable for students
2. Alternative Sites and Arrangements:
 - Identification of undamaged district facilities that can accommodate displaced students
 - Partnerships with neighboring districts for temporary shared facilities
 - Agreements with community organizations for temporary classroom space
 - Hybrid schedules implemented to maximize facility usage
 - Temporary consolidation of grade levels and classes when necessary

Remote Instruction

In alignment with EC sections 51747 and 51749.5, FUESD's remote instruction plan includes

1. Instructional Delivery:
 - Synchronous daily live interaction with teachers and peers
 - Asynchronous learning activities through Google Classroom
 - Virtual office hours for individual and small group support
 - Weekly schedules that maintain content coverage across all subject areas
 - Specialized supports for students with unique needs
2. Instructional Minutes and Attendance:
 - Meeting or exceeding the minimum instructional minutes for each grade level
 - Daily attendance tracking through synchronous participation and assignment completion
 - Re-engagement strategies for students not participating
 - Regular communication with families about student progress
3. Curriculum and Content:
 - Standards-aligned instructional materials and activities
 - Digital adaptations of core curriculum resources
 - Supplemental online learning platforms (i-Ready, Lexia, Freckle, etc.)
 - Grade-level content pacing adjusted but maintained

Access to Instructional Materials

FUESD will ensure access to instructional materials through

1. Digital Materials:
 - Google Classroom is the primary platform for accessing digital content
 - District-provided Chromebooks with preloaded educational applications
 - Tech support hotline for troubleshooting devices
 - Mobile hotspots provided to families without internet access
2. Non-Digital Materials:
 - Grade-level instructional packets prepared in advance for emergency use
 - Distribution events at designated community locations
 - Delivery options for families unable to travel to distribution sites
 - Basic supplies (paper, pencils, etc.) included with material distribution

Access to Schoolwork

Students will access and submit schoolwork through:

1. Primary Platforms:

- Google Classroom (grades K-8)
 - Seesaw (for primary grades as a supplemental platform)
 - Additional online learning platforms: i-Ready, Lexia, Freckle, BrainPOP, Mystery Science
2. Submission Processes:
- Digital submission through Google Classroom
 - Photo documentation of completed work for upload
 - Physical drop-off locations for paper-based work when digital submission isn't possible
 - Regular teacher feedback on submitted work

Temporary Reassignment

FUEDSD has established procedures and agreements for temporary reassignment with neighboring LEAs:

1. Reassignment Procedures:
 - Streamlined enrollment process for displaced students
 - Records sharing protocols to ensure continuity of services
 - Transportation coordination when feasible
2. Support for Transitions:
 - Designated staff to assist families with temporary enrollment
 - Regular check-ins with reassigned students and families
 - Coordination with receiving schools regarding learning needs and accommodations
 - Plan for transition back to homeschool when emergency conditions resolve

Instructional Continuity

Technological Readiness

FUEDSD maintains ongoing technological readiness through:

1. Device Access:
 - 1:1 Chromebook program for all students
 - Regular device inventory and maintenance
 - Reserve devices maintained for emergency replacement
 - Periodic testing of remote learning systems
2. Connectivity Solutions:
 - Inventory of mobile hotspots for distribution
 - Updated maps of community Wi-Fi access points
 - Partnerships with local internet providers for emergency connectivity
 - Offline-capable applications and resources when the internet is unavailable
3. Digital Learning Infrastructure:
 - Google Workspace for Education as the district's primary platform
 - Staff training on digital teaching tools and strategies
 - Regular updates to digital curriculum resources
 - Technical support systems for staff, students, and families
4. Independent Study Agreements:

- Templates prepared for rapid implementation
- Electronic signature capabilities
- Streamlined process for distribution and collection

Instruction and Assessment

FUESD will prioritize essential learning through:

1. Instructional Focus:
 - Priority standards identified for each grade level and subject
 - Learning activities designed to address key standards
 - Integration of review and new content
 - Flexible pacing that acknowledges emergency conditions
2. Assessment and Progress Monitoring:
 - Initial diagnostic assessments to identify current levels
 - Regular formative assessments to track progress
 - Modified summative assessments appropriate to the remote context
 - Documentation of student growth and areas for support
3. Additional Support:
 - Virtual tutoring sessions (individual and small group)
 - Extended teacher office hours
 - Supplemental digital learning resources
 - Targeted interventions based on assessment data
 - Cross-grade collaboration for vertical alignment

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

FUESD will ensure equitable access for all students through:

1. Special Populations Support:
 - Students with Disabilities:
 - Services provided according to the emergency conditions section of IEPs
 - Specialized materials and adaptive technologies distributed
 - Additional check-ins from special education staff
 - Accommodations and modifications maintained in a remote setting
 - English Learners:
 - Designated and integrated ELD instruction continued
 - Primary language support through bilingual staff
 - Translation of communications and materials
 - Specialized resources for language development
 - Foster and Homeless Youth:
 - Priority outreach by district liaisons
 - Coordination with social services agencies
 - Additional resources (devices, hotspots, supplies) as needed
 - Case management to address non-academic barriers

2. Accessibility Features:

- Digital materials compatible with screen readers and assistive technology
- Closed captioning for video content
- Multiple formats for instructional materials
- Low-tech alternatives for activities requiring specialized equipment

Individualized Education Plans (IEP)

FUESD will ensure continuity of special education services through:

1. IEP Implementation:

- Emergency conditions plan activated for each student with an IEP
- Related services provided through telehealth when appropriate
- Documentation of services and accommodations
- Regular communication with families about service delivery

2. IEP Meetings:

- Virtual IEP meetings conducted within required timelines
- Electronic document sharing and signature capabilities
- Interpreter services provided for multilingual families
- Assessment protocols adapted for remote implementation when necessary

English Learners (EL)

FUESD will support English Learners in alignment with the California English Learner Roadmap Policy through

1. Language Development Support:

- Daily designated ELD instruction maintained
- Integrated ELD strategies incorporated into all content areas
- Primary language support through bilingual staff
- Culturally responsive teaching practices

2. EL-Specific Resources:

- Digital language development platforms (Imagine Learning, Rosetta Stone)
- Bilingual materials for families
- Translated communications and instructions
- Visual supports and scaffolds for content access

Professional Learning

FUESD provides ongoing professional learning to ensure instructional continuity through:

1. Proactive Training:

- Regular professional development on digital teaching tools
- Training on trauma-informed practices and social-emotional support
- Collaboration time for grade-level and content teams
- Mentoring for new teachers on emergency protocols

2. Emergency Response Training:

- Virtual coaching and support during transitions
- Professional learning communities focused on remote instruction

- Resource libraries of instructional strategies and templates
3. Technology Competencies:
- Google Classroom and Workspace proficiency
 - Digital assessment tools and strategies
 - Digital AI tools
 - Engagement techniques for remote learning
 - Accessibility features and accommodations in digital environments

Well-Being and Support Services

FUESD will provide comprehensive support services through:

1. Mental Health Services:
 - School counselors and social workers available virtually or in person
 - Partnerships with community mental health providers
 - Group and individual counseling sessions
 - Family support resources and referrals
 - Staff wellness resources and support
2. Physical Health Needs:
 - Coordination with community agencies for basic needs
 - Information about emergency medical services
 - Health and wellness resources for families
 - Support for managing chronic health conditions remotely
3. Nutrition Services:
 - Continuation of meal distribution at accessible locations
 - Delivery options for families without transportation
 - Information about community food resources
 - Nutritional education resources for families
4. Language Support:
 - Bilingual staff (Spanish/English) available for communication
 - Translation services for additional languages
 - Culturally responsive approaches to family engagement
 - Multilingual resources and communications

Return to Site-Based Learning

FUESD will implement a strategic approach to returning to site-based learning that includes

1. Assessment of Readiness:
 - Facility safety evaluation
 - Staffing availability assessment
 - Transportation feasibility
 - Community health conditions
 - Student readiness and transition needs
2. Phased Return Plan:
 - Prioritized return for vulnerable student groups
 - Hybrid options during transition

- Clear communication about timelines and expectations
- Support for reacclimating to in-person learning
- Academic and social-emotional transition support

Integration with Comprehensive School Safety Plan (CSSP)

This Instructional Continuity Plan will be incorporated into FUEDSD's Comprehensive School Safety Plan by July 1, 2025, as required. The integration will ensure alignment between emergency response procedures and instructional continuity measures.

Review and Updates of this Instructional Continuity Plan (ICP)

FUEDSD will review and update this ICP.

- Annually, as part of the CSSP review process
- Following any activation of the plan to incorporate lessons learned
- When significant changes to district resources or infrastructure occur
- As required by changes in state guidance or regulations

The review process will include input from stakeholders, including staff, families, students, and community partners.