

Comprehensive School Safety Plan

Jereann Bowman Continuation High School Wm. S. Hart Union High School District

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A meeting for public input was held on October 28, 2026

Reviewed by Law Enforcement November 19, 2026

Plan Adopted by School Site Leadership November 19, 2026

Plan approved by Wm. S. Hart Union High School District
Governing Board, March, 2027

School Safety Plan Committee members

- Gwendolyn Delgado, Principal
- Richard Haring, Assistant Principal/Principal Designee
- April Soria, Teacher representative
- , Parent of attending student
- Valeska Duarte, Classified employee
- Deputy Raul Velazquez, Wm. S. Hart District SRO with LASD
- , Student, ASB President

This document is available for public inspection at:

<https://www.bowmanhighschool.org>

SCHOOL SITE MISSION

Bowman HS Mission Statement

Bowman believes in the potential for each student to achieve through perseverance and opportunities for success. Our inclusive environment is one that focuses on respect, equity, kindness, and integrity.

Bowman HS Vision Statement

The vision of Bowman High School is to support our mission by fostering a school community that embraces diversity and promotes understanding and respect by providing a nurturing, rigorous, and supportive academic experience to meet the needs of our student population.

Every Student, Every Day!

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SIGNATURE PAGE

William S. Hart UHSD Safety Plan Signature Page 2026-27

The undersigned members of the Safety Planning Committee certify that the requirements for the Safety Plan have been met.

Gwendolyn Delgado

Principal

Date

April Soria

Certificated Representative

Date

Valeska Duarte

Classified Representative

Date

Parent Representative

Date

Deputy Raul Velazquez

Law Enforcement Representative

Date

Frank Modugno

Fire Department Representative

Date

PRINCIPAL LETTER

Principal's Message,

Bowman High School's core values, developed collaboratively with students, staff, parents, and community members, inspire us: We believe that all students can learn. We believe that every student deserves opportunities to succeed. We believe that honoring diversity strengthens us. We believe that failure is not an option.

Jereann Bowman High School, an educational alternative to a traditional high school setting, offers an environment where students develop academic and critical-thinking skills. Students explore career and post-secondary options, develop positive character and citizenship traits, demonstrate effective communication skills, and expand cultural understanding and awareness.

We are a California Model Continuation High School where teacher collaboration and a focus on critical thinking skills have successfully improved student achievement. We consistently graduate over 90% of the students who come to Bowman. Reading, writing, critical thinking, academic vocabulary development, equity in grading, professional learning communities, and standards based grading continue as our curricular focus.

Bowman is fully accredited by the Western Association of Schools and Colleges (WASC) for a six-year term and has been awarded the California Model Continuation High School award for the past 25 years. Educators from throughout the state visit Bowman to learn from our successful and innovative program. We welcome parents and family members to volunteer at school and on the School Site Council.

Bowman challenges and supports students to reach their fullest potential as unique members of an ever-changing society. As members of a smaller learning community, our students forge vital connections with caring adults to improve their academic achievement and to experience success. We believe, and demonstrate, that all students can be successful.

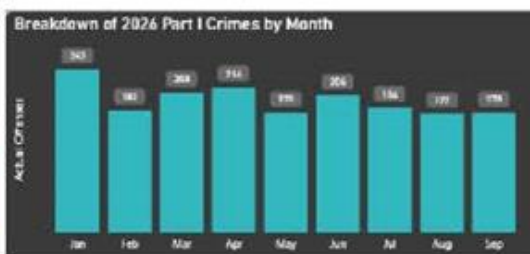
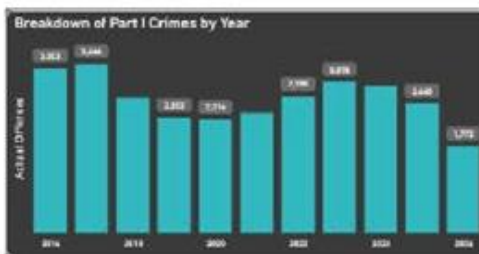
Dr. Gwendolyn Delgado, Principal

REGIONAL CRIME STATISTICS FOR THE MOST RECENT YEAR

<https://lasd.org/transparency/crime-stats-dashboard/>

2026 Crime Statistics City of Santa Clarita Valley North Patrol Division LASD

CRIME	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
Homicide										
					1					1
Total					1					1
Rape										
	6	6	3	1	5	5	2	3	5	36
Total	6	6	3	1	5	5	2	3	5	36
Robbery										
Armed	2	1	1	3	1	3	3	2	3	19
Other	9	5	4	8	4	7	5	6	4	52
Total	11	6	5	11	5	10	8	8	7	71
Aggravated Assault										
	18	16	25	18	24	23	20	14	15	173
Total	18	16	25	18	24	23	20	14	15	173
Burglary										
Other	13	13	11	10	9	12	10	12	10	100
Residential	14	12	12	17	10	9	9	14	17	114
Total	27	25	23	27	19	21	19	26	27	214
Larceny Theft										
From Vehicle	19	15	11	11	11	21	14	7	5	114
Grand Theft	41	35	33	56	41	47	47	28	35	363
Petty Theft	94	57	88	70	55	59	63	72	65	623
Total	154	107	132	137	107	127	124	107	105	1,100
Auto Theft										
	27	21	20	21	17	18	12	18	17	171
Total	27	21	20	21	17	18	12	18	17	171
Arson										
		1		1			1	1	2	6
Total		1		1			1	1	2	6
Total	243	182	208	216	178	204	186	177	178	1,772

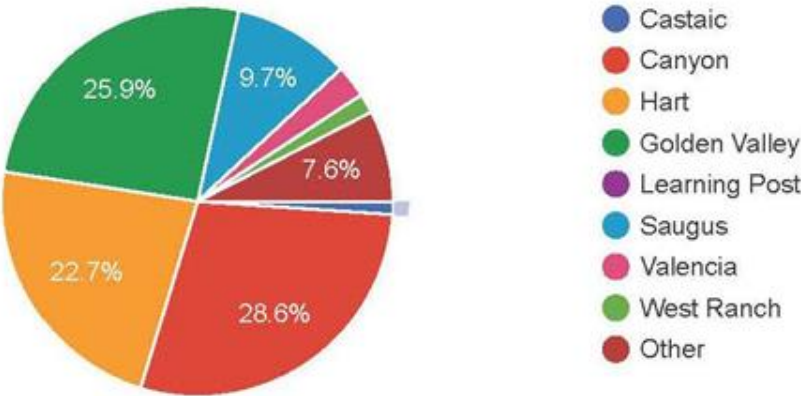


STUDENT WELLNESS SURVEY RESULTS

What school did you transfer to Bowman from?

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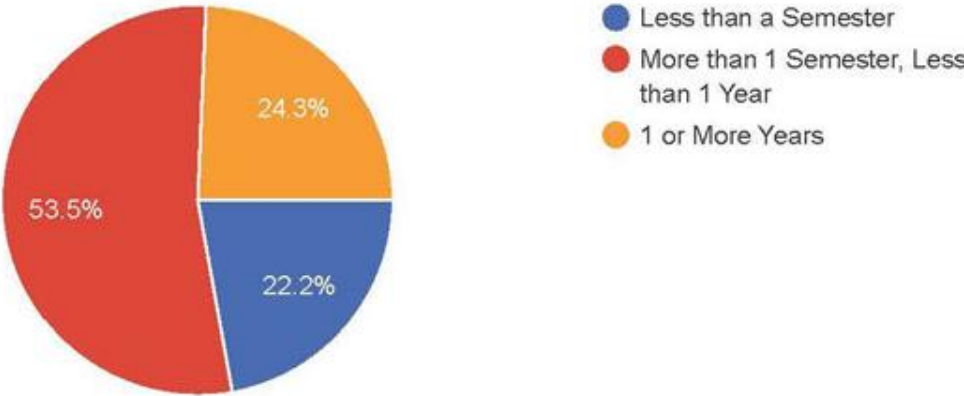
185 responses



How long have you been enrolled at Bowman?

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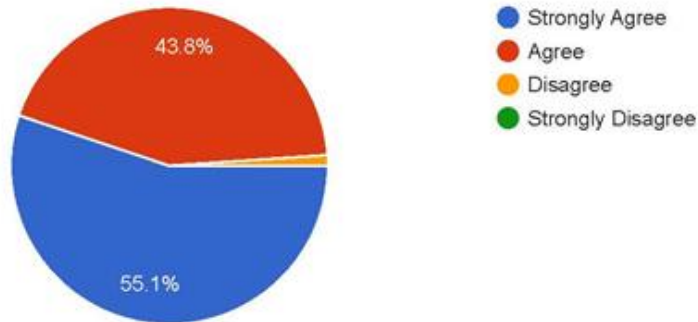
185 responses



At Bowman, I feel supported with academics.

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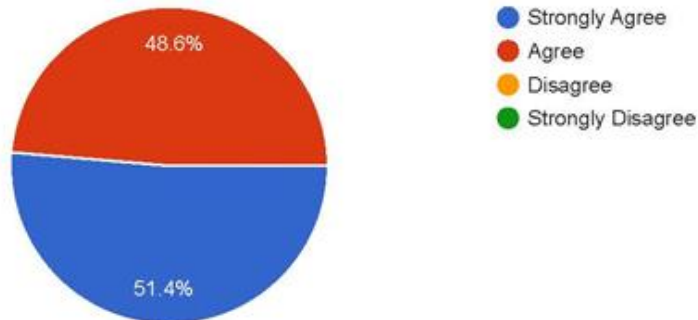
185 responses



My teachers care about me.

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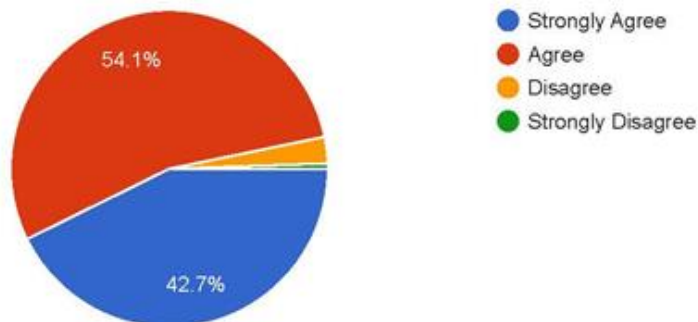
185 responses



At Bowman, I feel supported emotionally.

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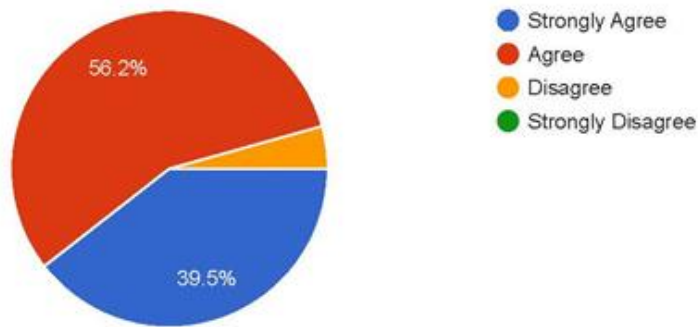
185 responses



At Bowman, I feel like I belong.

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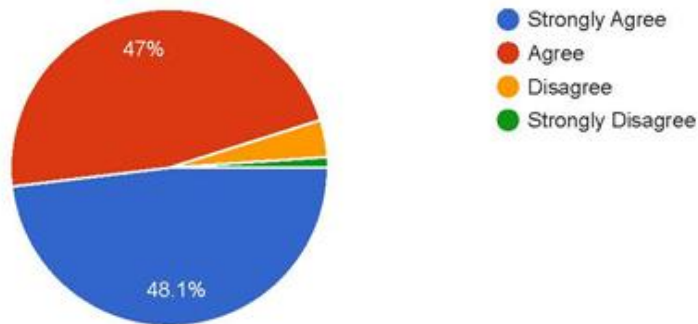
185 responses



I am happy to be at Bowman.

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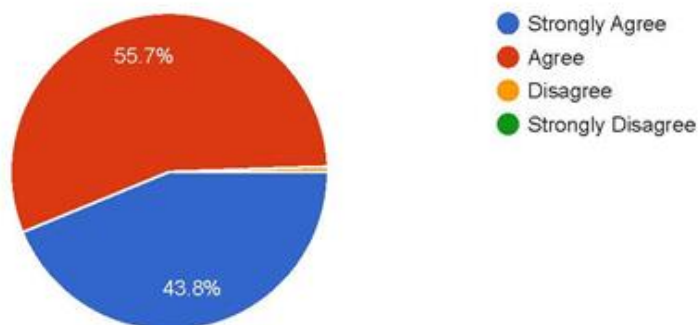
185 responses



I feel physically safe at Bowman High School

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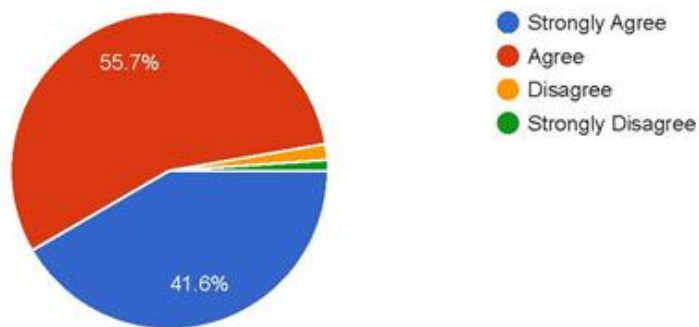
185 responses



I have access to counseling support when needed

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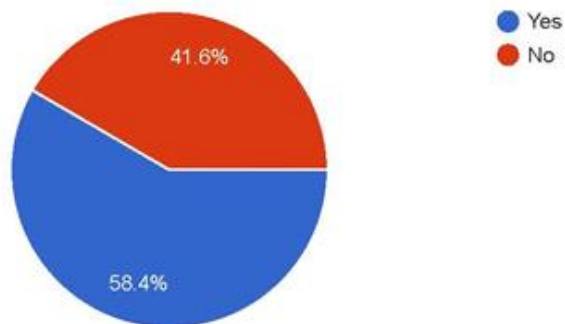
185 responses



I have used the Counseling QR code to access a Counselor or Therapist.

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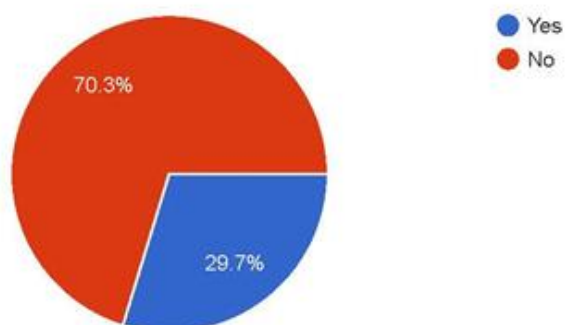
185 responses



I have met with Career Visions (Salma) to work on getting a job.

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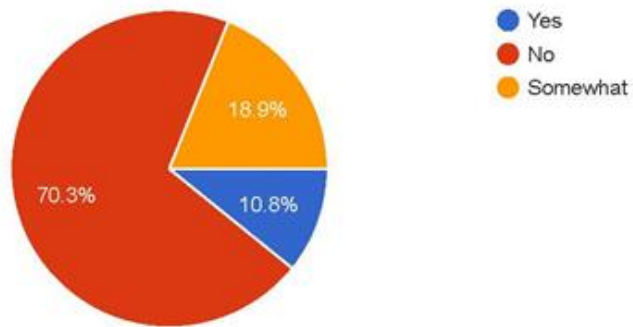
185 responses



Career Visions helped me get a job

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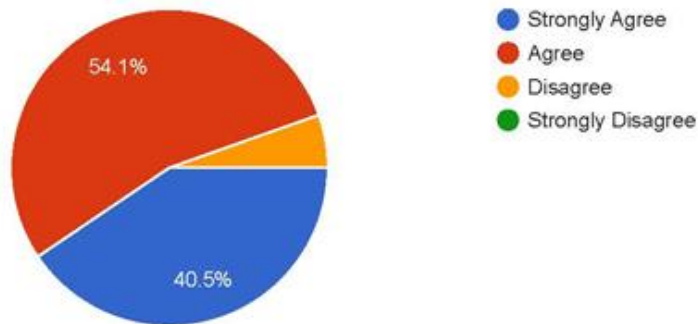
185 responses



Adults working at Bowman treat all students respectfully.

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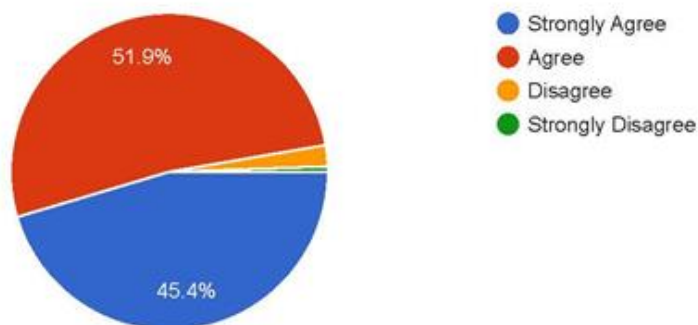
185 responses



School rules are applied equally to all students.

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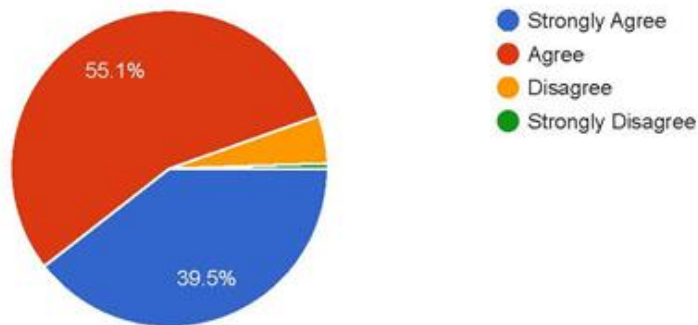
185 responses



I think Bowman staff have high expectations for student achievement

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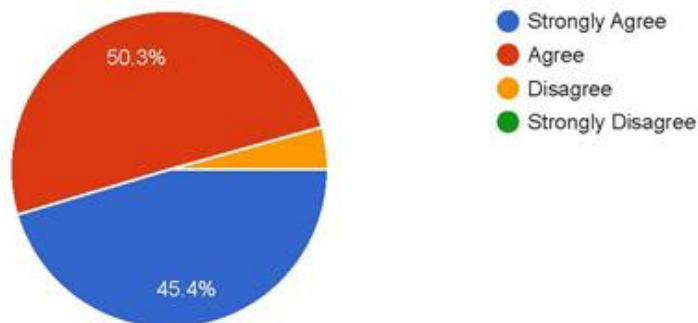
185 responses



Bowman High School offers Career Technical Education course that prepare me for college and or career (STEM, Culinary, Computer Science, Digital Art, Video Production).

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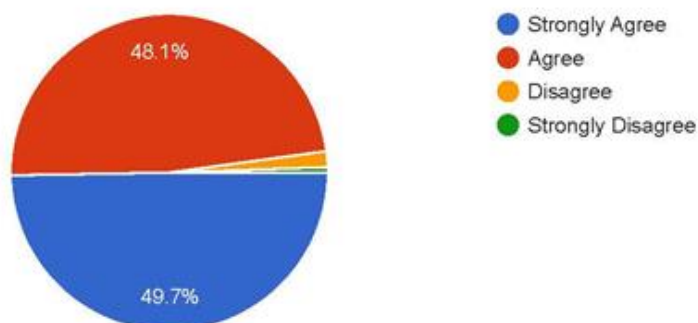
185 responses



Overall my experience at Bowman High School has been positive.

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185 responses



DISASTER PREPAREDNESS CRISIS MANAGEMENT

Wm. S. Hart Union High School District

Jereann Bowman Continuation High School

EMERGENCY INTERVENTION ACTION PLAN

PURPOSE:

To respond to physical, psychological and emotional needs manifested as a result of an emergency, e.g., a death, serious accident, suicide, earthquake, a weapon and/or deadly force being used on campus, chemical seepage, etc.

PROCEDURES:

In accordance with Board policy and California laws, each school in the William S. Hart Union High School District has developed specific plan in preparation for a possible emergency or disaster. The purpose is to prepare as much as possible in advance for the safety and welfare of each student. What is done now, when there is time to prepare, could result in preventing serious injury to or possible death of student (s).

In the event of an emergency or disaster, you can expect the following:

1. Regularly scheduled disaster, and lockdown drills, will be conducted at school.
2. Preparation for an emergency or disaster will be reviewed and an emergency backpack will be maintained in each classroom.
3. Students will be kept AT SCHOOL during school hours UNLESS it is unsafe or inappropriate to do so.
4. Students will be instructed to continue on their way home if they are already going home.
5. Students will be instructed to continue on their way to school if they are already going to school.
6. Parents/guardians will be asked for identification before your student is released to you.
7. Unauthorized persons will not be allowed on campus.
8. Should a parent/guardian need to pick up their student, you may do so at the location where there is a sign stating REUNIFICATION. Parents or designees will fill out their information in a reunification release log book.
9. Students who drive themselves to school may be permitted to fill out their information in a student release log book and leave the school site where road conditions allow.
9. Parents/guardians will be asked to keep clear of all access roads and parking lots so that emergency vehicles can arrive safely and easily.
10. Should a student need to be evacuated from the school, he/she will be taken to the nearest safe location available. One on site location and alternate off site location.

CRISIS TEAM MEMBERS

<u>Role</u>	<u>Name</u>	<u>Extension</u>
Team Leader	Gwendolyn Delgado, Principal	115

Team Members	Richard Haring	116
	Deputy Raul Velazquez	
	Manuel Cortez	
	Desmond Carter	
	Rocio Benavides	119
	Ami Gonzalez	120
	Christina Noriega	118
	Laura Schmidt	124
	Valeska Duarte	117

DISASTER CHAIN OF COMMAND

<u>Name</u>	<u>Role</u>
Gwendolyn Delgado	Incident Commander
Richard Haring	Assistant Incident Commander
Manny Cortez	Lead Campus Supervisor
Valeska Duarte	Office Manager
Rocio Benavides	Counselor Department Chair
Aprill Soria	ASB Director
Deputy Raul Velazquez	SRO

CRISIS MANAGEMENT PLAN

CRISIS TEAM

Crisis Team Coordinator: Gwendolyn Delgado
Assistant Crisis Team Coordinator: Richard Haring
Psychologist: Brett Vedomsky
Information Officer: Rocio Benavidez
ELL Coordinator: Mariah Aguinaldo-Rios
School TV:
Security Officers: Deputy Raul Velazquez
Planning Intelligence Officer / Release Officer: Manny Cortez, Maria Monroy
Logistics / Facilities Officer: Richard Haring
Secretary Liaison: Valeska Duarte
Counselor Coordinator: Rocio Benavidez
Teacher Liaison: April Soria
Student Liaisons: Rosa Villanueva
Nurse/Health Technician: Laura Schmidt

GENERAL GOALS WHEN A CRISIS OCCURS

1. Secure accurate information on the crisis.

2. Plan a preliminary course of action.
3. Convene the Crisis Team in the Coordinator's office prior to a general staff meeting.
4. Execute individual duties of the Crisis Team (as previously assigned; see below).

Role of the Crisis Team Coordinator

1. Obtain factual information of the incident from source, and/or immediate verification of death or incident facts from the Sheriff's Department.
2. Call **911** if needed
3. Notify district superintendent: situation, status, actions taken and recommended, e.g., evacuation of buildings, early release of students, assistance with media, etc.
4. Notify school's Crisis Team members.
5. Set and conduct staff meeting times. If a crisis happens after hours, two mandatory staff meetings should be held prior to beginning of period 1 and period 2 of the new school day, and a third meeting after 9:30 A.M., for later arriving staff. Notify staff via email/CrisisGo. Information included in the message: What happened? Who? When? Where? Current Status? Staff meeting times?
6. Meet with Crisis Team Members in the Coordinator's Office.
7. Collaborate with the Information Officer to put into action the planned news media control procedures.
8. If news is received during the school day of a death, arrange immediate escort home of deceased person's siblings and other family members if needed.
9. Designate individual(s) to contact or meet with families directly related to the crisis.
10. Conduct mandatory staff debriefing meetings at the conclusion of each workday.
11. Maintain a school day as best as possible.

Role of Assistant Crisis Team Coordinator

1. Attend Crisis Team Meeting in Coordinator's Office.
2. If authorized by the Crisis Team Coordinator, give the appropriate building emergency response as per the Crisis Management Plan.
3. Assist the Crisis Team Coordinator as needed.
4. Assume the role of the Crisis Team Coordinator in his/her absence.

Role of Information Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Immediately following the Crisis Team meeting, disseminate the current, **factual** information to all staff.
3. Activate Crisis Communication Tree, if directed by the Team Coordinator.
4. Coordinate with the Principal regarding communication to press.
5. Prepare script for answering inquiries and a written news release (provide Principal's Secretary with a copy of the script).
6. Keep receptionists informed of what information may be shared as calls come in about the incident.
7. Coordinate with ELL Coordinator the establishment of office phone extensions to be designated as phone lines for non-English speaking callers to have questions answered.
8. Control/limit access to all other written material.
9. Designate and communicate ground access parameters for news media to minimize disruption to school activities.
10. Ensure Security Officers are informed as to what the parameters are for news media.

Role of Security Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Notify/coordinate security staff.
3. Be the liaison to the Sheriff's Department, Fire Department, and EMTs.
4. Communicate press parameters to Campus Security.

Role of Facilities/Release Officer

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Provide blueprints and maps of school campuses to Emergency Personnel (i.e. police, fire department, SWAT, etc).
3. Provide access keys.
4. Coordinate with Security Officers and Custodial/Grounds Crews.

Role of the School Secretary – Office Manager

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Information Disseminator: Secure all information and assist the Information Officer with the preparation of drafts for press release, principal's usage, and to parents.
3. Phone neighboring schools that may be affected by the crisis.
4. Supervise all outside phone calls inquiring about information on the crisis (use script prepared by the Information Officer to address the inquiries).
5. Notify office staff of general information and updates; respond factually to staff inquiries.
6. Facilitate communication amongst office, classified personnel.
- 7.

Role of the Psychologist

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Coordinate with Mental Health stations for students and staff Counselor Coordinator.
3. Debrief with the Crisis Team and general staff.
4. Debrief with Counselors and Administrators.

Role of Counselor Coordinator

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Coordinate with the secretary in charge of substitutes and list absentee staff.
3. Direct Counselors to complete pre-assigned tasks as follows:
 - A Person: Pull schedules of students involved.
 - B Person: Placeholder for victim(s) (the Placeholder is the person who follows the victim's schedule to assist others in dealing with the loss).
 - C Person: Contact all outside agencies located on the counseling contact sheet.
 - D Person: Coordinate with the psychologist the establishment of Mental Health stations on campus (i.e. conference rooms and library).
 - E Person: Available for individual contact with students and staff in need.

*Note: As individual jobs are completed, all counselors should be available to man the Mental Health stations.

Role of Teacher Liaison

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Initially assist in preparation at the beginning of a crisis.
3. Assist in information management.
4. Coordinate informing students with Student Liaison.
5. Assist Secretary in disseminating information.
6. General assistance

Role of Student Liaisons

1. Attend Crisis Team Meeting in Coordinator's Office – if appropriate.
2. Coordinate with the Crisis Team Coordinator and Information Officer what information and how that information will be disseminated to students.
3. Assist in maintaining a calm atmosphere at school.

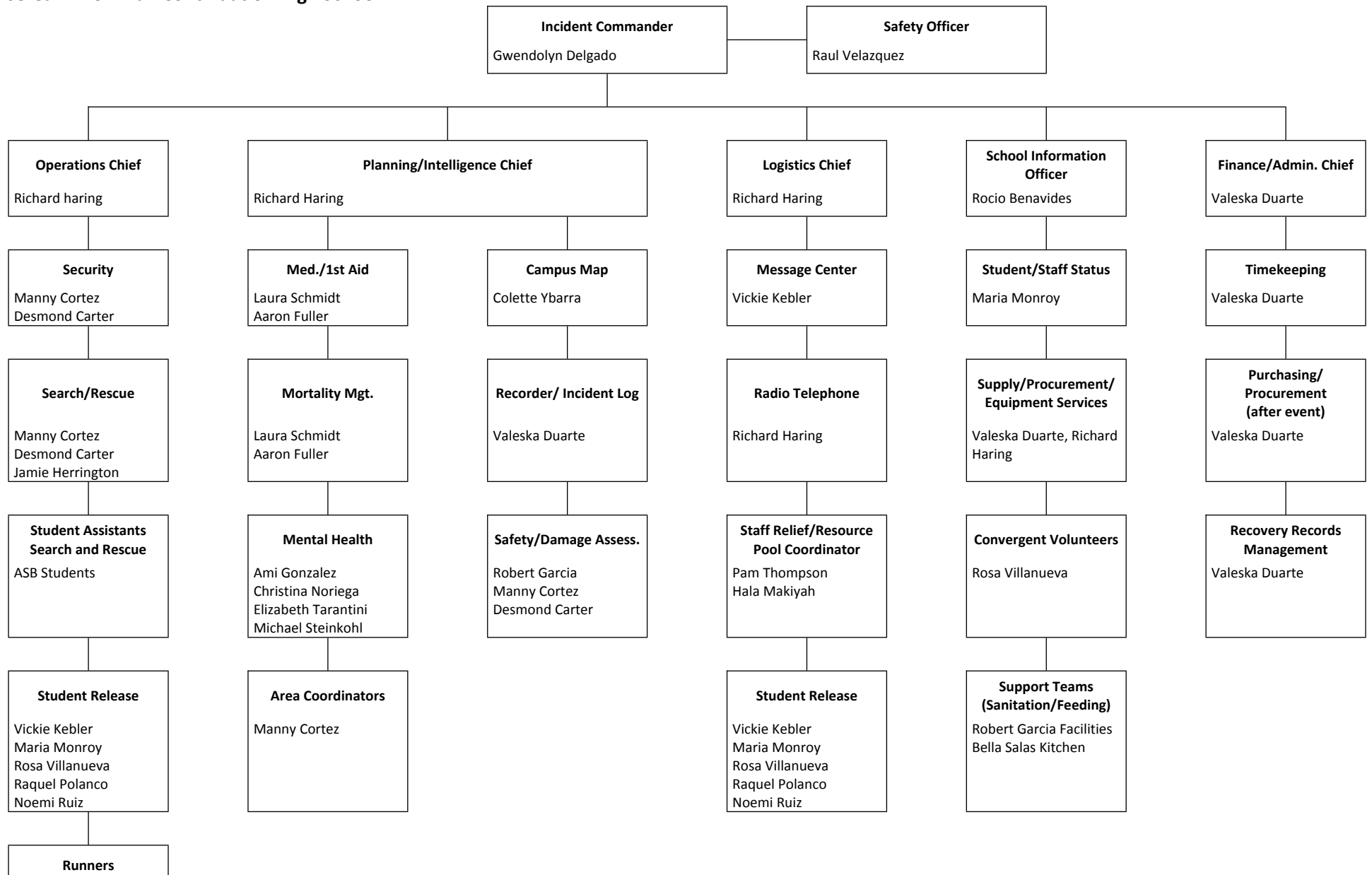
4. Maintain communications with the Teacher Liaison (ASB) to stay updated with any changes in the status of the situation and to keep the Coordinator informed of student activity.

Nurse/Health Tech

1. Attend Crisis Team Meeting in Coordinator's Office.
2. Assess initial medical needs and supplies/activate First Aid Team as needed.
3. Communicate/contact support that may be needed from Administrative Center nursing staff.
4. Carry out regular duties as per Disaster Plan.

SEMS DISASTER FLOWCHART

Jereann Bowman Continuation High School



Jereann Bowman Continuation High School
SEMS EMERGENCY TEAMS
(Standardized Emergency Management System)

Our basic emergency plan has notification of the Emergency Crisis Team (ECT) as the first step in every emergency situation that is **not** considered a disaster. Connect Ed groups have been developed to speed that notification process in the event the crisis occurs during non-school hours. Whenever a disaster occurs, the ECT will meet at the earliest possible time to determine the appropriate course of action. The actions will vary with different types of disasters. Once the action to be taken has been determined, the appropriate team coordinators will begin to mobilize their groups into action. *If the designated Coordinator is not available, the Assistant Coordinator will assume those responsibilities.*

CRISIS ASSESSMENT TEAM

Gwendolyn Delgado, Rich Haring, Manny Cortez, Robert Garcia

COMMAND POST MGT. TEAM

Gwendolyn Delgado, Valeska Duarte

FIRST AID TEAM

Laura Schmidt

MENTAL HEALTH TEAM

Ami Gonzalez

SECURITY TEAM

Desmond Carter and Manny Cortez

SEARCH/RESCUE/FIRE TEAM

Desmond Carter and Manny Cortez

TEAM A (Desmond Carter) Melinda Wignal	TEAM B (Manny Cortez) Jamie Herrington	TEAM C ()
TEAM D ()	TEAM E ()	

S/R STUDENT ASSISTANTS

April Soria

AREA COORDINATORS (Clear the area of your building before exiting to field)

Manny Cortez, Desmond Carter, Rachel McKim, Hala Makiyah

STUDENT RELEASE TEAM

Vickie Kebler and Maria Monroy

STUDENT RUNNER TEAM

April Soria

STAFF RELIEF/RESOURCE POOL TEAM

Pam Thompson and Hala Makiyah

FOOD AND WATER DISBURSEMENT

Bella Salas and Robert Garcia

MORTALITY MANAGEMENT TEAM

Laura Schmidt

SAFETY/DAMAGE ASSESSMENT TEAM

Robert Garcia and Manny Cortez

INCIDENT COMMAND SYSTEM SEMS RESPONSE TEAM ORGANIZATIONAL STRUCTURE

In compliance with California statute, the Wm. S. Hart Union High School District (Hart District) uses the Standardized Emergency Management System (SEMS) in its emergency plans and procedures. All Hart District disaster plans will be based on the Incident Command System-a nationwide standard and a component of SEMS.

The Incident Command System (ICS) is an expandable system that has proven to be workable for many disasters, from small emergencies to large disasters. Every complex job needs to be organized, and emergency management is no exception.

MAJOR CONCEPTS/COMPONENTS

Every emergency, no matter how large or small, requires that certain tasks be performed.
Every incident will need a person in charge, called the **Incident Commander**.

Span of Control - no one person should be in charge of more than 7 people (the optimum number is 5). [**Note:** this does not apply to Student Supervision.]

Common terminology

- All teachers and staff in the schools/district should use the same words to refer to the same situation.
- This terminology should be known before a disaster.
- This is one of the most important reasons to use ICS. If and when the fire department or other responding agencies come on campus, they'll interface better with the school district's command structure if similar jobs are described with similar wording.

HOW ICS FUNCTIONS IN THE HART DISTRICT

- * **All sites (schools/district) use ICS as a basis for their organizational structure.** The District EOC Plan contains detailed response and management procedures for all personnel at the school district administrative center and support sites (Warehouse, Maintenance, Transportation).
- * **One person in charge**-Incident Commander (IC) at the schools and District EOC Commander at the District level. This top-level person works closely with the Command Staff [Safety Officer and Information/Liaison Officer (or PIO/Liaison Officer at District)] and the General Staff (the Section Chiefs).
- * **A Section Chief** oversees and coordinates the activities of each of the five ICS Sections:

Operations

Richard Haring

Logistics

Richard Haring

Planning/Intelligence

Richard Haring

Finance/Administration

Valeska Duarte

School Information Officer

Rocio Benavides

A clearly defined **chain of command** is in place in advance of any emergency and is supported by appropriate training.

SAFE AND ORDERLY ENVIRONMENT

Wm. S. Hart Union High School District
SAFE SCHOOLS' COMMITTEE

Jereann Bowman Continuation High School
SAFE SCHOOL ACTION PLAN

COMPONENT #1: The Social Climate-People and Programs

- Goal #1** Bowman High School will be a Positive, Nurturing, and Supportive environment
- Objective #1 Students are accepted regardless of their personal identity, reason for being here or beliefs.
- Objective #2 Students and Staff will be part of and bring in the surrounding community
- Objective #1
- Objective #2

Jereann Bowman Continuation High School
Safe School Action Plan

COMPONENT #1: The Social Climate-People and Programs

- Goal #1** Bowman High School will be a Positive, Nurturing, and Supportive environment
- Objective #1 Students are accepted regardless of their personal identity, reason for being here or beliefs.

ACTIVITY	RESOURCE	PERSON(S) RESPONSIBLE	TIMELINE
Bowman HS will recognize and build on our cultural richness by highlighting important communities throughout the year. BHS will Conduct Awards Ceremonies quarterly	ASB students and class will conduct cultural activities throughout the school year. Administrators, teachers	ASB director, ASB IA, ASB Students, Administration and Staff. Administrators, teachers, office manager	2026-2027
Bowman HS will include health and resiliency curriculum, promote caring and supportive relationships, provide opportunities for students to participate in school activities and will communicate clear discipline standards	ASB Instructional Assistant, SPSA, PE Equipment, Classroom Space, Markers, Posters, Food	ASB director, Intramural coordinator, teachers, Administrators	2026-2027
Bowman HS will set high academic standards, improve curriculum and teaching practices through a PD	District trainings, District PD meetings, classroom space, pull	Teachers, administrators, counselors, district personnel	2026-2027

team, emphasize critical thinking and respect, and address multiple learning styles.	out time, substitutes, education applications, text books		
Bowman HS will provide training and counseling for students on the dangers of drugs and alcohol.	SPSA, DFY SCV teacher coordinator, ACTION counselor, field trips, counseling sessions, transportation, classroom space and guest speakers	Administrators, DFY SCV teacher coordinator, ACTION counselor, counselors	2026-2027
Bowman HS will involve parents in our school site council, ELAC, Awards assembly and parent academy	Parent square, volunteer list, custodial set up of rooms, classroom space, food and translation equipment.	Administrators, office personnel, Instructional Assistants, Bilingual IAs, teachers	2026-2027

**Jereann Bowman Continuation High School
Safe School Action Plan**

COMPONENT #1: The Social Climate-People and Programs

Goal #1 **Bowman High School will be a Positive, Nurturing, and Supportive environment**

Objective #2 **Students and Staff will be part of and bring in the surrounding community**

ACTIVITY	RESOURCE	PERSON(S) RESPONSIBLE	TIMELINE
Bowman HS will make sure the school is an important part of the community by holding college classes on site.	Parent Square, talking points, email, COC/ Hart connection, classroom space	Hart District CCR representative, COC contact, COC teacher, Administration	2026-2027
Bowman HS will make sure the school is an important part of the community by having a quarterly School Site Council to share information	Parent communication, Parent Square, Title 1, SPSA, Classroom space, agenda translated in English and Spanish, translation services and technology	SSC coordinator, administration, SSC team	2026-2027
Bowman HS will have ACTION substance abuse counseling on campus weekly	ACTION counselor, Bowman counselor, Administration, classroom space, parent square	Administration, counseling, ACTION staff	2026-2027
Bowman HS will partner with outside organizations to offer Social Emotional learning	Wolf Connection curriculum, counseling staff, bus transportation, classroom space, Title 1 SPSA	Counseling Staff, Administration, Wolf Connection Staff	2026-2027
Bowman HS will partner with outside organization to offer Farming and Fire Academy classes	Hollywood Impact Studio, transportation, classroom space, parent square, Title 1, SPSA, staff chaperone	Administration, Hollywood Impact Studio staff, Office Manager	2026-2027
Bowman HS will partner with community organizations, such as churches, to help in student transportation and to help fill food and clothing needs	Transportation bus provided by North Park Church through the Rise Bus program	Social Worker Elizabeth Tarantini and Principal Gwendolyn Delgado	2026-2027

**Jereann Bowman Continuation High School
Safe School Action Plan**

COMPONENT #1: The Social Climate-People and Programs

Goal #2

Objective #1

ACTIVITY	RESOURCE	PERSON(S RESPONSIBLE	TIMELINE

Jereann Bowman Continuation High School Safe School Action Plan

COMPONENT #1: The Social Climate-People and Programs

Goal #2

Objective #2

ACTIVITY	RESOURCE	PERSON(S RESPONSIBLE	TIMELINE

Wm. S. Hart Union High School District SAFE SCHOOLS' COMMITTEE

Jereann Bowman Continuation High School SAFE SCHOOL ACTION PLAN

COMPONENT #2: Bowman HS will be prepared in case a disaster happens and create a physical environment that communicates respect for learning and individual safety

Goal #1 Bowman High School fosters a Safe School

Objective #1 Students and Staff will train to handle Emergency Situations

Objective #2 School Grounds and Facilities will be upkeep and in working order

Objective #1

Objective #2

Jereann Bowman Continuation High School Safe School Action Plan

COMPONENT #2: Bowman HS will be prepared in case a disaster happens and create a physical environment that communicates respect for learning and individual safety

Goal #1 Bowman High School fosters a Safe School**Objective #1** Students and Staff will train to handle Emergency Situations

ACTIVITY	RESOURCE	PERSON(S RESPONSIBLE	TIMELINE
Bowman HS will provide safety training to all staff and students with regards to Fire, Earthquake, Active Shooter and Lockdown Drills	CrisisGo, Safety Plan, evacuation plan, blue emergency backpacks, supply shed, School Resource Officer and Fire personnel	Administration, classified staff, teachers, counselors, students, School Resource Officer and Fire personnel, district safety personnel	2026-2027
Bowman HS will communicate procedures to report and deal with threats, empower students to take responsibility for safety using Text-A-Tip, have an open door policy with counselors and administrators, and monitor Bark alert.	Text-A-Tip line, Bark Alert, threat assessment training, Bowman Announcements, Parent Square	Administrators, teachers, counselors	2026-2027
Bowman HS will provide counseling services for students in need of a mental health specialist, collaborate with our School Resource Officer in cases of abuse, and work with DCFS in order to report and help students in need	Counseling services and training, School Resource Officer and DCFS, district training, outside training	Administrators, counselors, SRO, social worker, DCFS	2026-2027
Bowman HS will communicate with parents through parent square messaging system, talking points, email and telephone to keep parent informed about situations that arise at school and attendance issues	Parent Square, Talking Points, computer, email, telephone, Bilingual Instructional Assistants	Administrators, counselors, office staff, attendance tech.	2026-2027

**Jereann Bowman Continuation High School
Safe School Action Plan**

COMPONENT #2: Bowman HS will be prepared in case a disaster happens and create a physical environment that communicates respect for learning and individual safety

Goal #1 Bowman High School fosters a Safe School**Objective #2** School Grounds and Facilities will be upkept and in working order

ACTIVITY	RESOURCE	PERSON(S RESPONSIBLE	TIMELINE
Bowman HS will maintain classrooms as pleasant places to learn	Custodians, maintained worker, work order submission application, kitchen staff, district facilities staff, kitchen, cleaning supplies, facilities supplies	Administration, custodial worker, grounds keeper	2026-2027
Bowman HS will not allow loitering on campus, monitor and supervise all areas by administrators and campus supervisors.	Campus security, district training, school cameras, vape detectors	Administrators, teachers, office staff, Campus Supervisors	2026-2027

Bowman HS will maintain grounds as pleasant places to learn,	Facilities request, Facilities personnel, Office Manager ordering supplies	Grounds Keeper, Custodian, Facilities, administration	2026-2027
Bowman HS will provide pleasant eating areas and healthy food	Custodial and Facilities services, Kitchen, food, tables, proper lighting	Kitchen Staff, Grounds Keeper, Custodian, Facilities, administration	2026-2027
Bowman HS will maintain clean and safe restrooms,	Custodial and Facilities services, vape detectors	Grounds Keeper, Custodian, Facilities, administration	2026-2027
Bowman HS will provide students with current textbooks and materials.	textbook, storage, district meetings, curriculum council, classroom space	Office Staff, Administration, Textbook clerk,	2026-2027
Bowman HS will deal with vandalism quickly.	Custodial and Facilities services, painting supplies, radio communication	Grounds Keeper, Custodian, Facilities, administration	2026-2027
Bowman HS will provide training for security personnel and staff, promote policy that weapons and drugs are not on campus..	Technology, vape detectors, district training, security cameras, 5 star management system	Administration, campus supervisors, District administrative staff	2026-2027

**Jereann Bowman Continuation High School
Safe School Action Plan**

COMPONENT #2: Bowman HS will be prepared in case a disaster happens and create a physical environment that communicates respect for learning and individual safety

Goal #2

Objective #1

ACTIVITY	RESOURCE	PERSON(S RESPONSIBLE	TIMELINE

**Jereann Bowman Continuation High School
Safe School Action Plan**

COMPONENT #2: Bowman HS will be prepared in case a disaster happens and create a physical environment that communicates respect for learning and individual safety

Goal #2

Objective #2

ACTIVITY	RESOURCE	PERSON(S RESPONSIBLE	TIMELINE

Jereann Bowman Continuation High School

ATTENDANCE POLICY

Jereann Bowman Continuation High School Attendance Policies and Procedures

EXCUSED ABSENCES	UNEXCUSED ABSENCES

References: Education Code 48205, 49701, 46014. 48225.5, 48260

Board policy: [Regulation 5113](#)

Absences, Tardies, and Truancies

Excused:

To excuse a student's absence or an early release, please contact the attendance office by phone/email/parent note, voicemail can be left at any time of the day as well.

Unexcused:

Students who's parents do not call to excuse their absence will count as unexcused

Truant:

Student is confirmed unexcused by a parent or is known to have intentionally skipped school

Tardy:

Any student who is late to class by less than 30 minutes

Absence:

A student who is not present to any period during the school day or later than 30 minutes from the start of the period

Independent Study (3-14 days):

Short-Term Independent Study

If your student will be absent for three or more consecutive school days, we recommend arranging for Independent Study.

This allows your student to complete assignments while away and stay current.

All assigned work is due on the day the student is scheduled to return.

Apply at least 5 school days in advance.

Consequences for tardies may include, but are not limited to:

Detention, parent square message to home, conference with Assistant Principal and student, call home from attendance tech., letter sent home, conference with Assistant Principal and parent, change of schedule (AM to PM)

Consequences for unexcused absences or truancies may include, but are not limited to:

Detention, parent square message to home, conference with Assistant Principal and student, call home from attendance tech. , letter sent home, conference with Assistant Principal and parent, change of schedule (AM to PM)

Policy 5113: Absences And Excuses

Original Adopted Date: 08/11/1993 | Last Revised Date: 02/05/2020 | Last Reviewed Date: 02/05/2020

The Governing Board believes that regular attendance plays a key role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. The Board shall work with

parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulations. (Education Code 48205)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)

Inasmuch as school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The Board shall approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5CCR421)

HATE CRIME REPORTING

Jereann Bowman Continuation High School HATE CRIME REPORTING

The Governing Board prohibits unlawful harassment of or by any student, which includes hate motivated acts. Teachers are to discuss this policy with their students in age appropriate ways and should assure them that they need not endure any form of harassment. Any student who engages in the harassment of anyone in or from the District is subject to disciplinary action up to and including expulsion. Any employee who permits or engages in harassment may be subject to disciplinary action up to and including dismissal. The Board expects students and staff to immediately report incidents of harassment to the principal or other administrator. Any student who feels that she/he is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR1312.3—Uniform Complaint Procedure. Complaints of harassment can be filed in accordance with these procedures.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

The principal or designee shall take appropriate actions to reinforce the district's harassment policy. These actions may include, but are not limited to:

1. Removing hateful, vulgar, or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

BP 5145.9

Hate-Motivated Behavior

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying/cyberbullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The District shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

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.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the District's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the District's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the District's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 – Uniform

Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.



Dear Students and Parents;

The Hart District Governing Board promotes harmonious relationships that enable students to gain a better understanding of the civil rights and social responsibilities of people in our society. Many of the Board's policies on harassment and discrimination are based on this principle.

This document attempts to bring together policies adopted by the Hart District governing Board dealing with harassment of students on the basis of ethnic identification, religion, gender, sexual orientation, color, race, ancestry, national origin or physical or mental disability. It also covers the appropriate action that should be taken when a student encounters such harassment, and the penalties for committing harassment.

Hart District Governing Board

Policies:

The Board expects students to make effective use of learning opportunities by demonstrating regular attendance, appropriate conduct and respect for others. The Board is fully committed to providing equal educational opportunities and keeping the schools free from discriminatory practices. The Board will not tolerate intimidation or harassment of any student for any reason.

BP 5000

Governing Board policy on Hate-Motivated Behavior specifically affirms the right of every student to be protected from hate-motivated behavior. Hate motivated behavior includes statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes or religious beliefs and/or actions based on such statements. *Hate motivated behavior will not be tolerated.*

BP 5145.9

The District's policy on a Comprehensive Safety Plan requires each school to adopt a plan which creates a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution.

AR 0450

District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, sex, gender, color, race, national origin and physical or mental disability. The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

BP 5145.3

District employees are expected to carry out their responsibilities free from discriminatory statements or conduct. Teachers will cooperate with other certificated staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property. Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

BP 4030, BP 5131, BP 5144

Hazing is prohibited by Governing Board policy. Hazing includes either engaging in or conspiring with others to engage in harassing acts that injure, degrade or disgrace other individuals.

EC 32051

Students are expected to refrain from profane, vulgar abusive language. Students who violate these rules may be subject to discipline, suspension, exclusion, expulsion or transfer to alternative programs.

BPS131

Complaint Procedures:

Any student who feels that he/she is a victim of hate-motivated behavior should immediately report the situation to the principal or other designated administrator. If the student feels that the situation is not being resolved by the administrator, the District's Uniform Complaint Procedure offers specific channels to take the complaint to a higher level.

BP 5145.9, BP 1312.3(a)

Any student who feels that he/she is being harassed should immediately contact the principal or designated administrator. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed in accordance with administrative regulations. The superintendent or designee shall determine which complaint procedure is appropriate.

BP 5145.3

Complaints alleging unlawful discrimination may be filed by a person who believes that he or she has personally suffered unlawful discrimination or by a person who believes that an individual of any specific class of individuals has been subjected to unlawful discrimination. The complaint must be filed within six months, and sets in motion a five-step procedure that includes an attempt at mediation, investigation of the complaint, a District response, and final written

decision. There are specific timeframes established for each step, and rights of appeal within 15 days of the final decision.

AR 1312.3

The schedule of actions possible with an infraction of regulations is:

- 1) Conference regarding violation and a warning
- 2) In-school probation or suspension
- 3) Parent-teacher conference
- 4) Parent-administrator conference
- 5) Detention
- 6) Withhold grades, diploma and transcripts
- 7) Suspension and/or Saturday Opportunity Class
- 8) Arrest
- 9) Transfer to another school
- 10) Transfer to another specialized program or continuation school
- 11) Expulsion from the district

E 5144(a)

It is grounds for suspension or expulsion to cause, attempt to cause, or even threaten to cause physical injury to another person or willfully use force or violence upon another person, except in self-defense. It is also grounds for suspension or expulsion to harass, threaten or intimidate a student who is a complaining witness or witness in a school disciplinary proceeding to prevent that student from being a witness. Retaliating against a student for being a witness is also grounds for suspension or expulsion. Students who cause, attempt to cause, threaten or participate in an act of hate violence (as defined in Education Code 33032.5) are also subject to suspension or expulsion.

AR 5144.1

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

BP 5145.3

District employees who permit or engage in discrimination or harassment may be subject to disciplinary action up to and including dismissal.

BP 4030

This document presents an abbreviated summary of Hart District policies relating to discrimination and harassment. Full Board Policies (BP), Administrative Regulations (AR) and Education Code (E) documents are available for review at the District Office.

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

HATE CRIME REPORTING FORM

☐ Reported to LASD☐ Classified as "Hate Crime" (by LASD)

Date: _____

Report #: _____

Officer Name: _____

LOCATION OF INCIDENT: _____

DATE OF INCIDENT: _____ TIME: _____ (am/pm)

MOTIVATING FACTORS (as reported by LACSD)

☐ Disability	☐ Gender	☐ Ethnicity/Nationality	☐ Race/Color	☐ Sexual Orientation	☐ Other
-------------------------------------	---------------------------------	--	-------------------------------------	---	--------------------------------

DESCRIPTION OF INCIDENT BY: _____ TITLE: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery designed for writing.

Bias Related Log

sjklm@hartdistric.org [Switch account](#)



* Indicates required question

Email *

☐ Record sjklm@hartdistric.org as the email to be included with my response

Date *

Date

mm/dd/yyyy

Type of Incident (ex. Use of the n-word at brunch) *

Your answer

Perpetrator (ex. 10th grade male Hispanic; EL/LTEL; Resource) *

Your answer

Victim (ex. 9th grade male; African American; Resource) *

Your answer

Witnesses (ex. Three peers witnessed the incident) *

Your answer

Outcome (ex. Counseling; OMC assignment; detention; parent contact; peer mediation) *

Your answer

Event ID (ex. Pull this # from IC once your entry is completed) *

Your answer

[Submit](#)

[Clear form](#)

BULLYING PREVENTION POLICY

BP 5131.2

BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

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.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in District schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable District and school plans.

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

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

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

Processing Complaints of Harassment and Bullying

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

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

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

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.

The Hart District shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.

The Hart District shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

The Hart District shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

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

Discuss the varying immigration experiences among members of the student body and school community;

- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

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.

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)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying, or who has witnessed bullying, may report the incident to a teacher, the principal, compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal or designee of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a District compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the District compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a report of bullying is submitted, the principal or a District compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

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 AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

CHILD ABUSE REPORTING

Jereann Bowman Continuation High School

CHILD ABUSE REPORTING PROCEDURES

1. What is Child Abuse?

Any act of omission or commission that endangers or imparts a child's physical or emotional health and development. These acts include:

- Physical abuse and corporal punishment resulting in an injury
- Emotional abuse
- Emotional deprivation
- Physical neglect and/or inadequate supervision
- Sexual abuse and exploitation

2. Reporting Process:

Classified employees shall report or reasonable suspected child abuse immediately to principal or assistant principal for investigation and required action.

Certificated employees shall report know or reasonable suspected child abuse immediately to:

- Department of Children and Family Services at 1-800-540-4000

AND SHALL

- Complete a CHILD ABUSE REPORT form within 36 hours of reporting the suspected child abuse by phone. These forms can be obtained from the office.

AND SHALL

- Immediately inform the Principal regarding the details of such a report.
- The Principal shall facilitate preparation of a written report on the proper form for the certificated employee to sign.
- A copy of each report shall be sent to the Director of Pupil Services
- Report is to be sent to:

**CHILD PROTECTION HOTLINE
Department of Children & Family Services
3075 Wilshire Blvd., 5th Floor
Los Angeles, CA 90020**

3. When is a Certificated Employee Responsible for Reporting?

Responsibility for reporting arises when in the scope of this or her employment or if in his or her professional capacity a certified employee had knowledge of, suspects a student has been the victim of child abuse.

Within the scope of employment encompasses all times and occasions when an individual is performing required job duties, both on or off the school campus. In his or her professional capacity conceivably extends this duty to occasions where an individual is not on the job but is present in a situation as professional educator.

CHILD ABUSE PREVENTION AND REPORTING

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

Definitions

1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person.
 - b. Sexual abuse of a child.
 - c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition.
 - e. Neglect of a child or abuse in out-of-home care.
2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of child care institutions, headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs, and those instructional aides or other classified employees trained in child abuse reporting.
3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department, and child protective services.
4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such 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. (Penal Code 11166)

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

Department of Children's Services
27233 Camp Plenty Road
Canyon Country, California 91351
Phone No. 1-800-540-4000

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.

- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within 36 hours of making the telephone report, the mandated reporter will complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

Mandated reporters may obtain copies of the form either from the school district or the local child protective agency.

Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing of these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the superintendent or designee and/or principal shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.

Upon filing formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations, and/or collective bargaining agreements. The superintendent or designee should consult with legal counsel in connection with either suspension or dismissal of the employee.

SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

Discipline/Suspension/ Expulsion Data and Policies

**Jereann Bowman Continuation High School
DISCIPLINE DATA**

2025-2026 Suspension Rate: Bowman HS Report (19-65136-1934421)

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	15	3	3	20.0%	100.0%	0.0%
Hispanic or Latino	286	9	7	2.4%	85.7%	14.3%
White	65	1	1	1.5%	100.0%	0.0%

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Bowman (Jereann) High (Continuation)	380	13	11	2.9%	90.9%	9.1%
William S. Hart Union High	21,677	710	548	2.5%	80.5%	19.5%
Los Angeles County	1,281,824	30,886	20,925	1.6%	74.5%	25.5%
Statewide	5,860,974	255,399	161,212	2.8%	70.7%	29.3%

Race / Ethnicity	Percent of Cumulative Enrollment	Percent of Students Suspended
African American	3.9%	27.3%
Hispanic or Latino	75.3%	63.6%
White	17.1%	9.1%
Total	380	11

SUSPENSION DATA

2025-2026 Expulsion Rate: Bowman HS Report (19-65136-1934421)

Ethnicity	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
African American	15	0	0	0.0%
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	286	0	0	0.0%
White	65	0	0	0.0%
Two or More Races	*	*	*	*

Report Totals

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Bowman (Jereann) High (Continuation)	380	0	0	0.0%
William S. Hart Union High	21,677	1	1	0.0%
Los Angeles County	1,281,824	211	211	0.0%
Statewide	5,860,974	2,878	2,865	0.0%

California Department of Education

DataQuest Home / Discipline Report

2023-24 Suspension Rate

William S. Hart Union High Report (19-65136)
Disaggregated by School[+ Report Description](#)[+ Report Glossary](#)[+ Report Options and Filters](#)

Filters Enabled:

School Type: Non-Charter

[Reset Filters](#)

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Academy of the Canyons	390	0	0	0.0%	0.0%	0.0%
Arroyo Seco Junior High	1,271	63	47	3.7%	76.6%	23.4%
Bowman (Jereann) High (Continuation)	449	33	31	6.9%	93.5%	6.5%
Canyon High	2,087	77	62	3.0%	83.9%	16.1%
Castaic High	1,268	82	55	4.3%	74.5%	25.5%
Golden Valley High	2,140	121	90	4.2%	75.6%	24.4%
La Mesa Junior High	1,091	95	66	6.0%	71.2%	28.8%
Learning Post Academy (Alternative)	499	4	4	0.8%	100.0%	0.0%
Nonpublic, Nonsectarian Schools	42	0	0	0.0%	0.0%	0.0%

<u>Placerita Junior High</u>	956	15	14	1.5%	92.9%	7.1%
<u>Rancho Pico Junior High</u>	883	16	14	1.6%	85.7%	14.3%
<u>Rio Norte Junior High</u>	1,135	24	19	1.7%	84.2%	15.8%
<u>Saugus High</u>	2,366	79	63	2.7%	85.7%	14.3%
<u>Sierra Vista Junior High</u>	1,017	94	61	6.0%	73.8%	26.2%
<u>Valencia High</u>	2,328	36	31	1.3%	87.1%	12.9%
<u>West Ranch High</u>	1,905	26	23	1.2%	87.0%	13.0%
<u>William S. Hart High</u>	2,036	80	65	3.2%	83.1%	16.9%

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<u>Statewide</u>	21,296	845	637	3.0%	79.6%	20.4%

Note: Data may be suppressed (*) to protect student privacy ([Data Suppression](#)). Data are unduplicated at each reporting level (school/district/county/state). As a result, data at one level (e.g., school) are not summative to a higher level (e.g., district). Also, data displayed in the Program Subgroup report view (located in the Report Options and Filters under the Data Type Options) are not mutually exclusive and therefore not summative to the report total. Lastly, the report includes a Grade Span filter for TK/KN-3; however, Transitional Kindergarten (TK) was collected as a program within Kindergarten for academic years 2022-23 and prior, and TK was collected as a separate grade for academic years 2023-24 and forward.

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

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

California Department of Education

DataQuest Home / Discipline Report

2023-24 Expulsion Rate

William S. Hart Union High Report (19-65136)
Disaggregated by School[+ Report Description](#)[+ Report Glossary](#)[+ Report Options and Filters](#)

Filters Enabled:

School Type: Non-Charter

[Reset Filters](#)

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Academy of the Canyons	390	0	0	0.00%
Arroyo Seco Junior High	1,271	0	0	0.00%
Bowman (Jereann) High (Continuation)	449	0	0	0.00%
Canyon High	2,087	2	2	0.10%
Castaic High	1,268	1	1	0.08%
Golden Valley High	2,140	0	0	0.00%
La Mesa Junior High	1,091	2	2	0.18%
Learning Post Academy (Alternative)	499	0	0	0.00%
Nonpublic, Nonsectarian Schools	42	0	0	0.00%
Placerita Junior High	956	0	0	0.00%
Rancho Pico Junior High	883	2	2	0.23%
Rio Norte Junior High	1,135	0	0	0.00%
Saugus High	2,366	2	2	0.08%
Sierra Vista Junior High	1,017	2	2	0.20%

https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRateLevels.aspx?year=2023-24&agglevel=District&cde=1965136

1/2

<u>Valencia High</u>	2,328	0	0	0.00%
<u>West Ranch High</u>	1,905	0	0	0.00%
<u>William S. Hart High</u>	2,036	0	0	0.00%

Report Totals

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
<u>Statewide</u>	21,296	11	11	0.05%

Note: Data may be suppressed (*) to protect student privacy ([Data Suppression](#)). Data are unduplicated at each reporting level (school/district/county/state). As a result, data at one level (e.g., school) are not summative to a higher level (e.g., district). Also, data displayed in the Program Subgroup report view (located in the Report Options and Filters under the Data Type Options) are not mutually exclusive and therefore not summative to the report total. Lastly, the report includes a Grade Span filter for TK/KN-3; however, Transitional Kindergarten (TK) was collected as a program within Kindergarten for academic years 2022-23 and prior, and TK was collected as a separate grade for academic years 2023-24 and forward.

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

PROCEDURES FOR NOTIFYING TEACHERS ABOUT DANGEROUS PUPILS

Jereann Bowman Continuation High School PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS STUDENTS

NOTIFICATION OF DANGEROUS STUDENT

Per Education Code 48918(k): The governing board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records. To be in compliance with Education Code 49079 and Administrative Regulation 4158(a), the following protocol shall be observed:

In order to enroll at Jereann Bowman Continuation High School, the parent or legal guardian must complete the Hart District's Statement of Expulsion or Not. A sample of this form follows this page. If a student is reported via this form as being on expulsion—from another district or within our district—the Registrar will inform the administrators, their assistants, counselors, and the Special Assignment Sheriff's Deputy.

If it is reported that a student is on probation, the school official learning of this will inform the administrators, their assistants, counselors, and the Special Assignment Sheriff's Deputy.

For a student within our district, the Student Information System files will contain the pertinent information about any student's suspension and/or expulsion. If the student is from another district, the pertinent information of a student's suspension and/or expulsion will be placed in the student's cumulative file. Regarding a student being on probation, the name of the probation officer and that officer's phone number will be placed in the Student Information System for that student and the information will be filed in the student's discipline hard file. This information will be available and accessible by all faculty, counselors, and administrators.

Employees will receive a Confidential Notification to contact an administrator when a student has previously been suspended or expelled for being in possession of a weapon or for directing a violent act towards an employee. In order to maintain confidentiality when providing the information about student offenses to employees, the notification shall not name or otherwise identify the student. An administrator will reveal the identity of the student to the employee(s). The employee shall be asked to initial the notification and to return it to the administrator. The employee shall then review the student's file in the administrator's office. After reviewing the student's file, the employee shall initial that the file was reviewed.

An administrator will immediately inform an employee if a threat of potential violence or danger has been made toward that employee—even if the employee is not aware of the threat. An investigation and validation of the alleged threat by an administrator will occur within a 48-hour period at the conclusion of which the employee will be advised of the results.

An employee, who is aware of any threat made by a student, or who is assaulted or battered by a student, shall report it to an administrator.

NOTICE TO TEACHERS

To: _____ Date: _____

Education Code (EC) Section 49079 requires that the district advise teachers of students assigned to them who, in the last three years, have engaged in, or are reasonably suspected to have engaged in, any of the acts described in EC 48900 (except subsection "h", dealing with the use of tobacco), 48900.2, 48900.3, 48900.4 and 48900.7. The information is based upon any records maintained by the school or district (*i.e.*, discipline referrals, suspension notices), or received from a law enforcement agency.

The following student(s), assigned to your class, has/have engaged in, or is/are reasonably suspected to have engaged in, within the last three years, the acts referred to above:

Records of the student(s) are available in the school office. Please be advised that EC 49079 also provides that this information is confidential and may not be further disseminated by you.

Principal

I have received a copy of the notification and understand that the information provided to me shall be kept confidential and not be further disseminated.

Teacher Signature

Date

- ☐ IDT from _____
☐ IEP / 504 _____
☐ RS _____
☐ SDC _____
☐ Counselor _____
☐ Enrollment Start Date: _____

**WILLIAM S. HART UNION
HIGH SCHOOL DISTRICT**

ENROLLMENT FORM

- ☐ Proof of Residence _____
☐ Documentation of Birth _____
☐ Immunizations _____
☐ PrimLang _____ CorLang _____
☐ Records Requested: _____
☐ ID#: _____

FOR OFFICE USE ONLY

School Enrolling at: _____ **Incoming Grade** _____ **Special Programs** _____
(i.e., RS, SC, GATE, EL, 504)

Student's Legal Name: _____ **Male:** ☐ **Female:** ☐
Please PRINT or TYPE (Legal Last Name) (Full Legal First Name) (Full Legal Middle Name)

Birth Date: ____/____/____ **Student's Cell Phone #** _____ **Student's email:** _____

Student's Primary

Residence: _____
Home Address: Street Address Apt. # City Zip Code

Home/Primary Phone: _____ **Is the student Hispanic or Latino?** ☐ Yes ☐ No

Select ONE or more of the following race/ethnicities. Use a number "1" to indicate the primary race/ethnicity.

- | | | |
|---|--|---|
| ☐ American Indian or Alaska Native | ☐ Laotian | ☐ Hawaiian Native |
| ☐ Chinese | ☐ Cambodian | ☐ Guamanian |
| ☐ Japanese | ☐ Hmong | ☐ Samoan |
| ☐ Korean | ☐ Other Asian | ☐ Tahitian |
| ☐ Vietnamese | ☐ Filipino | ☐ Other Pacific Islander |
| ☐ Asian Indian | ☐ Black, not of Hispanic Origin | ☐ White |

Was student previously enrolled in a William S Hart District school? ☐ Yes ☐ No

Year enrolled at a Hart District School? _____ Name of School: _____

Parent Employed by Hart District? ☐ Yes ☐ No, If yes, enter Name of Parent _____

***Parents/Guardians living at the same residence listed above. Please Circle Relationship to student below:**

(Circle One) Student Lives with: Mother / Father / Step / Guardian / Foster / Caregiver		(Circle One) Student Lives with: Mother / Father / Step / Guardian / Foster / Caregiver	
Mother/Father/Guardian's Full Legal Last Name	Legal First Name	Mother/Father/Guardian's Full Legal Last Name	Legal First Name
1		1	
Mother/Father/Guardian's Cell Phone Number Including Area Code		Mother/Father/Guardian's Cell Phone Number Including Area Code	
2		2	
Mother/Father/Guardian's Work Phone Number Including Area Code	Ext.	Mother/Father/Guardian's Work Phone Number Including Area Code	Ext.
3		3	
Mother/Father/Guardian's Occupation		Mother/Father/Guardian's Occupation	
4		4	
Mother/Father/Guardian's E-Mail Address	PLEASE PRINT CLEARLY	Mother/Father/Guardian's E-Mail Address	PLEASE PRINT CLEARLY
5		5	
Mother/Father/Guardian's Highest Education Level (SELECT ONE)		Mother/Father/Guardian's Highest Education Level (SELECT ONE)	
☐ Not a High School Graduate ☐ High School Graduate ☐ Some College or AA Degree ☐ College Graduate ☐ Graduate School or Post-Grad ☐ Unknown, decline to state		☐ Not a High School Graduate ☐ High School Graduate ☐ Some College or AA Degree ☐ College Graduate ☐ Graduate School or Post-Grad ☐ Unknown, decline to state	

Name ALL Siblings attending or have attended Hart District Schools (Junior High and High School only):

Siblings Name: 1. _____ 2. _____ 3. _____

Siblings School: _____

Legal Parent/ Legal Guardian NOT LIVING in the same home:

Name: _____ **Relationship:** _____
Address: _____
Street Address Apt. # City State Zip Code
Home Phone: _____ **Work Phone:** _____
Including Area Code Including Area Code
Cell Phone: _____ **E-mail Address:** _____
Including Area Code
Highest Education Level: ☐ Not a High School Graduate ☐ High School Graduate ☐ Some College or AA Degree
☐ College Graduate ☐ Graduate School or Post-Grad ☐ Unknown, decline to state

***Resident Parent/Guardian Signature:** _____ **Date:** _____

Revised 1/25/19, 4-10-19, 5-23-19, 7-10-19, 06-07-2021

WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

Dear Parent/Guardian:

One of our Governing Board's highest priorities is to ensure that our schools maintain a safe and orderly learning environment. As a result, our staff is providing you with the information below and require that parents of students new to our district complete this form and return it to the school at the time of enrollment.

Education Code Section 48915.1 requires parents or guardians of students, or the student if over 18 years of age, to inform a school district upon enrollment if the enrolling student was expelled from their previous school district. Expulsion means removal from all schools of the district. This information must be divulged, even if the student was expelled and the expulsion was suspended and the student was allowed to return to school.

The Hart District shall hold a hearing before admitting any student who has been expelled from another district. If the student has been expelled for certain serious reasons specified in Education Code 48915 (a) or (c), their enrollment may occur only after the term of expulsion, and only if they have established legal residence in the district or is enrolled pursuant to an interdistrict attendance agreement.

Education Code Section 49079(a) requires that a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. Such violations generally result in **suspension** from school.

I certify that _____, who is enrolling in grade _____

_____ HAS BEEN previously EXPELLED from any school or any school district

_____ HAS NEVER been EXPELLED from any school or any school district

_____ WAS SUSPENDED from school in the last three years

_____ WAS NOT SUSPENDED from school in the last three years

_____ Currently on Probation

_____ Not on Probation

Parent/Guardian Signature (or student if over age 18)

Date

Printed Name

Phone Number

Revised 3/1/2022

Instructional Continuity Plan (ICP)

Local Educational Agency	School Name	Contact Name and Title	Email and Phone
William S. Hart Union High School District (WSHUHSD)	Jereann Bowman Continuation High School	Dr. Michael Vierra Superintendent	mvierra@hartdistrict.org ; 661 259-0033

Engagement with Pupils and Families

Protocol for Engagement

As required, William S Hart Union High School District will engage with pupils and their families as soon as practical, but no later than five calendar days following an emergency.

Methods of Two-Way Communication

The methods for two-way engagement with pupils and their families include: text messaging, phone calls, email, Parent Square, Infinite Campus school portal, Google Classroom, Canvas, school & District social media platforms, and in-person meetings as needed, planned, and available.

Plans for Unforeseen Events

In the event of power outages and damage to infrastructure, the school and District will communicate with families, students, and staff the details of the situation and the updates as available. If the damage is extensive, causing an emergency school closure that prevents in-person instruction, school officials and the District will further communicate with families, students, and staff within 5 calendar days to describe the plan for continuous instruction online.

Support for Unique Needs

The District utilizes a multi-tiered system of support for students' social-emotional, mental health, and academic needs.

1. Connect with students and families to promote attendance.
2. Use trauma-informed strategies to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use universal screening to identify the social-emotional and physical needs of students.
5. Provide professional development time to increase trauma-informed practices and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources (including Hazel Health and telehealth phone support programs) on the District and school websites and in communication with families.
8. Provide chromebooks to all students who need additional access to technology in the home.
9. Provide HotSpots as necessary to homeless and low-income students to access academics from home.
10. Administrators, Counselors, Wellness Coordinators, and Social Workers make regular check-in appointments with students.

Community and Family Wellness

The WSHUHSD will collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. This includes services in languages other than English. District staff will share information on local resources for basic and physical health needs, food banks, Medi-Cal, other insurance programs, and more as available.

Access to Instruction

Timeline for Access to Instruction

As required, the William S. Hart Union High School District will provide access to in-person or remote instruction as soon as practical within 10 instructional days following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery include: evacuation orders lifted, power and utilities functioning, healthy air quality, access to safe and clean water, campus free from debris and hazards, Internet fiber lines connected and functioning, kitchens operational for meals, and sufficient staff available.

Remote Instruction

As required, William S. Hart Union High School District remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

The WSHUHSD has two primary remote instructional models: the Hybrid Learning Model, and the Distance Learning Model. The Hybrid Learning Model combines in-person instruction two days a week with asynchronous distance learning the other two days. On Wednesdays students engage in independent learning activities while teachers have office hours and collaboration time. The Distance Learning Model involves all instruction delivered remotely through synchronous and asynchronous learning. Each model has specific instructional minute requirements that must be met daily, and core instruction is to be delivered using the District's adopted curriculum.

Access to Instructional Materials

The WSHUHSD currently provides Chromebooks to each student who needs one. Extra devices can be shared if technology is damaged or destroyed during an emergency. Additionally, the District provides Internet hotspots to students who do not have WiFi or Internet access at home. School staff, including administrators, counselors, and social workers will deliver technology devices to students in an emergency, as well as schedule pick-up dates and times for families to safely come to a central location. Schools communicate information regarding low-cost or no-cost internet access for families to obtain for students at home. Technical support is available to families to connect and access the online curriculum. Students use online learning platforms and software throughout the regular school year, and access instructional materials through Google Classroom and Canvas Learning Management System.

If students with disabilities need non-digital materials, school staff will create a delivery and/or pick-up schedule for hard-copies of instructional materials to be distributed to individual students and families as needed. This would be in accordance with an individual educational plan, 504 plan, and/or other pre-arranged setting to meet students' academic needs.

Access to Schoolwork

The William S. Hart School District utilizes Google Classroom and Canvas where students have equitable access to curriculum and are able to submit school and homework electronically. Teachers prepare rigorous, standards-aligned lessons on digital platforms that students regularly use in the classroom. Teachers use Zoom or Google Meet for synchronous instructional time and may record lessons digitally for students to access independently during asynchronous learning. Teachers also hold 60-minute office hours online by Zoom or Google Meet on Wednesdays to provide additional student and parent support.

Temporary Reassignment

The William S. Hart Union High School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning. The District works with surrounding community resources and facilities as necessary to facilitate this transfer. This could include the county office of education, community college, partner districts, and neighboring high school districts.

Instructional Continuity

Communication Protocols

Families, students, and staff will have regular communication from District and/or school officials in case of an emergency school closure. The WSHUHS will use many forms of the District messaging systems to communicate through phone messages, text messages, emails, ParentSquare, Infinite Campus, District and school websites, and District / school social media pages. The District will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness

In order to ensure that students and staff are ready and prepared to switch from in-person school settings to remote learning in an emergency, students and staff need appropriate devices and reliable Internet access. The school District will provide Chromebooks to each student who needs one at home. Extra devices that can be shared if technology is damaged or destroyed during an emergency. For students who lack internet access at home, the District will provide either individual internet hotspot devices, regular access to on site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. We will provide technical support to families to connect and access the online classroom.

We have an entire Information Technology Department full of staff who specialize in the use of technology, equipment, online platforms, and school-related devices. Throughout the school year, we provide regular training and technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom and Canvas so all digital resources and classwork are in one place. Students regularly have access to Google Classroom and Canvas both at school and outside of school.

Instruction and Assessment

To ensure academic continuity during emergencies or unforeseen disruptions, the Hart District has developed a comprehensive instructional framework in all content areas that prioritizes essential standards through District-aligned curriculum.

The Hybrid Learning Model blends in-person learning two days per week with asynchronous remote learning during the remaining days. Wednesdays are set aside for asynchronous independent work, professional collaboration among staff, and scheduled office hours to support student needs. Additional tutoring is available for struggling students on an individual basis through the support of paraprofessionals. Students with IEPs or 504 plans are supported with appropriate accommodations and individual services as needed through the Student Services department.

In full Distance Learning, teachers prepare rigorous, standards-aligned lessons using the district's curriculum following a synchronous schedule. Teachers use digital platforms like Google Classroom and Canvas for lessons, assignments, and communication to students and families. They are also required to use Zoom or Google Meet for synchronous instruction and may record lessons for asynchronous access. Teachers also hold 60-minute virtual office hours on Wednesdays for additional student and parent support.

The District tracks participation in synchronous sessions, completion of assignments, assessments, and teacher-student contact to document attendance in both models. A "weekly engagement record" is monitored for each student. Absences are marked for non-participation. Students who miss three days of work are targeted for re-engagement efforts. Independent Study program attendance is tracked based on completed work and student / teacher meetings. Teachers are expected to communicate grading policies to students and parents, update gradebooks regularly, and provide regular progress reports.

Formative assessments are an important part of both remote instructional plans. The District uses both local and state assessments to monitor student learning. Local assessments include IXL diagnostic assessments for Math and Reading,

and benchmark exams. State assessments include the ELPAC (English Language Proficiency Assessment of California) for English learners, the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Math, and the California Science Test (CAST). These assessments will be administered in person when possible, but the District will administer some assessments remotely as needed.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

The William S. Hart Union High School District is deeply committed to promoting equity, accessibility, and inclusion across all instructional models, particularly during emergencies. Every student, regardless of ability, background, or life circumstance, deserves uninterrupted access to high-quality education and support services. Recognizing the unique needs of students with disabilities, English Learners, foster youth, students experiencing homelessness, and others facing systemic or situational barriers, the District has instituted a range of targeted provisions to ensure that learning remains inclusive and responsive.

Students with Disabilities, and students with 504 Plans, will continue to receive the accommodations and/or modifications as outlined in their individual plans, with school site teams convening (virtually, if necessary) within the first six weeks of school, or after any significant shift in instructional modality, to review and update supports. Staff will ensure these accommodations, modifications, and planned supports are implemented effectively in both in-person and remote learning environments.

For foster youth and students experiencing homelessness, the district's Foster and Homeless Youth Liaisons coordinate comprehensive supports aimed at ensuring stability and academic success. These students are enabled to remain in their school of origin when feasible and are provided with essentials such as school supplies, clothing, transportation assistance, and access to food services and mental health resources. Each student is assigned a school-based support contact person to monitor their academic engagement and overall well-being. Additionally, they receive priority access to technology, including Chromebooks and Wi-Fi hotspots, as well as tailored academic support. For English Learners, all outreach and services are delivered in students' home language whenever possible, and are designed to be culturally responsive. English Learners receive individual support from Bilingual Instructional Assistants (paraprofessionals) as well as translating platforms to provide access to educational content material.

Students with Individual Health Plans (IHPs) are supported through proactive outreach. School nurses and support staff will contact families to review and revise healthcare plans. When in-person meetings are not feasible, virtual or phone check-ins are conducted to ensure continuity of medical support. The District takes deliberate steps to guarantee that essential medications and health supplies are accessible across all instructional settings, including during school closures.

Individualized Education Plans (IEP)

The WSHUHS ensures that students with disabilities continue to receive a Free and Appropriate Public Education (FAPE) during emergencies through all instructional models. Instruction and services are aligned with each student's Individualized Education Program (IEP) and delivered with fidelity in both in-person and remote learning environments.

IEP Implementation: Lessons and learning tasks will reflect students' IEP goals and designated accommodations or modifications. IEP teams will determine how to maintain services during emergencies, including participation in Independent Study if appropriate.

Service Delivery: Specialized academic instruction and related services will be provided through a combination of live (synchronous) instruction and asynchronous resources. Services may include individual and small-group virtual sessions, in-class supports, and teletherapy for related services.

Collaboration: Special Education teachers and providers will work closely with general education staff to ensure instructional alignment and access. Schedules will be coordinated to avoid conflicts between core classes and IEP service sessions.

Progress Monitoring: Teachers will use multiple measures, including participation, assignment completion, and assessment data, to monitor student progress. Data will inform instructional adjustments and service revisions as necessary.

Assistive Technology: Students will be provided access to necessary devices and digital tools as outlined in their IEPs to ensure equitable access to online instruction.

Family Communication: IEP meetings may be held virtually by Zoom or Google Meet, or by phone, with translated documents and interpretation services provided as needed.

English Learners (EL)

The WHUHSD is committed to ensuring that English Learners (ELs) receive comprehensive and equitable instruction through a well-structured framework aligned with the California English Learner Roadmap and research-based practices for language development at the secondary level. Across all instructional models, including hybrid and remote learning in emergency situations, EL students are provided with both designated English Language Development (ELD), which targets language instruction based on individual proficiency levels, and integrated ELD, which is embedded within content-area instruction to promote language acquisition in academic contexts.

Oral language development is emphasized during synchronous instruction, while asynchronous materials are designed to strengthen listening, reading, and writing skills in alignment with subject-area content. Teachers consistently monitor students' language growth and academic progress through regular formative assessments as well as the English Language Proficiency Assessments for California (ELPAC) data, using this information to implement timely and targeted instructional interventions.

To enhance instruction and communication, trained bilingual instructional aides offer small-group support, assist in translating educational materials, and help facilitate family engagement. The District maintains strong partnerships with families through English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings, multilingual communications, and digital workshops that help families navigate learning platforms and support their students' academic success. These quarterly meetings continue to be held virtually during remote online instructional periods.

Professional Learning

The WSHUHSD is dedicated to cultivating a culture of continuous professional growth that empowers educators to deliver high-quality instruction across all learning environments, whether in person, hybrid, or remote. The District offers ongoing professional development opportunities designed to equip teachers, administrators, and support staff with the skills and knowledge necessary to respond effectively to instructional disruptions and to meet the diverse needs of students. Training sessions focus on the integration of digital tools such as Google Classroom, Canvas, and Google Workspace, as well as instructional strategies aligned with Universal Design for Learning (UDL), standards-based instruction, and student engagement. Educators also receive targeted support on implementing social-emotional learning (SEL), culturally responsive teaching, and trauma-informed practices.

To foster collaboration and peer learning, the District utilizes designated collaboration time on Wednesdays and Fridays to allow teachers to co-plan lessons, analyze student data, and share best practices, particularly in adapting instruction for remote and hybrid settings. Specialized training is also provided to support English Learners and students with disabilities, including the use of assistive technology, language scaffolding, and co-teaching models. The District ensures that paraprofessionals and classified staff are included in relevant professional development aligned with their roles.

The District also partners with the Los Angeles County Office of Education to leverage additional professional learning opportunities to ensure effective remote instruction. Additionally, instructional coaches are prepared with tools for providing individual coaching and mentorship through a virtual platform to ensure continuity of educator professional growth.

Well-Being and Support Services

The WSHUHSD is deeply committed to supporting the mental, emotional, and physical well-being of its students, families, and staff, particularly during times of emergency or disruption. The District ensures that all students continue to have access to professional support services, regardless of the instructional model in place. Each school in the district is equipped with a robust wellness team, including credentialed school counselors, licensed therapists, wellness coordinators, licensed social workers, and behavioral health specialists. These professionals are trained to address a wide range of student and staff needs, from stress and anxiety to crisis intervention, and are available for one-on-one sessions, group counseling, and drop-in support. During distance or hybrid learning, these services are maintained through virtual formats such as secure video conferencing, phone consultations, and digital outreach.

WSHUHSD implements a Multi-Tiered System of Supports (MTSS) to ensure that wellness services are equitable and responsive to varying levels of student need. Tier 1 supports include districtwide social-emotional learning (SEL) programming, mindfulness practices embedded in the classroom, and wellness awareness campaigns. Tier 2 services focus on students requiring targeted small group interventions or short-term counseling. Tier 3 services are reserved for students needing intensive, individualized mental health support, including those at risk of self-harm or navigating significant trauma. The District collaborates closely with community organizations such as Henry Mayo Newhall Memorial Hospital, local counseling and medical agencies, and Los Angeles County Health to expand access to therapeutic care, substance use counseling, and referrals to medical providers, particularly during school closures or widespread emergencies.

Recognizing the linguistic and cultural diversity of its student population, WSHUHSD ensures that mental health services are accessible in multiple languages. The District employs bilingual staff and provides real-time interpretation and translated resources to support families who speak Spanish, Korean, Russian, Mandarin, and other common home languages. Communication with families about available services, emergency support, and wellness resources is conducted through platforms like ParentSquare (with translation services), Google Translate messaging, and targeted community outreach.

The WSHUHSD also prioritizes the wellness of its educators and support staff. The District provides professional development in trauma informed practices, self-care strategies, and managing secondary traumatic stress. Staff members also have access to the Employee Assistance Program (EAP) and site-based wellness initiatives designed to promote resilience and well-being.

Emergency Services

The Hart District takes a proactive approach to emergency preparedness to ensure the safety and well-being of all students and staff during natural disasters or prolonged school closures. Each school site is equipped with strategically stored backup supplies, including food, water, first aid materials, and other emergency provisions sufficient to support students and staff for multiple days. These supplies are routinely monitored and replenished to maintain readiness. In addition to essential food and water reserves, school health offices maintain access to critical student medications and medical supplies needed to support students with Individual Health Plans (IHPs) or chronic conditions. In the event of a power outage or disruption to services, sites are prepared to secure and distribute these resources as needed. The WSHUHSD also works closely with local emergency services and public health agencies in the community to ensure a coordinated response and, if necessary, access to additional supplies or support during extended emergencies.

Other Support Services

The William S Hart Union High School District will ensure the continuity of essential student support services, including special education, counseling, after-school programs, and food and nutrition services, during any emergency or transition to hybrid or remote instruction. The District is prepared to adjust these services based on public health guidance, prioritizing the safety, access, and well-being of the school community.

Special education services will continue to be provided in alignment with students' Individualized Education Programs (IEPs), including specialized academic instruction, speech and language services, and other related supports. These services will be delivered in person when possible, or through virtual formats and flexible scheduling to meet individual student needs when remote learning is required.

School counselors and wellness staff will remain accessible to students for academic guidance, mental health support, and crisis intervention through scheduled appointments, digital check-ins, and virtual office hours.

After-school enrichment programs will adapt to online platforms when necessary, offering virtual tutoring, clubs, and structured social opportunities that promote continued engagement and learning beyond the school day.

The Food Services Department will ensure uninterrupted access to meals for all students. In remote or hybrid scenarios, meals will be distributed at designated school sites as "grab-and-go" packages, with communication provided in multiple languages to ensure all families are informed.

Site-Based Collaboration

The development of this Instructional Continuity Plan (ICP) for the William S. Hart Union High School District was developed and informed by broad stakeholder engagement, ensuring the plan reflects the diverse needs of the school community. Input was gathered from administrators, faculty, staff, students, and families through a variety of methods including surveys, advisory meetings, and community forums. The District prioritized feedback from its Parent Advisory Committee, DELAC, School Site Councils, and other parent and student groups to identify barriers to access, support needs, and priorities for academic and social-emotional continuity. This input played a key role in shaping decisions related to instructional models, technology access, student wellness, and support for vulnerable populations. The collaborative process ensured that the ICP is responsive, inclusive, and aligned with the district's equity-focused mission.

Return to Site-Based Learning

Before resuming in-person instruction following an emergency or disruption, the WSHUHSD will assess a comprehensive set of conditions to ensure the safety and readiness of all school sites. These conditions include the lifting of any local or state evacuation or shelter-in-place orders, the restoration of essential utilities such as electricity, internet, and clean water, and the assurance of safe air quality for students and staff. Facilities must be free from structural damage, debris, or hazardous materials, and sufficient staffing must be available to support both instruction and operations. In addition, food services, transportation systems, and health and safety protocols must be fully operational. The District will collaborate with local public health officials, emergency services, and county agencies to determine when it is safe to reopen schools. Once these conditions are met, the District will communicate a reopening timeline and procedures clearly to students, families, and staff through multiple channels in all applicable languages.

Integration with Comprehensive School Safety Plan (CSSP)

This Instructional Continuity Plan (ICP) will be included as an integral component of William S. Hart Union High School District's Comprehensive School Safety Plan (CSSP) as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan for each school.

Review and Updates of this Instructional Continuity Plan (ICP)

This Instructional Continuity Plan will be reviewed annually and updated in collaboration with educational partners, considering feedback and lessons learned on an annual basis through the Comprehensive School Safety Plan update process before March 1 for each individual school site.

Online Synchronous and Asynchronous Instruction Bell Schedule

Mon / Thu: Periods 1–3 **Tue / Fri:** Periods 4–6 **Wed:** All six periods (shortened)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:25–8:20 High school only	COC Dual Enrollment / Zero Period	COC Dual Enrollment / Zero Period	COC Dual Enrollment / Zero Period	COC Dual Enrollment / Zero Period	COC Dual Enrollment / Zero Period
8:30–9:45 75 minutes	Period 1	Period 4	Period 1 8:30–9:05	Period 1	Period 4
			Period 2 9:10–9:45		
9:55–11:15 80 minutes, incl. announcements	Period 2	Period 5	Period 3 9:50–10:25	Period 2	Period 5
			Brunch 10:25–10:40		
11:25–12:40 75 minutes	Period 3	Period 6	Period 4 10:45–11:20	Period 3	Period 6
			Period 5 11:35–12:00		
12:40–1:40	Lunch	Lunch	Period 6 12:05–12:40	Lunch	Lunch
1:40–3:30 110 minutes	Athletics / Performing Arts / Extended Day CTE or Online Learning Flex Time	Athletics / Performing Arts / Extended Day CTE or Online Learning Flex Time	Teacher Collaboration and Online Learning Flex Time	Athletics / Performing Arts / Extended Day CTE or Online Learning Flex Time	Athletics / Performing Arts / Extended Day CTE or Online Learning Flex Time

STUDENT REMINDERS

- **Need a Chromebook or Wi-Fi hotspot?** Contact your school administration immediately.
- **Join each class through Google Classroom.** Each teacher posts the Google Meet link in their Google Classroom at the start of every period.
- **Can't get into Google Classroom or Google Meet?** Contact your school administration immediately.
- **Attendance is required.** Non-participation in class will be counted as an absence.
- **Participation and work completion count.** Both are required for attendance and will be factored into grades.

PROCEDURES FOR IMMIGRATION ENFORCEMENT NOTIFICATION

Confirmation Protocol

The site principal or designee shall be responsible for confirming the presence or attempted presence of immigration enforcement on the schoolsite. Any request by an immigration enforcement officer for access to the campus, students, staff, or records shall be immediately referred to the principal, who shall notify the Superintendent or designee and District legal counsel. Confirmation shall occur only after verification of official identification and review of any required legal documentation. Confirmation of immigration enforcement activity shall trigger the notification requirements described below.

BP 5145.13

As early as possible, Hart School District personnel shall notify the Superintendent or designated administrator of any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the Superintendent or designated administrator, personnel shall take the following actionsteps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Superintendent or administrator.
2. Ask to see, and make a copy of, or note, the officer's credentials (name and badge number). Also ask for and copy, or note, the phone number of the officer's supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus Hart District personnel should comply with the officer's orders and immediately contact the Superintendent or other administrator.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:

an ICE (Immigrations and Customs Enforcement) administrative warrant, Hart District personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Hart District counsel.

a federal judicial warrant (search-and-seizure warrant or arrest warrant); prompt compliance with such a warrant is usually legally required. If feasible, consult with the [local educational agency's legal counsel or designated administrator] before providing the agent access to the person or materials specified in the warrant.

a subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, Hart District personnel shall inform the Hart District's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.

While Hart District personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, Hart District personnel shall document his or her actions while on campus. After the encounter with the officer, Hart District personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:

List or copy of the officer's credentials and contact information;

Identity of all school personnel who communicated with the officer;

Details of the officer's request;

Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;

Hart District personnel's response to the officer's request;

Any further action taken by the agent

Photo or copy of any documents presented by the agent.

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

In turn, the Hart District's legal counsel or other designated official shall submit a timely report to the Hart District Governing Board regarding the officer's requests and actions and the Hart District's response(s). Hart District personnel will e-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

Required Notification Recipients

Upon confirmation of immigration enforcement activity affecting the schoolsite, notification shall be issued, as appropriate, to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- Other school personnel

Notification Timing

Notification shall be issued as soon as practicable following confirmation, while ensuring accuracy, coordination with District leadership, and consideration of schoolsite operations. The timing of notification shall support safety objectives and minimize unnecessary alarm or disruption to the educational environment.

Safety and Well-being Standard

The content and timing of the notification shall prioritize the physical safety, emotional well-being, and educational stability of pupils, employees, and community members of the schoolsite. Notifications shall be factual, neutral in tone, and limited to information necessary to inform recipients and identify available supports.

Privacy Constraint

The notification shall not include any personally identifiable information, including but not limited to the names, immigration status, or identifying details of any student, family member, or employee.

Notification Methods

The District shall use secure, established communication systems to provide timely two-way communication, which may include mass notification systems, email communications, and secure parent or staff portals. These systems shall be regularly maintained, tested, and updated to ensure reliability, confidentiality, and accessibility. Language access and disability accommodations shall be provided as appropriate.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families and staff regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services, including services that support families impacted by immigration enforcement and model policies adopted by the Local Educational Agency

Annual Evaluation

This plan shall be evaluated and amended, as needed, by the School Safety Planning Committee and shall be reviewed at least once annually to ensure alignment with current law, guidance, and best practices.

Public Availability

State Guidance

Compliance with this plan shall align with the checklist for developing a comprehensive school safety plan, which the California Department of Education is required to maintain and conspicuously post on its internet website.

ADAPTATIONS FOR STUDENTS WITH DISABILITIES

Mission

Our mission is to seek and serve every student who needs special education support by providing them a positive, high-quality education in an effort to empower them to become active members of their community in the most independent way possible.

Overview

Special education offers education to students with special needs in such a way that addresses the students' individual and unique learning style. Special education signifies a variety of educational services provided by the public school system along with other educational agencies to students with identified disabilities. The process of developing and systematically monitoring an individual education plan (IEP) is intended to help students with special needs achieve a higher level of independence and achievement within the school and community than would be available if the student were offered access to a typical education program.

Individual Education Plan (IEP)

An Individual Education Plan, known as an IEP, is the document developed once a student has been evaluated and identified with having an educational disability, as defined by federal regulations. In accordance with state and federal law, the IEP is developed by a team of individuals who are familiar with the student's learning profile. The IEP documents the student's eligibility, develops goals/objectives in the student's areas of identified needs, and determines programs, accommodations/modifications, services and instruction needed for the student to receive educational benefit. The IEP is reviewed and re-developed yearly or until the student no longer requires or is eligible for an IEP.

Special Education is Defined by California Education Code (Section 56031) as:

- Specially designed instruction to meet the unique needs of individuals with exceptional needs, whose education needs cannot be met with modifications of the general education program
- Related services that help individuals with special needs to benefit from specially designed instruction. Special education is an integral part of the total public education system. Other features of special education are:
 - It is provided in a way that promotes maximum interaction between students with and without disabilities in a manner which is appropriate to the needs of both;
 - Services are provided at no cost to parents;
 - It provides a full range of program options to meet the educational and service requirements of individuals with exceptional needs in the least restrictive environment (LRE). The LRE is generally the setting that is most similar to those attended by general education students.

CARDIAC ARREST

William S. Hart Union High School District Cardiac Emergency Response Plan

What is a Cardiac Emergency? A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

What to do in the event of a cardiac emergency? Sudden cardiac arrest events can vary greatly. Immediate action is crucial to successfully respond to a cardiac emergency. Follow these steps in responding to a suspected cardiac emergency:

11. **Recognize the signs of sudden cardiac arrest** and take action in the event of one or more of the following:
 - Not moving, unresponsive or unconscious, or
 - Not breathing normally (i.e., may have irregular breathing, gasping or gurgling, or may not be breathing at all), or
 - Seizure or convulsion-like activity.
 - Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis (“agitation of the heart”).
2. **Call 911!**
 - Call as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1 and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
 - Give the exact location of the emergency. (“Mr. /Ms. ____ Classroom, Room # ____, cafeteria, etc.”). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
3. **Start CPR (while someone is calling 911)** and have someone retrieve the AED.
 - **Retrieving the AED:**
 - The closest trained team member should retrieve the AED and leave the AED cabinet door open (the alarm typically signals the AED was taken for use).
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads (located in a bag hanging from the AED).

Follow the 911 dispatcher’s instructions, if provided.

- **Performing CPR**
 - **Give 30 chest compressions**
 - Hand position: Two hands centered on the chest
 - Body position: Shoulders directly over hands; elbows locked
 - Depth: At least 2 inches
 - Rate: 100 to 120 per minute
 - Allow the chest to return to normal position after each compression
 - **Give 2 breaths**
 - Open the airway to a past-neutral position using the head-tilt/chin-lift technique
 - Pinch the nose shut, take a normal breath, and make a complete seal over the person’s mouth with your mouth.
 - Ensure each breath lasts about 1 second and makes the chest rise; allow air to exit before giving the next breath

Note: If the 1st breath does not cause the chest to rise, retilt the head and ensure a proper seal before giving the 2nd breath. If the 2nd breath does not make the chest rise, an object may be blocking the airway.

- **When AED Arrives:**
 - Open the lid to the AED and attach the pads to the patient as shown in the diagram on the pads (AED is fully automatic no need to turn on or push any buttons). Then follow the AED's audio instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks automatically.
 - Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered
 - Continue CPR until the patient is responsive, shows signs of life or a professional responder arrives and takes over.

4. **Transition care to EMS** upon their arrival so that they can provide advanced life support.

Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Confirm that 911 was called. If not, call 911 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: principal, nurse, district administration, etc.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.

Automated external defibrillators (AEDs) – placement and maintenance:

- The main AED is located in the school office, there may be additional units on your campus (see attached map).
- The unit should be placed no more than 48 inches high and should be clearly marked, unobstructed, and easy to reach with one hand. A resuscitation kit containing latex-free gloves, razor, scissors, towel antiseptic wipes, and a CPR barrier mask is also inside the AED emergency box attached to the AED.
- Instructions on how to use the AED is posted next to the unit (in at least 14-point font)
- The AED must be checked for readiness at least bi-annually and after each use. In addition, an inspection shall be made of all AEDs at least every 90 days for potential issues related to the operability of the device, including a blinking light or other obvious defect that may suggest tampering or that another problem has arisen with the functionality of the AED, and must be recorded on the maintenance log.

Building Location Information

School Name & Address: Bowman HS 21508 Centre Pointe Parkway, Santa Clarita, CA 91350

School Emergency Phone #: (661)253-4400

Cross Streets: Centre Pointe Parkway

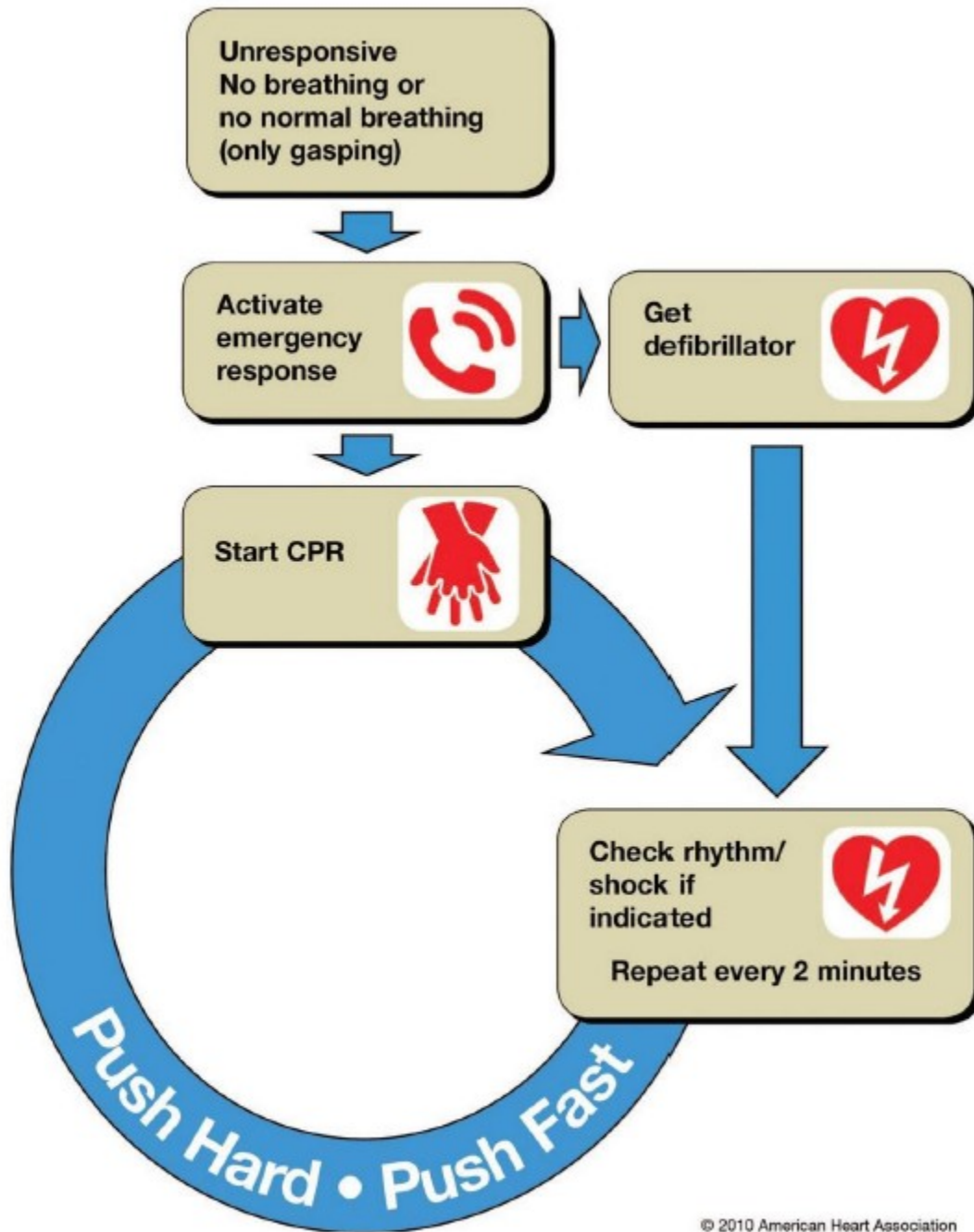
AED Location(s): Administration Office

Certification and training in life saving CPR and AED use is encouraged and can be obtained through the following providers:

- **American Red Cross-** 1-800-RED-CROSS (1-800-733-2767)/

<https://www.redcross.org/take-a-class/customers-service>

- American Heart Association- 1-800-AHA-USA1 <https://cpr.heart.org/>
- Superior Life Support- 661-607-0344 <https://www.superiorlifesupport.com/>
- Henry Mayo Discounted Community CPR Class- 661-200-2300
<https://www.henrymayo.com/classes-events/classes-events-details/?Event=5827>



PERFORMING A RESCUE

1



Is patient responsive?

2



Call emergency services!

3



Get AED.

4



Place AED on ground.
Open lid.

5



Remove clothing.
Expose chest.

6



Attach pads.

7



Do not touch the patient.

8



If required, AED will deliver
shock automatically.

9



If present, place CPR device.

10



Follow AED prompts.
Give compressions.

11



If instructed, give breaths.

Automatic AED



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Germany



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OPIOID PREVENTION AND LIFE-SAVING RESPONSE PROCEDURES

To All WSHU High School District Staff,

The district has elected to implement an emergency naloxone (aka: Narcan) program to reverse the effects of an opioid overdose. This is a request for volunteers who are willing to be trained to administer naloxone or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose.

An “**opioid antagonist**” (naloxone), when administered, reverses or neutralizes in whole or in part the effects of an opioid in the body and has been approved for the treatment of an opioid overdose.

A “**volunteer**” or “trained personnel” means an employee who has volunteered to administer naloxone to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose, has been designated by a school, and has received training. Each public or private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training.

Training shall include:

- Techniques for recognizing symptoms of an opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of naloxone.
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school to call 911 emergency services and to contact the pupil's parent or guardian.
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation (CPR).
- Written materials covering the information required.
- Training shall be consistent with the most recent guidelines for medication administration.
- A school shall retain for reference the written materials prepared.

Other provisions:

- Training shall be provided for volunteers at no cost to the volunteer and during the volunteer's regular working hours.
- No benefit will be granted to or withheld from any individual based on his or her offer to volunteer and that there will be no retaliation against any individual for rescinding an offer to volunteer, including after receiving training.
- Volunteers may administer naloxone only by nasal spray or by auto-injector.
- A volunteer shall be allowed to administer naloxone in a form the volunteer is most comfortable with.
- A person trained as required, who administers naloxone, in good faith and not for compensation, to a person who appears to be experiencing an opioid overdose shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for his or her acts or omissions in administering the naloxone.
- The protection shall not apply in a case of gross negligence or willful and wanton misconduct of the person who renders emergency care treatment by the use of naloxone.

To volunteer and attest to training to administer naloxone, please sign and date:

R. Hart

10/26/26

Signature

Date

RESPONSE PROCEDURES FOR DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITIES

Any school staff member who is alerted to or observes any threat or perceived threat shall immediately report the threat to school administrators and the School Resource Officer (law enforcement) including any evidence and documentation. All schools within the William S. Hart Union High School District provide students with an anonymous "Care Text" phone number and email address to send confidential messages about any actual or perceived threats, dangerous behavior, and safety concerns directly to school administrators. School officials consequently utilize a threat assessment protocol in response to dangerous, violent, or unlawful activities. The primary objective is prevention and support.

When a potential threat needs to be evaluated, a team of at least two or more support staff members (administrator, counselor, psychologist, social worker, therapist, nurse, and/or School Resource Officer) will obtain specific information about the threat by interviewing the student who made the threat, any recipients, and witnesses. Staff will consider the circumstances of the event, risk factors and the student's intentions, and involve parents in the discussion.

Threats are determined to be transient (low level) or substantive (medium or high). Response levels are assigned accordingly that involve preventing harm to the student and others, holding the student responsible, while also providing education about the implications if the threat level is low; and immediate action if the conduct and threat is severe.

Student safety plans are written in response to threatening and dangerous activities to maintain contact with the student, provide comprehensive support, and establish a behavioral plan with increased services as needed. The District partners with community agencies to provide additional counseling, mental health, and medical interventions and support.

Student Care Teams assemble regularly on each school site to monitor, discuss, and evaluate students' need for counseling, conferences, individual care, and social-emotional and behavioral support.

PROCEDURES REGARDING PUPIL SMARTPHONE USE DURING EMERGENCIES

Policy 5131.8: Mobile Communication Devices

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

May 7, 2026

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Students in high school must have smartphones or other mobile communication devices turned off and put away during instructional time. Instructional time is defined as during the entire class period from bell to bell, and any other time during the school day when students are expected to be engaged in a learning activity. Students in high school may use mobile communication devices during breaks and before and after school, as long as the device is utilized in accordance with law and any applicable school rules. The District recommends that teachers utilize District provided technology devices for instruction.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

In the case of an emergency, or in response to a perceived threat of danger

When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person, including taking photos or videos of individuals without their knowledge or consent.

Cyberbullying of any kind, including the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the internet, social media, or mobile devices will not be tolerated (Board Policy 5131.2).

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a District employee, the student may be disciplined and the District employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or District property or substantially disrupts school activities.

The District will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.