Comprehensive School Safety & Emergency Preparedness Plan
2020-2021

August Boeger Middle School
Ida Jew Academy
Mt. Pleasant Elementary School
Robert Sanders Elementary School
Valle Vista Elementary School

Copy of Plan to be kept in School Office, School Library and posted on Website

Board Review March 10, 2021
Board Adopted April 10, 2021
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Safety Plan</td>
<td>1</td>
</tr>
<tr>
<td>School Safety Planning Committee</td>
<td>4</td>
</tr>
<tr>
<td>Annual Safety Goals</td>
<td>6</td>
</tr>
<tr>
<td>Mandated Policies &amp; Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Child Abuse &amp; Reporting</td>
<td>9</td>
</tr>
<tr>
<td>Staff Notification of Dangerous Students</td>
<td>10</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>11</td>
</tr>
<tr>
<td>Student Discipline</td>
<td>15</td>
</tr>
<tr>
<td>Bullying Behavior Prevention, Intervention and Discipline Plan</td>
<td>22</td>
</tr>
<tr>
<td>Non-Discrimination and Harassment Policy</td>
<td>29</td>
</tr>
<tr>
<td>Procedures for Safe Ingress &amp; Egress</td>
<td>37</td>
</tr>
<tr>
<td>School Discipline Behavior Violations</td>
<td>39</td>
</tr>
<tr>
<td>Student Threats</td>
<td>41</td>
</tr>
<tr>
<td>Dress Code</td>
<td>42</td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td>46</td>
</tr>
<tr>
<td>Earthquake Drills</td>
<td>47</td>
</tr>
<tr>
<td>Fire Drills</td>
<td>49</td>
</tr>
<tr>
<td>Lockdown- Active Intruder Drills</td>
<td>50</td>
</tr>
<tr>
<td>Routine Emergency Disaster Procedures</td>
<td>47</td>
</tr>
<tr>
<td>Standardized Emergency Management (SEMS)</td>
<td>51</td>
</tr>
<tr>
<td>Incident Command Functions</td>
<td>53</td>
</tr>
<tr>
<td>Emergency Phases</td>
<td>57</td>
</tr>
<tr>
<td>District and Parent Responsibilities for Students</td>
<td>55</td>
</tr>
<tr>
<td>Emergency Service Workers</td>
<td>56</td>
</tr>
<tr>
<td>Emergency Response Procedures</td>
<td>60</td>
</tr>
<tr>
<td>Earthquake</td>
<td>63</td>
</tr>
<tr>
<td>Fire</td>
<td>64</td>
</tr>
<tr>
<td>Power Outage/Rolling Blackout</td>
<td>65</td>
</tr>
<tr>
<td>Shelter-in Place</td>
<td>67</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>68</td>
</tr>
<tr>
<td>Intruder on Campus</td>
<td>69</td>
</tr>
<tr>
<td>Hostage Situation</td>
<td>69</td>
</tr>
<tr>
<td>Lockdown-Active Shooter</td>
<td>70</td>
</tr>
<tr>
<td>Poisoning, Chemical Spills, Hazardous Materials</td>
<td>72</td>
</tr>
<tr>
<td>Emergency Evacuation Routes and Procedures</td>
<td>75</td>
</tr>
<tr>
<td>Medical Emergency &amp; Triage Guidelines</td>
<td>76</td>
</tr>
<tr>
<td>Suicide Threat</td>
<td>80</td>
</tr>
<tr>
<td>Mass Casualty</td>
<td>81</td>
</tr>
<tr>
<td>Bio Terrorism</td>
<td>81</td>
</tr>
<tr>
<td>Emergency Communications</td>
<td>85</td>
</tr>
<tr>
<td>Working with the Media</td>
<td>86</td>
</tr>
<tr>
<td>EOC Message Form</td>
<td>87</td>
</tr>
<tr>
<td>Joint Protocols</td>
<td>87</td>
</tr>
<tr>
<td>Annual Emergency Checklist Forms</td>
<td>88</td>
</tr>
<tr>
<td><strong>Annual Assessment Data</strong>, California Healthy Kids Survey, School Climate Surveys, Parent Survey, Attendance Data</td>
<td>99-104</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>MPESD Responding to Hate Protocol</td>
<td>105-130</td>
</tr>
</tbody>
</table>
Chapter 1
Introduction

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. The Comprehensive School Safety Plan will be reviewed and updated by March of each year. Annually, the District will report on the status of its safety plan including a description of its key elements in the annual school accountability report card.

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school’s comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, District safety goals will be set for the upcoming school year.

2. The annual review and evaluation of the school comprehensive safety plan which is revised by the members of the School Safety Planning Committee, before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of EC 32280-32289.

- Child Abuse Reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Bullying, Intimidation and Harassment response policy and procedures
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code and Expectations
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.
- Active Intruder Evacuation and Lockdown procedures
- Standardized Emergency Management (SEMS)

IMPLEMENTATION OF PLAN
The written plan will be made available to all staff, students, parents, and the community to review in the main offices and on the District and school website.
School Safety Planning Committee

Schools in the Mt. Pleasant School District have delegated the responsibility for developing a comprehensive safety plan to a School Planning Committee. The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1) Local law enforcement has been consulted (Ed. Code 39294.1)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Maurissa Koide</td>
<td>Principal, August Boeger</td>
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<td>Jeannine Valenti</td>
<td>Teacher, August Boeger</td>
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<td>Laurie Breton</td>
<td>Director Student Support Services</td>
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<td>Claudine Iniguez</td>
<td>Health Clerk, Robert Sanders, Classified</td>
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<td>Shannon Sosa</td>
<td>Student Advisor, August Boeger</td>
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<tr>
<td>Candace Griffin</td>
<td>School Secretary, Valle Vista, Classified</td>
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<td>Laurie Ann Breton</td>
<td>Director, Student Support Services</td>
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<tr>
<td>Laurie Ortega</td>
<td>Secretary, Mt. Pleasant, Classified</td>
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<tr>
<td>Gilbert Rodriguez</td>
<td>Principal, Ida Jew Academy</td>
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<tr>
<td>Claudia Jones</td>
<td>Teacher, Ida Jew Academy</td>
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<tr>
<td>Dina Chung</td>
<td>Principal, Mt. Pleasant Elementary</td>
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<tr>
<td>Mia Cruz</td>
<td>Principal, Valle Vista Elementary</td>
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<tr>
<td>Andres Munoz</td>
<td>Campus Supervisor, August Boeger</td>
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<tr>
<td>Elida MacArthur</td>
<td>Asst. Superintendent</td>
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<td>Hillary McHenry</td>
<td>Teacher, August Boeger</td>
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<td>Jasmine Munoz</td>
<td>Campus Supervisor, Classified</td>
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<td>Jhordane Tomas</td>
<td>Teacher, Robert Sanders</td>
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</table>

The Committee met and reviewed the data below and revised the School Safety Plan goals and activities. The School Safety Plan was presented to the Governing Board during a public meeting. The following were notified in writing of the public meeting, Mayor, Certificated and Classified Union Organizations, Parent and Teacher Association.

Assessment of Current Status- Appendix A

- School Climate Survey Fall 2019, Staff survey taken anonymously online
- California Healthy Kids Data Fall 2019
- Annual Attendance Data 2018/2019
- Parent Climate Survey- Wested 2019
- Multi-Year Suspension Data
Annual Safety Goals

The School Safety Planning Committee shall make and appropriate assessment of the current status school crime on campus and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

- Continue Implementation of Positive Behavior Intervention and Supports (PBIS) (BEST)
- Decrease percentage of students truant from school (3 days unexcused absences)
- Decrease percentage of students who are chronically truant from school (10% of school year)
- Develop additional strategies to help students access counseling services and mental health supports
- Increase meaningful student participation
- Implement District Guide for Responding to Hate for addressing Hate Incidents
- Continue to develop a positive school climate

Introduction

The Mt. Pleasant School District Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

Mt. Pleasant School District is a small suburban school district located on the east side of San Jose. Mt. Pleasant is composed of a very diverse population with very diverse language and cultural backgrounds. This is evident in the schools’ demographic makeup that is composed primarily of Hispanic, Vietnamese, and Caucasian, students.

The Safe School Plan was reviewed by a representative group, in consultation with law enforcement. Data used for the plan was obtained from annual suspension data, student and staff surveys including the California Health Kids Survey, attendance data and suspension data.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Project Lead</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 1) Provide students with behavioral support and accountability within a multi-tiered system of supports | Continue implementation of Positive Behavior Intervention and Supports (PBIS/BEST)  
Increase Student Engagement  
Increase Student access and awareness of mental health resources | Staff training time  
Community agency partnerships  
Annual Surveys | Principals  
Staff  
Director, Student Support Services | School site teams will continue to participate in BEST training, and complete implementation steps as guided by the training.  
Increase student access to mental health resources and staff awareness of needs  
Reduce suspension rate |
| 2) Increase student and parent engagement at school sites                  | Provide meaningful engagement for students  
Provide school linked services for families  
Provide parent workshops and opportunities for community involvement  
Provide incentives for attendance & follow truancy procedures  
Work with staff and parents on improving attendance for all students  
Student & Parent Survey  
Parent Education programs | Staff  
Principals  
Director, Student Support Services | Increase percentage of students reporting engagement on campus  
Decrease chronic absenteeism  
Increase number of students receiving services from Family Case Managers  
Number of community activities  
Number of Truancy letters and Student Attendance review Board (SARB) referrals  
Increase parent participation on site. |
| 3) Implement and enforce district policies to sustain a safe social climate | Review district board policies and strengthen as needed to sustain a safe social climate | CSBA model policies  
Bullying prevention tools | Director, Student Support Services | District policies updated and adopted by the Board |
## Safe School Climate Goal: 1

**Our students and staff are actively engaged and achieve in an environment of mutual respect, personal accountability and a commitment to excellence.**

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<tr>
<th>Objectives</th>
<th>Action Steps</th>
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<th>Outcomes</th>
</tr>
</thead>
</table>
| 4) Address incidents of hate & bias in the school community. | Disseminate & provide staff development on District Response to Hate Protocol  
Provide training on Protocol to school administrators and staff  
Hold community forum on Hate response Protocol  
Revise with feedback from community and staff  
Report to Board on Protocol | Hate Response Protocol  
Teaching Tolerance website | Director Student Support Services | Implement Hate Response Protocol  
Finalize Hate Response Protocol |

## Safe Physical Climate Goal: 2

**Our schools are safe, clean and healthy facilities for all students and staff.**

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<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Project Lead</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 1) Identify and address/secure critical facility vulnerabilities and hazards | Site walk through  
Work Order system | District Resources | Principal | Concerns will be reviewed and strategies will be developed to address each |
| 2) Identify and address traffic flow and pedestrian safety concerns       | Walk-to School Events  
Placement of traffic supervisors, crossing guards | Principal | Improved traffic flow,  
Student safety to and from school | |
| 3) Implement and practice crisis response plans                            | Provide site staff and faculty training on crisis response procedures | Director Student Support Services | Director Student Support Services | Annual review and update of safety plan,  
to include evacuation maps, ICS facility locations and response teams  
Review of emergency response flip-charts for classrooms |
Chapter 4  

Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components:


2. Routine and Emergency Disaster Procedures that include:
   - Emergency and Disaster Preparedness Plan
   - Fire Drills
     a. Earthquake Emergency Procedure System
     b. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act (ADA).
     c. Procedure to allow the American Red Cross to use School Buildings

3. Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.

4. Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.

5. A policy consistent with the prohibition against discrimination, harassment, intimidation and bullying pursuant to Education Code 200-261.4

6. Dress Code provisions adopted to prevent students from wearing “gang-related” apparel pursuant to Education Code 35183.

7. Procedures for safe entrance and exit of students, parents/guardians/guardians and employees to and from the school

8. A Safe and Orderly School Environment Conducive to Learning

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411 Discipline) in order to create a safe and orderly environment conducive to learning at school.

Plan may also include strategies for providing a safe environment such as:

- Strategies to promote a positive school climate with respect for diversity, personal and social responsibility, crisis prevention and intervention,

- Threat Assessment Strategies to determine credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
Child Abuse Reporting

A. Definition of Child Abuse
Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
   - Injury inflicted by another person
   - Sexual Abuse
   - Neglect of child's physical, health, and emotional needs
   - Unusual and willful cruelty; unjustifiable punishment
   - Unlawful corporal punishment

2. Not Considered Child Abuse
   - Mutual affray between minors
   - Injury caused by reasonable and necessary force used by a peace officer:
     - To quell a serious disturbance threatening physical injury to a person or damage property
   - To prevent physical injury to another person or damage to property
   - For the purposes of self-defense
   - To obtain possession of weapons or other dangerous objects within the control of a child
   - To apprehend an escapee

B. Mandated Child Abuse Reporting
   b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:
      The telephone call must be made immediately or as soon as practicably possible by telephone. AND
      A written report must be sent within 36 hours of the telephone call to the child protective agency.
   c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has
been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

f. This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school Principal and to determine if particular provisions under this section are current and in effect.

a. Involuntary sexual activity is always reportable.

b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).

c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. Any sexual activity for a child under the age of twelve will be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

E. Child Abuse Reporting Number: (408) 299-2071
F. Staff Training & Procedure

- All staff trained within six weeks of beginning of school year or hire date and annually. Each employee signs that they understand his or her responsibilities as a Mandated Reporter.

- Training consists of presentations by Student Support Services Staff as well as accepted online training certification programs for educators on Mandated Reporting.

- Staff members are encouraged, but not required to notified his or her supervisor.

Child Abuse reporting procedures are also included in the District Handbook that every staff member receives annually.
STAFF NOTIFICATION OF DANGEROUS STUDENTS

Staff are notified of students who may be considered dangerous through email and memos placed in the teacher’s mailbox by the School Principal. This occurs as incidents occur, as students enroll in the District and annually at the beginning of the school year. In addition, a binder is kept at the middle school where teachers sign that they have been notified.
MT. PLEASANT DISTRICT POLICY

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

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, cyber bullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption, in accordance with the section entitled "Bullying/Cyber bullying" below

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

4. Damage to or theft of property belonging to students, staff, or the district
5. Use of profane, vulgar, or abusive language
6. Plagiarism or academic dishonesty on schoolwork or tests
7. Inappropriate attire
8. Tardiness or unexcused absence from school
9. Failure to remain on school premises in accordance with school rules
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Possession/Use of Cellular Phones and Other Mobile Communications Devices
No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests. No photograph or video functions may be used while under school supervision. All mobile communication devices must be turned off during the instructional day.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

With reasonable cause, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Bullying/Cyber bullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

The district may provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyber bullying.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members also may be provided with similar information.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level and District procedures.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyber bullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific
facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student’s educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyber bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyber bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, may be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

**Enforcement of Standards**

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

Students who violate district or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs in accordance with Board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

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

Policy Adopted: __April 18, 2012________________________
The Governing Board is committed to providing a safe, supportive, and positive school environment, which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

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

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

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

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

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

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

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

Policy Adopted: June 26, 2014
Site-Level Rules

Site-level rules shall be consistent with district policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching pro-social behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students’ behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

15. Reassignment to an alternative educational environment

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

**Recess Restriction**

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

**Detention After School**

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

The principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

**Community Service**

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

**Notice to Parents/Guardians and Students**

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

Adopted 4/14
The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

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

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

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

Appropriate Use of Suspension and Expulsion
Except when a student commits an act that violates Education Code 48900(a)-(e) or his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in Education Code 48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5, 48900.6)

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

District staff shall not suspend any student for disruption or willful defiance, unless the suspension
is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended. A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

**Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. Ida Jew Academies Charter School may use other alternative process in accordance with site-adopted procedures. (Education Code 48911, 48915, 48915.5, 48918)

**Removal from Class by a Teacher and Parental Attendance**

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior. Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law and that, if there are reasonable factors that may prevent the parent/guardian from complying with the requirement, he/she should contact the school. (Education Code 48900.1)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by any method that maintains the confidentiality of the student's records.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

**Supervised Suspension Classroom**

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

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

**Decision Not to Enforce Expulsion Order**
Upon voting to expel a student, the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (Education Code 48917)

**Maintenance and Monitoring of Outcome Data**
The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.
Policy Adopted: June 26, 2014

**Staff Training**
Site discipline procedures are discussed with staff annually. Procedures are also included in the District Handbook which every staff member receives annually.
Mt. Pleasant School District Board Policy
Bullying BP / Bullying Behavior Prevention, Intervention and Discipline Plan

Bullying BP 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects 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 electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. 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.

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

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 social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.
The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

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

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

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

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

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

**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, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal 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 student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

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.

Policy Approved: **November 14, 2018**

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**Bullying Behavior Prevention, Intervention and Discipline Plan**

The Mt. Pleasant School District believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The Mt. Pleasant School District Staff will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation exclusion or manipulation.
The Mt. Pleasant School District expects students and/or staff to immediately address and report incidents of bullying to the principal or designee. Staff members are expected to immediately intervene when they see a bullying incident occur or are made aware of such an incident. Each complaint of bullying should be promptly investigated according to site procedures. This policy applies to students on school grounds, while they are traveling to and from school or a school-sponsored activity. This policy also applies to incidents of cyberbullying.

To ensure bullying does not occur on school campuses, the Mt. Pleasant School District will provide staff development training in prevention of bullying and help cultivate acceptance and understanding in all students and staff to develop each school's ability to maintain a safe and healthy learning environment.

The Mt. Pleasant School District teachers will discuss this policy with students in ways appropriate to their ages. Teachers will assure all students that they need not endure any form of bullying or harassment and should not be either victims or bystanders to bullying. Students who bully others are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus. The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited to, the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year, as part of the District handbook and/or information packet.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.
Procedures for Investigating and Responding to Bullying Incidents

Reporting

The Site Principal shall establish and publicize to students, staff, and community how to report incidents of bullying and actions that may be taken.

The process for receiving and investigating instances of bullying of any kind, as defined within this policy, includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics.

School personnel who witness such acts of bullying as defined within this policy shall take immediate steps to intervene when safe to do so. Complaints of bullying shall be investigated and resolved in accordance with site-level compliant procedures.

Reporting any act of bullying:

1. The principal/designee is responsible for receiving oral or written complaints alleging bullying or harassment.

2. Students may report complaints of bullying to any school employee. Any such reports of bullying allegations must be forwarded, in writing, to the principal/designee.

3. Any member of the school community who may have credible information about an act of bullying that may have taken place may file a report of bullying either as a witness or a victim.

4. Any student (or a parent or guardian on behalf of the complainant who is a minor) who believes he/she is a victim of bullying, has witnessed an act of bullying, or has knowledge of any incidents involving acts of bullying are strongly encouraged to report the incidents to a school official.

5. The Principal/designee(s) shall document in writing all complaints regarding bullying to ensure that incidents of bullying, or any other infractions, are appropriately addressed in a timely manner, whether the original report of bullying is made verbally or in writing.

6. Anonymous reports of bullying may be made to the appropriate school official. School officials should develop and publicize a system in which students, employees, volunteers, parents/guardians can make an anonymous report of bullying.

Investigation of Complaints

The principal/designee and/or Investigative Designee shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner. This process is to be followed with all anonymous complaints as well. School officials
should investigate all complaints and reports of harassment, whether or not the complaint is in writing.

The principal/designee has been trained in conducting comprehensive investigations.

1. The principal/designee or appropriate administrator shall begin a thorough investigation with the alleged victim and accused within two (2) school days of receiving a notification of complaint. The school administrators/designees will provide immediate notification to the parents of both the victim and the alleged perpetrator of an act of bullying or harassment upon completion of the investigation. Any act of suspected disability based harassment or bullying will also be reported to the Director of Student Support Services.

2. During the investigation, the principal/designee or appropriate administrator may take any action necessary to protect the complainant, alleged victim, other students or employees consistent with district policy and procedures.

3. Documented interviews of the alleged victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim to be interviewed together.

4. Interviews will be conducted objectively with the student and witnesses' safety in mind.

5. In general, student complainants and/or alleged victims will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.

6. When necessary to carry out the investigation or for other good reasons, and consistent with federal and state privacy laws, the principal/designee or appropriate administrator also may discuss the complaint with any school district employee, the parent of the alleged victim, the parent of the complainant or accused, and/or child protective agencies responsible for investigating child abuse.

7. Within ten (10) school days of the notification as to the filing of the complaint, there shall be a written decision by the Principal/Designee or appropriate administrator regarding the completion and determination of the investigation. The principal/designee shall make a decision about the validity of the allegations in the complaint and about any corrective action.

8. The Principal/Designee or appropriate administrator will inform all relevant parties of the outcome of the investigation. A written copy of findings of the investigation and any applicable discipline will be placed in the student’s cumulative file and noted in all relevant data tracking systems.

9. No retaliation of any kind is permitted in connection with an individual's having made a bullying complaint and if it occurs, it shall be deemed an additional act of bullying subject to further discipline.
Informal Resolution

The administrator, along with the alleged victim and the accused/student, may agree to informally resolve the complaint. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately and are confidential. Each individual (victim, alleged perpetrator and witnesses) will be interviewed separately, and at no time will the alleged perpetrator and victim be interviewed together.

Formal Resolution

Based on the level of infraction, parents will be promptly notified of any actions being taken to protect the victim via written notice, telephone or personal conference; the frequency of notification will depend on the seriousness of the bullying incident.

The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing and/or noted in a specified data system.

External Investigation

If the act is outside the scope of the District and determined a criminal act, referral to appropriate law enforcement shall be made immediately, the parent will be notified, and the referral documented by the principal/designee in the specified format.
The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

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

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

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

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

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

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

Record-Keeping

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

Policy Adopted: November 14, 2018

Non Discrimination & Harassment Policy

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district’s efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district’s nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student’s actual 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, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director, Student Services
3434 Marten Ave., San Jose, CA 95148
408-223-3740
lbreton@mpesd.org
Measures to Prevent Discrimination
To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.

2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)
   a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
   b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
   c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
      (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
      (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
      (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

4. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance
officer to determine how best to accommodate or resolve concerns that may arise from the
district's implementation of its nondiscrimination policies. The notice shall also inform all
students and parents/guardians that, to the extent possible, the district will address any
individual student's interests and concerns in private.

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

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

6. Provide to students, employees, volunteers, and parents/guardians age-appropriate
training and information regarding the district's nondiscrimination policy; what constitutes
prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or
bullying; how and to whom a report of an incident should be made; and how to guard against
segregating or stereotyping students when providing instruction, guidance, supervision, or
other services to them. Such training and information shall include details of guidelines the
district may use to provide a discrimination-free environment for all district students, including
transgender and gender-nonconforming students.

7. At the beginning of each school year, inform school employees that any employee who
witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation,
or bullying, against a student is required to intervene if it is safe to do so. (Education Code
234.1)

8. At the beginning of each school year, inform each principal or designee of the district's
responsibility to provide appropriate assistance or resources to protect students from
threatened or potentially discriminatory behavior and ensure their privacy rights.

**Enforcement of District Policy**
The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 -
Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

2. Providing training to students, staff, and parents/guardians about how to recognize
unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful
discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

**Process for Initiating and Responding to Complaints**

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

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

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

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

**Transgender and Gender-Nonconforming Students**

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)
Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to his/her gender identity

4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent

6. Use of gender-specific slurs

7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.
To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

5/18

UNIFORM COMPLAINT PROCEDURES ARE INCLUDED IN THE DISTRICT HANDBOOK, POSTED ON THE DISTRICT WEBSITE AND IN EACH SCHOOL OFFICE AND STAFF ROOM

C. **Staff Training**

Staff handbook distributed to each staff member as well as complaint policy attached to payroll statement annually.
Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Each school site includes plans for:
   - Students with disabilities including physical disabilities
   - Displaying proper signage and equipment
   - Coordinating with emergency response personnel

B. Planning
Schools have identified the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

Visitors on Campus
All visitors on campus are required to sign in at the office and wear a badge identifying him or her as a visitor while on campus. Signs are posted at all school sites.

On-Campus Evacuation/Assembly Location
Staff have reviewed the site layout and determined where the safest outdoor and indoor location is on campus to assemble students and staff.

Off-Campus Evacuation/Assembly Location
Each site has established an off-site location for assembling students
Prior to an event:
   a. Identify off-campus evacuation site(s).
   b. Establish a memorandum of agreement with the evacuation site(s).
   c.

Safe Egress
The City of San Jose provides crossing Guards in high traffic areas. The Mt. Pleasant School District provides additional crossing guards in areas identified internally as high traffic areas. Each school participates in the “Walk to School” program, identifying safe walking routes for students and weekly “Walk to School Wednesday” encouraging students to walk safely to school. Traffic needs are reviewed annually by the District.

C. Staff Training
Staff is informed of changes annually through direct training, the District Handbook, site memos and email.

FOR SAFETY REASONS THE SCHOOL MAP WITH EMERGENCY EVACUATION ROUTES AND OFF-CAMPUS EVACUATION LOCATIONS ARE NOT INCLUDED IN THIS PLAN.
School Discipline

A. Statement of Rules and Procedures On School Discipline

Education Code 44807:
"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

All students, parents, and staff are notified of the district discipline plan annually at the beginning of the school year and upon enrollment through the District Handbook. The District Handbook is also posted on the District’s website in English and Spanish.

C. Staff Training

Each district staff member is provided with a copy of the District Handbook annually at the beginning of the school year. Student expectations and positive behavioral supports are reviewed with staff through meetings, email and handouts.

GENERAL STUDENT EXPECTATIONS

Students are expected to respect themselves, others and others’ property. School rules and regulations are established to maintain an atmosphere and environment conducive to learning. Those students who fail to comply with established rules and regulations will face disciplinary actions. Participation or attendance at extracurricular activities is considered part of the educational program. Participants carry responsibilities as representatives of their school and community. All rules and regulations of student conduct also apply to all extracurricular/co-curricular activities and conduct to and from school. Following an incident a conference will be held with a student and the site administrator will investigate the incident. If a student is in violation of the school rules discipline will be imposed and parents notified. The following chart indicates the common behavioral problem areas, their brief explanations, and the general type(s) of disciplinary action that may apply to each of the areas. This is not intended to be a comprehensive list covering all possible problem areas or consequential disciplinary actions taken by school officials. All actions, including those not listed below, will be taken in accordance with established school board policies or state laws.
<table>
<thead>
<tr>
<th>PROBLEM AREA</th>
<th>EXPLANATION</th>
<th>POSSIBLE DISCIPLINARY ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSENCE (UNEXCUSED) AND TRUANCY</td>
<td>Any absence which has not been excused by the parent and approved by the school administrator</td>
<td>On site consequences, SARB Referral to D.A. Restorative practices</td>
</tr>
<tr>
<td>AIDING OR ABETTING</td>
<td>Assisting, encouraging, supporting others in the act of violating school rules or inflicting harm to another person.</td>
<td>Informal talk, conference, parent involvement, suspension, expulsion, alternate school site. Restorative practices</td>
</tr>
<tr>
<td>ASSAULT/BATTERY (a1)</td>
<td>Willfully engage in or threaten any act that causes or might cause serious physical injury to another person.</td>
<td>Suspension, alternate school site or program, expulsion, report to police.</td>
</tr>
<tr>
<td>WEAPONS/INJURIOUS OBJECTS (IMITATION OR OTHERWISE), EXPLOSIVES, LASER POINTERS (b)</td>
<td>Possession or use of a gun, a knife, or any object, which might be used to inflict bodily injury to another person. This includes laser pointers and toy weapons.</td>
<td>Suspension, expulsion, report to police. Restorative practices</td>
</tr>
<tr>
<td>EXTORTION/ROBBERY (e)</td>
<td>The solicitation of money, or something of value, in return for protection, or in connection with a threat to inflict harm.</td>
<td>Suspension, expulsion, report to police. Restorative practices</td>
</tr>
<tr>
<td>ARSON (f)</td>
<td>Starting or helping set a fire on a school campus</td>
<td>Suspension, expulsion, report to police.</td>
</tr>
<tr>
<td>EXPLOSIVE DEVICES/PEPPER SPRAY (b)</td>
<td>The use, possession, or sale of any explosive device</td>
<td>Suspension, expulsion, report to police.</td>
</tr>
<tr>
<td>POSSESSION, USE OR SALE OF DRUGS, ALCOHOL OR PARAPHERNALIA (d) (j) (c) (p)</td>
<td>Use, possession, or sale of drugs, narcotics, alcohol or other controlled substances.</td>
<td>Parent involvement, suspension, alternate school site or program, expulsion, report to police</td>
</tr>
<tr>
<td>FIGHTING (a)</td>
<td>Mutual combat not resulting in serious physical injury</td>
<td>Informal talk, conference, alternate school site, suspension, expulsion. Restorative practices</td>
</tr>
<tr>
<td>SEXUAL HARRASSMENT</td>
<td>Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the educational setting. Creates an intimidating environment.</td>
<td>Informal talk, conference, parent involvement, suspension, expulsion, alternate school site. Restorative practices</td>
</tr>
<tr>
<td>HATE VIOLENCE (4-8 grade)</td>
<td>Actions committed because of the victim's race, color, religion, nationality, ancestry, disability or real or perceived sexual orientation, etcetera</td>
<td>Conference, Parent involvement, Suspension, expulsion, report to police. Restorative practices</td>
</tr>
<tr>
<td>DISORDERLY CONDUCT, INCLUDING PROFANITY, VERBAL ABUSE, AND OBSCENE BEHAVIOR (4-8 grade)</td>
<td>Conduct or behavior which is disruptive to the orderly educational procedure of the school; vulgarity or acts which are considered obscene</td>
<td>Office referral, conference, suspension, parent involvement, alternate school site program, expulsion. Restorative practices</td>
</tr>
<tr>
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</tr>
<tr>
<td>UNEXCUSED ABSENCE OR TRUANCIES</td>
<td>Any absence which has not been excused both by parent or legal guardian and approved by the appropriate school official</td>
<td>Parent conference, detention, alternate school site program, SARB referral, referral to District Attorney, written parent notice, truancy citations. Restorative practices</td>
</tr>
<tr>
<td>DEFIANCE OF AUTHORITY (K)</td>
<td>Refusal to comply with reasonable requests of school personnel.</td>
<td>Informal talk, office referral, detention, suspension, parent involvement, alternative school site or program, Restorative practices</td>
</tr>
<tr>
<td>TARDINESS</td>
<td>Arriving late to school or class.</td>
<td>Informal talk, detention, parent involvement, office referral, Saturday School.</td>
</tr>
<tr>
<td>UNIFORM DRESS CODE</td>
<td>Not complying with the District uniform policy. No student is permitted to attend school if his/her appearance is disruptive to the operation of school.</td>
<td>Informal talk, conference, detention, Restorative practices</td>
</tr>
<tr>
<td>GANG BEHAVIOR/ATTIRE</td>
<td>Engaging in behavior (writings, hand signals, intimidation, “stare downs”, etc.) or wearing attire (caps, shirts, etc.) or symbols (notebooks,</td>
<td>Informal talk, office referral, detention, suspension, parent involvement, alternative school site or program, Restorative practices</td>
</tr>
<tr>
<td>BUS MISCONDUCT</td>
<td>Not following bus rules.</td>
<td>Parent involvement, loss of privilege to use school bus.</td>
</tr>
<tr>
<td>FORGERY</td>
<td>Writing and using the signature or initials of another person.</td>
<td>Parent involvement, detention, and suspension. Restorative practices</td>
</tr>
<tr>
<td>CHEATING</td>
<td>Using or allowing use of unauthorized material other than the student’s own, to complete tests or class assignments and claiming that the work was original.</td>
<td>Informal talk, detention, no credit for the assignment or test, parent involvement, Restorative practices</td>
</tr>
<tr>
<td>GAMBLING</td>
<td>Participation in games of chance for the purpose of exchanging money or something of value.</td>
<td>Informal talk, parent involvement, suspension, Restorative practices</td>
</tr>
<tr>
<td>THEFT/POSSESSION OF STOLEN PROPERTY (g) (l)</td>
<td>Taking or attempting to take property that does not belong to oneself, or possession of stolen property.</td>
<td>Informal talk, conference, parent involvement, suspension, expulsion, restitution, report to police. Restorative practices</td>
</tr>
<tr>
<td><strong>SMOKING/USE OF TOBACCO</strong> (h)</td>
<td>Use or possession of tobacco, including electronic and vape, on school property or during school activities.</td>
<td>Informal talk, conference, parent involvement, detention, suspension, alternate school site, Saturday School, Restorative practices</td>
</tr>
<tr>
<td><strong>DESTRUCTION OR DEFACEMENT/ VANDALISM OF SCHOOL PROPERTY</strong> (f)</td>
<td>Destroying, damaging or mutilating property or materials belonging to school, school personnel or other persons</td>
<td>Informal talk, conference, suspension, expulsion, restitution, report to police, alternate school site.</td>
</tr>
<tr>
<td><strong>INAPPROPRIATE INTERNET USE</strong></td>
<td>Any use of Internet for purposes other than those specified by the school.</td>
<td>Informal talk, conference, suspension, expulsion, Restorative practices</td>
</tr>
<tr>
<td><strong>TERRORISTIC THREATS</strong></td>
<td>Any threat to commit a crime that would result in serious injury or damage. Even if there is no intent.</td>
<td>Threat Team investigation, intervention, suspension, expulsion, report to police.</td>
</tr>
<tr>
<td><strong>BULLYING, HARRASSMENT, THREATS OR INTIMIDATION (O)</strong></td>
<td>Engages in harassment, threats or intimidation directed towards students or staff that creates substantial disorder, invades the rights of others and creates an intimidating or hostile educational environment.</td>
<td>Informal talk, conference, parent involvement, suspension or expulsion, restorative practices</td>
</tr>
<tr>
<td><strong>BULLYING, CYBERBULLYING &amp; HARRASSENT (r)</strong></td>
<td>Any willful conduct directed at a specific person, which seriously alarms, annoys or harasses the other person and involves the imbalance of real or perceived power among those involved. Including conduct by means of an electronic act, cell phone, messaging, social media, etc.</td>
<td>Principal will use Bullying investigation procedure and steps for discipline. Possible consequences based on offense: Informal talk, conference, contract, parent involvement, suspension or expulsion</td>
</tr>
</tbody>
</table>

**STUDENT THREATS**
Threats on our school campuses are taken very seriously. A standard procedure for responding to ALL student threats of violence called “threat assessment” will be used. When a student communicates a threat to harm someone, a threat assessment team will do an assessment to determine how serious the threat is and what can be done to prevent the threat from being carried out. Our purpose is to prevent violence and find better ways to solve problems. The team will investigate threats, quickly resolve the “transient” threats, and take further action to deal with the “substantive” and serious threats. What is a threat? A threat is any expression of intent to harm someone. Threats may be spoken, written or expressed in some other way such as through gestures. Possession of a weapon will be investigated as a threat. If your student knows of someone making a threat it is important to contact the school principal. Help teach your student that there is a difference between “snitching” and trying to prevent an act of violence. If your student makes a threat or is the target of a “serious” threat, we will contact you, advise you of our response and seek your support and assistance in resolving the threat.
Dress Code

Mt. Pleasant School District maintains a uniform dress code for students. Listed below are the school uniform requirements. Modifications may be made annually to this list.

**APPEARANCE/DRESS CODE/ SCHOOL UNIFORM**
Mount Pleasant School are committed to ensuring safe and gang free schools, where learning is the focus. Therefore, no shade of red or blue clothing, accessory, backpack, or jewelry, other than the navy blue school uniform, is permitted on campus. All clothing must be size appropriate (not too baggy, too tight, too short or too revealing). Students must adhere to the following uniform policies:

<table>
<thead>
<tr>
<th>PANTS</th>
<th>Grades K-5 Navy Blue</th>
<th>Grades 6-8th Khaki (tan)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Twill slacks, shorts, or capris</td>
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</tr>
<tr>
<td></td>
<td>Neatly hemmed *Not banded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Sweatpants in Grade K-5 only</td>
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<tr>
<td></td>
<td>PANTS MUST BE WORN ON OR ABOVE THE NATURAL HIP LINE NO SAGGING</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPS</th>
<th>Grades K-5th White or Forest Green</th>
<th>Grades 6-8th White or Navy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo shirt with <strong>collar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blouse with collar (K-5)</td>
<td></td>
<td></td>
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<tr>
<td>Turtle neck or mock neck</td>
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<td></td>
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<tr>
<td>Long or short sleeved</td>
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</tbody>
</table>

**Individual School Spirit Shirts:**

Each site administrator will determine when *Spirit Shirts* may be worn.

If an undershirt /tee shirt is worn, it must be **white** and free of logos or designs and be **tucked in**.

Polo shirts must be long enough to cover the top of the pant pocket. **Not too long, tight or baggy**

<table>
<thead>
<tr>
<th>SKIRT</th>
<th>Grades K-5th Navy Blue</th>
<th>Grades 6-8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pleated, plain or skorts</td>
<td></td>
<td></td>
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<tr>
<td>No shorter than fingertip length</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SWEATSHIRT</th>
<th>Grades K-5th Forest Green</th>
<th>Grades 6-8th gray (any shade) or white</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hooded or non-hooded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pull on or zipper style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School logo or plain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free of other logos or designs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All Stars or Walden West Sweatshirts—Must be size appropriate—not too big or too small.

Site administrators will determine when spirit shirts, Walden West and All Star sweatshirts may be worn.

ALL CLOTHES MUST BE SIZE APPROPRIATE. Tight fitting or baggy clothes are not permitted. No baggy pants, shorts, etc. No short shorts or mini-skirts, tank tops, tube tops, or spaghetti straps. This applies to non-uniform days also.

**JACKETS**
Jackets with team logos or other advertisements are not permitted.

Solid color

**BELTS**

Plain black, brown, or white
Belts must be size appropriate
Buckles may not have insignias.
Belts may not have studs, sparkles, or other decoration.

**SOCKS**

White or black.

One pair of socks may be worn
Tights may be worn

Socks are not to be stuffed under the tongues of shoes.

**SHOES**

Solid white, brown or black
Enclosed toes and heels
Laces must match the shoes.
Shoes must be tied.
Students must also have appropriate shoes for P.E. Grades 6-8

**HAIR**

Hair should be clean and neatly groomed.

Hairspray or mousse is not allowed at school

Hair styles should be appropriate in length and color; not distracting to other students and disruptive to the learning process. Violators will call home to make the necessary arrangements to correct the situation.

**MAKE-UP, PERFUME, GROOMING PRODUCTS**

* Make up is not appropriate for the K-5 setting.
Spray deodorant or perfumes are not allowed

**JEWELRY**

* Long earrings and large hoops are not permitted.
* Jewelry that may offend community sensibilities is not allowed.
* Students with body piercings (lip, eyebrow, nose, tongue, etc.) are not permitted to wear jewelry in those piercings to school.
* Chain wallets are not permitted.

**HATS, SUNGLASSES, AND ACCESSORIES**
* Head coverings may be worn on school grounds only for protection from weather or religious reasons.
* Head coverings or hair decorations that are gang-like in nature or color are not allowed including bandanas.
* Sunglasses may not be worn at school.
* Accessories that interfere with learning or present a safety threat are not allowed.

**BACKPACKS Grades 6-8**
* Black, brown, white, or dark green
* Backpacks must be solid color.
* Patches are not permitted.
* Backpacks with print fabric, cartoon characters, or other logos are not appropriate for junior high school and are not permitted.
* Backpacks are to be free from all writing or drawings except the student’s name written one time neatly.

**BACKPACKS Grades K-5**
* Backpacks that are solid in color, (except red or navy/powder blue), with print fabric, cartoon characters, or other logos are appropriate the elementary grades.
* Backpacks are to be free from all writing or drawings except the student’s name written one time neatly.
* Patches, keys chains, etc. are not permitted.
* Backpacks with inappropriate writing or drawings may be spray painted by the school.

**DRESS CODE/NON-UNIFORM DAY GUIDELINES:**
The School Administration may designate Non-uniform days. On non-uniform days, students must dress within acceptable standards of cleanliness and modesty. All clothing should be clean, neat, in good repair, non-distracting, non-offensive and safe for school activities. Students who violate the non-uniform guidelines will call home to get the appropriate clothing.

**The following items are not permitted:**
* Skirts and shorts that do not reach your fingertips when arms are at their sides.
* Low-cut tanktops or shirts, vests and jackets with large or gaping arm holes.
* Crop tops, bare midriff blouses, cut-offs, or see-through jerseys
* Straps less than 1 inch wide
* Revealing clothing that is distracting or disruptive to the learning process.
* Clothes, jewelry, or pins that advertise products that are illegal or off limits to minors, or that may offend community sensibilities and/or interfere with students doing their best work.

* Sandals, flipflops, or high-heeled shoes.

* No Red or Blue clothing or items with insignias from non-school clubs, organizations, or gangs. [EC 35183,35183.5]

**DRESS CODE VIOLATIONS**

Students who are not in uniform are considered not ready to learn. Parents/guardians will be notified to bring the uniform to school. Students with specific medical needs related to the uniform must notify the office and have a doctor’s note on file. Consequences may include: *Lunch and/or recess detention* *A warning letter* *Exclusion from non-uniform days* *Other action based on individual needs*

Mt. Pleasant School District Administrators reserve the right to modify or change the dress code policy as necessary to insure the safety of the students and the quality of instruction.

**PARENT WAIVER**

A Parents/guardian may request a uniform waiver. Waivers are available at the district office and a meeting with the administration is requested to discuss the waiver and dress code. Students that have a uniform waiver must still adhere to the dress code guidelines listed above.

**B. Staff Training**

All Staff receive a copy of the District handbook including the dress code annually at the beginning of the school year.
Routine and Emergency Disaster Procedures:

**AEDs (Automated External Defibrillators)** are located at each school in the front office, the District Office and the August Boeger Gymnasium.

Staff receive an AED orientation annually. The AED equipment is monitored quarterly for appropriate functioning. Signs are posted in each classroom and school identifying the location of the AED on site.

Emergency procedures are reviewed with staff annually at the beginning of the school year. Emergency Procedures are posted in each room in each building.

**Drills- Procedures**

**Earthquake Emergency Procedures**

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(Code of Regulations, Section 35297)

Whenever an earthquake occurs, all students, teachers and other employees shall immediately begin Duck, Cover, and Hold procedures:

- **DUCK**, or DROP down on the floor.
• Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect head and neck with arms.
• HOLD onto the furniture and be prepared to move with it.
• Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

• Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.
• Expect aftershocks over the next hours or days,
• Check yourself and others for injuries.
• Report any injuries to Principal/Site Administrator.
• Use your training to provide first aid, use fire extinguishers, clean-up spills, etc.
• Assess your surroundings, check for damage and hazardous conditions.
• Report them to Principal/Site Administrator.
• Limit phone use to emergency calls only.
• If asked to evacuate to assembly areas, move swiftly.
• Grab keys, personal items and emergency supplies only if convenient and safe to do so.
• Follow directions of emergency responders.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and/first responders.

The Principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:
The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

• DUCK, or DROP down on the floor.
• Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
• HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.
Fire Drills Procedures

Each School Site shall hold a fire drill at least once a month in all elementary and middle schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.

2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

3. Evacuation areas will be established away from fire lanes.

4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.

2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

3. Teachers and students are staged in an orderly fashion away from fire lanes.

4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.
Lockdown – Active Intruder Drills- Procedures

All sites have received training in accordance with the procedures adopted by local law enforcement, Run, Hide, Defend. Lockdown Drills initially involve more pre-planning and organization than conducting other drills. All schools conduct an annual lock down drill, which should take no longer than 30 minutes. Drills are scheduled with Student Support Services. New teachers are trained and interested parties are trained annually.

There are a number of steps that are recommended in the Run-Hide-Define drill in order to successfully conduct a drill.

1. Train and/or review with staff and students annually
2. Review expectations and standards in terms of:
   RUN- Evacuation procedures - how to determine if to evacuate or lockdown
   HIDE- Lockdown Procedures
      a. Locking doors
      b. Maintaining a quiet room
      c. Covering windows if needed
      d. Turn off lights, only if needed
      e. Building door and internal barricades
      f. Reviewing classroom and all clear procedures
      g. Reviewing off site evacuation directions and locations.
   DEFEND- if in imminent danger, defense of self and others to maintain life
3. Send a follow-up reminder memo to staff
4. Organize the assessment team.
5. Conduct the assessment. District requires 90% pass rate or an additional drill is scheduled. Passing a drill consists of appropriate evacuation skills, quiet room, effective barricades, and internal concealment
7. Report to Superintendent on Drill Success
The Basic Plan

Requirements

The Plan meets the requirements of Santa Clara County’s policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. Mt. Pleasant has agreed to provide access.

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.
Definitions: Incidents, Emergencies, Disasters

Incident
An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency
The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

*Emergency* is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

*Emergency* also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster
A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a
flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Responsibilities for a School Disaster
Everyone at a school will have some responsibilities in an emergency based on their role, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) is adapted at the school. Staff will be trained bi-annually on SEMS, new staff trained during orientation.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function. Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander. No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common Terminology:
All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology. If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.
Incident Command System Functions:

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Incident/School Commander (The “leader”)
The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Mt. Pleasant School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

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

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

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

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

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.
Unified Command Structure
Unified Command is a procedure used at incidents that allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Staff Training:
School Staff have been trained in the Incident Command System. Staff will receive ongoing training annually on SEMS and specific roles within the ICS System.

School ICS charts in back of plan. Plan will be updated annually by September 30th, Copy to be kept in School Office and a copy submitted to the Superintendent’s Office.
Emergency Service Workers- District Employees

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.
States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:
- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:
1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but the school pays their overtime pay. These circumstances apply only when a local or state emergency is declared.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

California Civil Code, Chapter 9, Section 1799.102
It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")
Levels of Response in an Emergency

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Mt. Pleasant School District to respond. The affected Cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of
resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students, and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

### Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

### Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

### Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery
phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

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**Student Release - District and Parent Responsibilities**

**DISTRICT RESPONSIBILITY**
If the superintendent declares a district emergency during the school day, the following procedures will be followed:

**IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.**

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
   a. If students are on their way to school, they will be brought to school if bussed, they should proceed to school if walking without an adult
   b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations, sent via phone if available, and posted at the site to keep parents informed.

**PARENT RESPONSIBILITY**
Parents and legal guardians of students will be provided with a Student Health/Emergency Form to be updated each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.
It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

**Chapter 7**

**EMERGENCY PROCEDURES PLAN** – posted in each room

**IMMEDIATELY CONTACT THE SCHOOL OFFICE TO REPORT THE EMERGENCY SITUATION:**

Activate the campus emergency system by following the recommended emergency guidelines outlined within this chart. When reporting the emergency to the main office or 911, you should be prepared to supply the following minimal amount of information:

- Your name.
- Nature of incident.
- Location of incident.
- Severity of injuries or property damage.
- Telephone number (as a call back) if additional information is required.

**MAIN OFFICE WILL TAKE THE FOLLOWING ACTION:**

1. Immediately **CALL 9-1-1** if needed to coordinate and report the emergency and supply required information the emergency dispatcher requests.

2. Activate the campus emergency system by:
   - Notifying the **Principal or Incident Commander** of the reported emergency and provide all critical details.
   - Provide additional emergency support as directed by the **Principal of Incident Commander**.
   - **AFTER SCHOOL HOUR EMERGENCIES CALL 9-1-1**.

Most emergency responses are covered by the following Basic Actions:

**A. Action: Shelter in Place**
   Action: Shelter in Place consists of bringing students into the classroom or holding them in the classroom pending further instruction.

**B. Action: EVACUATION - LEAVE BUILDING**
   ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site(s).
Action: EVACUATION - LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

a. Fire
b. Peacetime Bomb Threat
c. Chemical Accident
d. Explosion or Threat of an Explosion
e. Following an Earthquake
f. Other similar occurrences that might make the building uninhabitable
g. At the onset of an Active shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving the school site is the safest option.

C. Action: SHELTER IN PLACE

Action: SHELTER IN PLACE consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: SHELTER IN PLACE consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action SHELTER IN PLACE is appropriate for, but not limited to, the following:

a. Severe Windstorm (short warning)
b. Biological or Chemical Threat
c. Sniper Attack
d. Rabid Animal on School Grounds
e. Event in area surrounding school

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

a. Inside school buildings
   • Immediately TAKE COVER under desks or tables and turn away from all windows
   • Remain in a sheltered position for at least 60 seconds, silent and listening to/or for instructions

b. Outside of School Buildings
   • Earthquake: move away from buildings
   • Take a protective position, if possible
c. Explosion/Nuclear Attack:
   • Take protective position, OR,
   • Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE
No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION
WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:
   a. Fire
   b. Chemical & Biological Gas Alert
   c. Flood
   d. Fallout Area
   e. Blast Area
   f. Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME
Action: GO HOME consists of:
   a. Dismissal of all classes
   b. Return of students to their homes by the most expeditious route

Action: GO HOME is to be considered only if there is time for students to go safely to their homes. Notification of parents by radio broadcast, local television, ALERT website, text, phone blast or distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL
Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.
Earthquake

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.
All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

**Fire Within A School Building:**
In the event that a fire is detected within a school building, use the following procedures:

a. The Principal or Designee will:
   - Order an evacuation if the fire alarm doesn't work
   - Call 9-1-1
   - Notify the Superintendent

b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

c. Teachers will close doors upon evacuating.

d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.

e. The Custodian or designee shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

f. The Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Custodian or designee will also keep access entrances open for emergency vehicles.

g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

**Fire Near School**

a. **The Principal or designee shall:**
   - Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
   - Notify the Fire Department by calling 911.
   - Notify the Superintendent's office.
   - Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.
Power Outage / Rolling Blackouts


PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to the Telephone Company, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
DO NOT USE barbecues, Coleman-type stoves, hibachis, and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off, printers, copiers, major appliances, and lights when not in use or not needed.

Shut off lights in unoccupied rooms.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).
Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

- **SHUT.** Close and lock all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

- **LISTEN.** Remain quiet to hear critical instructions from school officials.
  
  - If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

**ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:**

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

- **A school official (or student if no official present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*

- **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*

- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.
Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone. 

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
- The most important information is:
  - When will the bomb explode and where is the bomb located?
  - Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
  - Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
  - Your name
  - Your call-back phone number
  - Exact street location with the nearest cross street
  - Nature of incident
  - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance.
**Intruder on Campus**

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

**Low Level:**

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

**If Intruder(s) are on playground or grounds at brunch or lunch time:**

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- If intruder becomes dangerous, activate SHELTER IN PLACE or LOCKDOWN/Active shooter alarm as appropriate throughout the rest of school as appropriate.

**Hostage Situation**

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go
unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "Evacuation or RUN " position or run in a zig-zag fashion off-site the staging areas and STAY CALM.

☐ If and when possible, call 9-1-1 and/or Administration.

**Lockdown: Active Shooter**

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation. This is also true for students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement. Staff and students must make decisions and take action based on the events and doing whatever is necessary to preserve life.

**Immediate actions should include:**

☐ Notification of site through public address (P.A.) system and email, if feasible, of situation to staff.
  - Any staff person can use the use the P.A. system from any campus phone.
  - Notification should include as much information as possible to alert staff and students of situation and location of danger. For example: “There is an armed intruder on campus seen in front of library headed towards room 10.” Any staff member in any location on site can make this notification.

☐ Staff and students must determine, based on the situation, if it is safer to evacuate or go into lockdown.
- Staff and students run to off-site evacuation areas, or safe area off campus OR go into classrooms/buildings to lock down.
- LOCKDOWN includes locking doors, building door barricades, interior barricades and concealment, covering windows and turning off/dimming lights.
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need immediate medical attention for a victim.
- Each staff person should notify Administration of their evacuation location if not in regular classroom.
- Administration notifies the Superintendent’s office, coordinates response with law enforcement.

**Emergency Activities:**

If confronted by an Active Shooter and in imminent danger staff and students are encouraged to take active measures, DEFEND, to stay out of harm’s way.

- Run – evacuation- off campus away from danger in a zig-zag pattern
- Lockdown and stay hidden behind barricades. Use closets, enclosed spaces, or any available space to stay hidden and quiet.
- Do whatever is necessary to defend self and others. Only used when faced with imminent danger. Scream or yell as a group to disorient the shooter, hit or maim the intrude with improvised weapons; attack the intruder as a group, etc.

**Staff Intermediate activities:**

- Place a red card under the door/in a window if you have a serious injury in the classroom.
- Take roll – determine who is present and who is unaccounted for.
- Conduct anxiety-reducing activities- deep breathing, holding hands, etc.

**Evacuation following incident:**

- Prepare students and yourself for evacuation, gather attendance, emergency cards, prepare to respond to law enforcement, leave class following the directions of law enforcement.
- Follow directions of law enforcement when they arrive and support students.
POISONING:
If a student ingests a poisonous substance:
- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:
The following are guidelines for Chemical Spills:
- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY
- Notify the District Office with the following information:
  - Date, time, and exact location of the release or threatened release
  - Name and telephone number of person reporting
  - Type of chemical involved and the estimated quantity
  - Description of potential hazards presented by the spill
  - Document time and date notification made
  - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have it present, should the need arise
- Place reflective triangles or traffic cones if in the street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills
Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

**Spill Clean Up**

School personnel may not clean up chemical Spills. Call the District Office at Maintenance Department, extension 70117 or from outside 223-3735. The cleanup will be coordinated through a designated contractor.

**HAZARDOUS SUBSTANCES**

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Lacquer Thinner
- Airborne Gases/Fumes
- Solvents
- Paint
- Break Fluid
- Motor Oil
- Agricultural Spray
- Anti-Freeze
- Diesel Fuel
- Paint Thinner
- Kerosene

Always call for assistance at extension or from outside 408 223-3735

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area
Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

**VEHICLE FUEL SPILL**

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - **IF IT CAN BE DONE SAFELY**
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided

- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.
Emergency Evacuation Routes and Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation Teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.
Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person, reaching your arms around the person choking
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.
Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

<table>
<thead>
<tr>
<th>TRIAGE Priorities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Priority - RED TAG</td>
<td></td>
</tr>
<tr>
<td>1. Airway and breathing difficulties</td>
<td></td>
</tr>
<tr>
<td>2. Cardiac arrest</td>
<td></td>
</tr>
<tr>
<td>3. Uncontrolled or suspected severe bleeding</td>
<td></td>
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<tr>
<td>4. Severe head injuries</td>
<td></td>
</tr>
<tr>
<td>5. Severe medical problems</td>
<td></td>
</tr>
<tr>
<td>6. Open chest or abdominal wounds</td>
<td></td>
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<tr>
<td>7. Severe shock</td>
<td></td>
</tr>
<tr>
<td>Second Priority - YELLOW TAG</td>
<td></td>
</tr>
<tr>
<td>1. Burns</td>
<td></td>
</tr>
<tr>
<td>2. Major multiple fractures</td>
<td></td>
</tr>
<tr>
<td>3. Back injuries with or without spinal cord damage</td>
<td></td>
</tr>
<tr>
<td>Third Priority - GREEN TAG</td>
<td></td>
</tr>
<tr>
<td>1. Fractures or other injuries of a minor nature</td>
<td></td>
</tr>
<tr>
<td>Lowest Priority - BLACK</td>
<td></td>
</tr>
<tr>
<td>2. Obviously mortal wounds where death appears reasonably certain</td>
<td></td>
</tr>
<tr>
<td>3. Obviously deceased</td>
<td></td>
</tr>
</tbody>
</table>

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.
Initial contact  Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)
- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)
- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)
- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)
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Suicide Threat

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

**Do’s**

Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person’s nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is “YES,” ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

**GET HELP** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide alone.

**STAY** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

**Don’ts**

Don’t leave the person alone for even a minute.

Don’t act shocked or be sworn to secrecy.

Don’t underestimate or brush aside a suicide threat (“You won’t really do it; you’re not the type”), or to shock or challenge the person (“Go ahead. Do it”). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don’t let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don’t take too much upon yourself alone. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Notify parent/guardian, administration provides resources and document what has occurred.
Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.

**Note:** A casualty is a victim of an accident or disaster.

- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.

**Bio Terrorism How to identify suspicious letters or packages**

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential.”
When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

**Emergencies within a school:**

**Internal communications will be via:**
- Public address systems.
- Radio set to site/district channel
- Emails
- Texts to staff
- Message runner
- District telephone/emergency radio to administration offices.

**External communications will be via:**
- Public Address System
- News bulletins via recorded messages by appointed personnel sent to parent/guardians and staff as needed by phone.
- Text sent to parent/guardians
- Email

**Emergencies affecting two or more schools:**

**In-district communications will be via:**
- Telephone, if operable.
- Public Address System
- District internal Radio communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.
- A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.
- News bulletins via recorded messages by appointed personnel sent to parent/guardians and staff as needed by phone
- Text to parent/guardians

**When using the District radio system:**

**This section may be modified to suit your communications system operations.**

- Set radio to ________________________________
- Firmly push down button to transmit, wait several seconds, and then speak calmly and clearly into the mouthpiece.
- Unit to Base
  - Identify yourself: "This is ___NAME__, ___POSITION__, from ___SITE__.
  - Base will respond.
- Give message, after transmission is complete. Base will end with (base number) clear
- Unit to Unit
  - Use unit number to begin and end transmissions.
  - Use unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting except for emergency information.

- Portable units should remain in charger when not in use.

**Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.**

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, labor association leaders, Board President student leaders and other key communicators.
- Enact telephone tree in order to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.
**Media Relations:**

- Only pre-assigned personnel will communicate or meet with the media in a designated area so as not to disrupt the educational process.
- News media personnel are not to be on school grounds, except in designated areas.
- Staff is to report any news media personnel that appear elsewhere on campus.
- Media are not to speak with students.

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**Media Contact Information**

### Television Stations

<table>
<thead>
<tr>
<th>Station Name</th>
<th>Fax Numbers</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPIX Channel 5 (ASSIGN. EDITOR)</td>
<td>415-765-8916</td>
<td>415-765-8610</td>
</tr>
<tr>
<td>KRON Channel 4 (BONNIE HITCH)</td>
<td>415-561-8136</td>
<td>415-561-8907</td>
</tr>
<tr>
<td>KGO-TV Channel 7</td>
<td>408-261-6413</td>
<td>408-261-6410</td>
</tr>
<tr>
<td>KQED TV Channel 9</td>
<td>415-553-2456</td>
<td>415-864-2000</td>
</tr>
<tr>
<td>KNTV Channel 11</td>
<td>408-538-1530</td>
<td>408-286-1111</td>
</tr>
<tr>
<td>KOFY TV (PS Announcement only)</td>
<td>415-641-1163</td>
<td>415-821-2020</td>
</tr>
<tr>
<td>KICU Channel 36</td>
<td>408-953-3630</td>
<td>408-953-3636</td>
</tr>
<tr>
<td>KSTS Channel 48</td>
<td>408-434-1046</td>
<td>408-435-8848</td>
</tr>
</tbody>
</table>

### Radio Stations

<table>
<thead>
<tr>
<th>Station Name</th>
<th>Fax Numbers</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAZA</td>
<td>408-985-9322</td>
<td>408-984-1290</td>
</tr>
<tr>
<td>KBAY FM/KEEN AM</td>
<td>408-364-4545</td>
<td>408-370-1370</td>
</tr>
<tr>
<td>KEZR</td>
<td>408-293-3341</td>
<td>408-287-5775</td>
</tr>
<tr>
<td>KGO AM</td>
<td>415-954-8686</td>
<td>415-954-8100</td>
</tr>
<tr>
<td>KLIV AM/KARA FM</td>
<td>408-995-0823</td>
<td>408-293-8030</td>
</tr>
<tr>
<td>KLOK</td>
<td>408-532-7389</td>
<td>408-274-1170</td>
</tr>
<tr>
<td>KSFO</td>
<td>415-658-4501</td>
<td>415-398-5600</td>
</tr>
<tr>
<td>KSJO FM/KSIX AM</td>
<td>408-452-1330</td>
<td>408-453-5400</td>
</tr>
<tr>
<td>KCBS</td>
<td></td>
<td>415-765-4112 (24 hrs)</td>
</tr>
</tbody>
</table>

### Newspapers

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Fax Numbers</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose Mercury News</td>
<td>408-288-8060</td>
<td>408-920-5541</td>
</tr>
<tr>
<td>Evergreen Times</td>
<td>408-494-7078</td>
<td>408-484-7000</td>
</tr>
<tr>
<td>Bay City News</td>
<td>408-294-7745</td>
<td>408-294-2793 or 415-552-8900</td>
</tr>
<tr>
<td>El Observador</td>
<td>408-295-0188</td>
<td>408-295-4272</td>
</tr>
<tr>
<td>La Alianza</td>
<td>408-272-9395</td>
<td>408-295-9394 or 408-270-3926</td>
</tr>
<tr>
<td>LaOferta Review</td>
<td>408-729-3278</td>
<td>408-729-6397</td>
</tr>
<tr>
<td>La Voz Latina</td>
<td>408-297-1428</td>
<td>408-297-1553</td>
</tr>
<tr>
<td>East</td>
<td>408-928-1757</td>
<td>408-928-1750</td>
</tr>
</tbody>
</table>
Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a “new normal” to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal. When the needs of the victims exceed the immediate resources available to the school, Santa Clara County Mental Health and the agencies working under its umbrella are available to support schools.

Numerous agencies under the Santa Clara County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. Licensed therapists, social workers or supervised interns, provide these services. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Santa Clara County Mental Health Department before reporting to their assigned campuses.

In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District can notify the Santa Clara County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Santa Clara County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Mental Health Resources
District Mental Health Staff, such as counselors and school psychologists in the case of an emergency will be assigned to support recovery following the incident. The district will also work with community agency partners to provide additional mental health resources to students.

Mental Health staff and community agencies will be coordinated by the Student Support Services Office and will report back to the Superintendent on recovery activities and needs. Mental Health Staff will support students and staff with counseling, resources and referrals.

The period of support needed will be dependent on the circumstances and the mental health needs of students and staff following an incident.

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**Chapter**

**Emergency Awareness/ Preparedness Checklists & Forms**

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to help assess emergency preparedness.
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Steps</th>
<th>Who</th>
<th>Done</th>
</tr>
</thead>
</table>
| Review employment screening policy & procedure      | • Does your screening process include volunteers, cafeteria workers, and security, in addition to educational staff?  
• Does your procedure allow for actual searches of courthouse records  
• Do your searches do Social Security Number traces to identify any out-of-state venues that should be checked?  
• Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who visit? | Security             |      |
|                                                     |                                                                                                                                          | Human Resources      |      |
| Review the adequacy of physical security in and around campus buildings | • Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities.  
• Are keys to campus and administration buildings adequately controlled?  
• Are alarm pass codes changed when an employee leaves the school district? Is exterior lighting working and is illumination adequate?  
• Is interior lighting (night lighting) working and is illumination adequate? | Security             | Operation |
|                                                     |                                                                                                                                          |                      |      |
| Review access control procedures and heighten employee awareness | • Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well.  
• Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property?  
• Has a visitor log and ID badge system been implemented? | Everyone             |      |
| Train Staff to recognize and report suspicious activities on campuses. | • Are persons taking pictures or filming campus activities questioned?  
• Are specific individuals assigned to inspect the outside of campus buildings?  
• Have you developed a plan to handle reports of suspicious activity? issue placed on routine checklists for maintenance and custodial personnel?  
• Do personnel know what to do if a suspicious package is found?  
• When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts? | Everyone             |      |
Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.

- Do all members of the school community know that any threat, or information about a potential threat, must be reported? Do they understand that there is no such thing as a threat intended as a joke?
- Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Security</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Human Resources</td>
</tr>
</tbody>
</table>

Work closely with local law enforcement and health officials.

- Have you made local law enforcement a partner in your district plans?
- Are parking regulations, particularly fire zone regulations, strictly enforced?
- Does local law enforcement have copies of building blueprints that include the ventilation system, and electrical plans?
- Have you determined contact protocol with local health officials if bio-terrorism is suspected?

<table>
<thead>
<tr>
<th>Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Staff</td>
</tr>
<tr>
<td>Crisis Management Team</td>
</tr>
</tbody>
</table>

Train staff on identifying and handling suspicious packages and letters.

- Have you downloaded and posted the FBI advisory (poster) regarding suspicious packages from [www.fbi.gov](http://www.fbi.gov)?
- Or, the US Postal Inspection Service poster on identifying suspicious packages from [www.usps.gov](http://www.usps.gov)?

<table>
<thead>
<tr>
<th>Mail room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial Security</td>
</tr>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Students</td>
</tr>
</tbody>
</table>
This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan.

**Requirement**

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the District Disaster Plan, and know the responsibilities of the site manager</td>
</tr>
<tr>
<td>2. Designate a second-in-command and a backup for ICS</td>
</tr>
<tr>
<td>3. Orient staff to District Disaster Plan, ICS, review site procedures (staff meeting)</td>
</tr>
<tr>
<td>4. Update site plan (assign staff responsibilities ICS, Collect employee forms, create order of release)</td>
</tr>
<tr>
<td>5. Schedule any necessary training (First Aid, CPR, Triage, Search &amp; Rescue)</td>
</tr>
<tr>
<td>6. Schedule drills: Fire, Earthquake, Active shooter, Communications</td>
</tr>
<tr>
<td>7. Complete site map, post as required, and forward a copy to Maintenance Department</td>
</tr>
<tr>
<td>8. Complete Site Hazard Survey</td>
</tr>
<tr>
<td>9. Complete Classroom Hazard Survey Summary</td>
</tr>
<tr>
<td>10. Submit Classroom Hazard Survey Summary to Maintenance Department</td>
</tr>
<tr>
<td>11. Participate in test of District Radios</td>
</tr>
<tr>
<td>12. Check battery-operated radios and flashlights</td>
</tr>
<tr>
<td>13. Locate and confirm working land line (fax line)</td>
</tr>
<tr>
<td>14. Complete supplies and equipment inventory to include classroom emergency kits</td>
</tr>
<tr>
<td>15. Order supplies and equipment as necessary</td>
</tr>
<tr>
<td>16. Evacuation areas/ alternative identified for all sites - notify staff of sites</td>
</tr>
<tr>
<td>17. Communications to parents and students about disaster procedures- collect individual student disaster kits if appropriate</td>
</tr>
<tr>
<td>18. Work with staff to collect all Student Release and School Emergency Information Cards – post in classroom</td>
</tr>
<tr>
<td>19. Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.</td>
</tr>
<tr>
<td>20. Assess emergency food supplies as applicable.</td>
</tr>
<tr>
<td>21. Meet with After School staff and coordinate disaster preparedness plans</td>
</tr>
<tr>
<td>22. Review Visitor sign in procedures and require that all staff enforce procedures with all visitors on campus.</td>
</tr>
<tr>
<td>23. All staff have vests for supervision and emergencies</td>
</tr>
</tbody>
</table>

Principal’s Signature ____________________________  Date ____________________________
<table>
<thead>
<tr>
<th>GENERAL GUIDELINES</th>
<th>OK</th>
<th>Needs Attention</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAMPUS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signs Posted, Controlled Access</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic review, parking, fire lanes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate surfacing, lighting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Plan in Office &amp; Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Postings - Evacuation routes, Williams, Emergency Procedures, etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign in procedures clear and enforced by all staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ASSEMBLY ROOMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exits clear, exit &amp; emergency lights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floors, seating maintained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage: clean, clear exits, wiring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen: clean, safe food storage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Play Ground</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stairs, ramps, walkways, gates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surfacing in common areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ROOMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazardous material storage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate ventilation, fume hoods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety signs posted, enforced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boxes not stored overhead, or secured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EMERGENCY PREPAREDNESS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire extinguishers checked monthly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire and Earthquake drills scheduled and conducted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid Equipment in place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evacuation routes posted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Training on Emergency Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Plans and medications readily available</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Non-structural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

Each teacher shall assess his/her classroom for hazards and correct any hazards he/she can.

<table>
<thead>
<tr>
<th>ROOM NUMBER</th>
<th>OK - Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deficiencies to be corrected by maintenance staff:</strong></td>
<td></td>
</tr>
<tr>
<td>Free standing shelves over 4 feet tall secured to floor or wall</td>
<td></td>
</tr>
<tr>
<td>File cabinets bolted to wall</td>
<td></td>
</tr>
<tr>
<td>File cabinet drawers have latches</td>
<td></td>
</tr>
<tr>
<td>No paints and chemicals, including cleaning materials, in classrooms</td>
<td></td>
</tr>
<tr>
<td>Wall-mounted objects are secured</td>
<td></td>
</tr>
<tr>
<td>Sound system speakers are secured to building</td>
<td></td>
</tr>
<tr>
<td><strong>Deficiencies to be corrected by school personnel:</strong></td>
<td></td>
</tr>
<tr>
<td>Heavy objects removed from high shelves- no falling hazards</td>
<td></td>
</tr>
<tr>
<td>Aquariums located on low counter or restrained</td>
<td></td>
</tr>
<tr>
<td>Desk-top Computers fastened to work station</td>
<td></td>
</tr>
<tr>
<td>Desks and tables cannot block exits</td>
<td></td>
</tr>
<tr>
<td>Cabinets or equipment on wheels cannot block doorway</td>
<td></td>
</tr>
<tr>
<td>Walkways kept clear and are wheelchair accessible</td>
<td></td>
</tr>
</tbody>
</table>
# Emergency Service Worker Questionnaire - Skills & Release - Optional Form

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Name</td>
</tr>
<tr>
<td>2.</td>
<td>Position</td>
</tr>
<tr>
<td>3.</td>
<td>Location</td>
</tr>
<tr>
<td>4.</td>
<td>Work Phone/Ext.</td>
</tr>
<tr>
<td>5.</td>
<td>Home Phone</td>
</tr>
</tbody>
</table>

### Specialized Skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bilingual?</td>
</tr>
<tr>
<td></td>
<td>If yes, Language(s):</td>
</tr>
<tr>
<td>2.</td>
<td>CPR Certified?</td>
</tr>
<tr>
<td></td>
<td>If yes, Expiration Date:</td>
</tr>
<tr>
<td></td>
<td>If no, are you willing to be trained?</td>
</tr>
<tr>
<td>3.</td>
<td>First Aid Certified?</td>
</tr>
<tr>
<td></td>
<td>If yes, Expiration Date:</td>
</tr>
<tr>
<td></td>
<td>If no, are you willing to be trained?</td>
</tr>
<tr>
<td>4.</td>
<td>CERT (Triage) Trained?</td>
</tr>
<tr>
<td></td>
<td>If yes, Expiration Date:</td>
</tr>
<tr>
<td></td>
<td>If no, are you willing to be trained?</td>
</tr>
<tr>
<td>5.</td>
<td>Simple Triage/Rapid Assessment Trained?</td>
</tr>
<tr>
<td></td>
<td>If yes, Expiration Date:</td>
</tr>
<tr>
<td></td>
<td>If no, are you willing to be trained?</td>
</tr>
</tbody>
</table>

### Personal Responsibilities - That may impact your ability to complete your duties as an Emergency Service Worker

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Children?</td>
</tr>
<tr>
<td></td>
<td>If yes, ages:</td>
</tr>
<tr>
<td>2.</td>
<td>Special needs?</td>
</tr>
<tr>
<td></td>
<td>If yes, please describe:</td>
</tr>
<tr>
<td>3.</td>
<td>Elderly parents?</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>4.</td>
<td>Pets?</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>5.</td>
<td>Other caregivers available?</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>5.</td>
<td>Other</td>
</tr>
</tbody>
</table>

### In an Emergency – Confidential

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Anything you want us to know?</td>
</tr>
<tr>
<td>2.</td>
<td>Special Needs?</td>
</tr>
<tr>
<td>3.</td>
<td>Medications?</td>
</tr>
</tbody>
</table>
Listed below are websites that provide additional information.

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.ready.gov">www.ready.gov</a></td>
<td>Disaster Preparedness Information</td>
</tr>
<tr>
<td><a href="http://www.nasponline.org">www.nasponline.org</a></td>
<td>National Association of School Psychologists</td>
</tr>
<tr>
<td><a href="https://www.caloes.ca.gov/">www.caloes.ca.gov/</a></td>
<td>California Office of Emergency Services</td>
</tr>
<tr>
<td><a href="http://www.sccoe.org/">www.sccoe.org/</a></td>
<td>Santa Clara County Office of Education</td>
</tr>
</tbody>
</table>
Staging Areas — Available in Office

| Command Posts |

Intentionally left blank

Evacuation Centers

Intentionally left blank

| Command Posts |

Intentionally left blank

Operations

Each site has an Incident Command System developed at the school and updated annually.
<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>Excused absences</th>
<th>Total Days Unexcused/Unverified</th>
<th>*ADA loss Unexc-Unv only</th>
<th>Truant students (3 or more unexcused)</th>
<th>Percentage of enrollment Truant</th>
<th>**Number of Chronic Absentees (17+ absences)</th>
<th>Percentage of enrollment that are chronic absentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>VV 18/19</td>
<td>348</td>
<td>1091</td>
<td>633</td>
<td>3.5</td>
<td>93</td>
<td>27%</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>VV 17/18</td>
<td>349</td>
<td>734</td>
<td>731</td>
<td>4</td>
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<tr>
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<td>School</td>
<td>Enrollment</td>
<td>Excused absences</td>
<td>Total Days Unexcused/Unverified</td>
<td>*ADA loss Unexc-Unv only</td>
<td>Truant students (3 or more unexcused)</td>
<td>Percentage of enrollment Truant</td>
<td>**Number of Chronic Absentees (17 + absences)</td>
<td>Percentage of enrollment that are chronic absentees</td>
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<tr>
<td>IJA 18/19</td>
<td>610</td>
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<td>605</td>
<td>1645</td>
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<td>1730</td>
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<td>180</td>
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<td>28</td>
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<td>1552</td>
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<td>6%</td>
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<td>28</td>
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</tr>
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<td>AB 14/15</td>
<td>599</td>
<td>1436</td>
<td>2319</td>
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<td>254</td>
<td>42%</td>
<td>31</td>
<td>5%</td>
</tr>
<tr>
<td>AB 13/14</td>
<td>605</td>
<td>1330</td>
<td>2302</td>
<td>12</td>
<td>248</td>
<td>41%</td>
<td>29</td>
<td>5%</td>
</tr>
<tr>
<td>AB 12/13</td>
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### California Health Kids Survey Data 2019-2020

<table>
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<tr>
<th>Key Indicators 5th Grade Item</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
<th>2016</th>
<th>2018</th>
<th>2020</th>
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<tbody>
<tr>
<td>Tobacco Use (-) New- Students that ever use cigarettes, includes part</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students that have ever used cigarettes* (whole cigarette)(P1)</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Drug Use(-) Percentage of students that have ever used marijuana (P1)</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
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<tr>
<td>Safe Schools and Violence(+) Percentage of students that feel very safe at school (P1)</td>
<td>48%</td>
<td>57%</td>
<td>55%</td>
<td>55%</td>
<td>77%</td>
<td>71%</td>
<td>73%</td>
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<tr>
<td>Protective Factors (+) Percentage of students that report a high level of caring relationships with a teacher or other adult at their school (P1)</td>
<td>59%</td>
<td>57%</td>
<td>59%</td>
<td>64%</td>
<td>61%</td>
<td>72%</td>
<td>69%</td>
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<tr>
<td>Percentage of students that report high levels of expectations from a teacher or other adult at their school (P1)</td>
<td>63%</td>
<td>58%</td>
<td>61%</td>
<td>64%</td>
<td>60%</td>
<td>82%</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of students that report high levels of opportunities for meaningful participation at their school (P1)</td>
<td>24%</td>
<td>19%</td>
<td>22%</td>
<td>30%</td>
<td>26%</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>Percentage of students that report high levels of school connectedness at their school (Total School Assets) (P1)</td>
<td>53%</td>
<td>59%</td>
<td>66%</td>
<td>73%</td>
<td>63%</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
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</tr>
<tr>
<td>Protective Factors (+): Caring relationships with teacher or other adult (P1)</td>
<td>35%</td>
<td>32%</td>
<td>33%</td>
<td>38%</td>
<td>72%</td>
<td>65%</td>
<td>60%</td>
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<tr>
<td>High expectations from teacher or other adult (P1)</td>
<td>57%</td>
<td>56%</td>
<td>58%</td>
<td>66%</td>
<td>82%</td>
<td>78%</td>
<td>76%</td>
</tr>
<tr>
<td>Opportunities for meaningful participation (P1)</td>
<td>15%</td>
<td>11%</td>
<td>14%</td>
<td>22%</td>
<td>45%</td>
<td>30%</td>
<td>30%</td>
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<tr>
<td>Total School Assets (School Connectedness) (P1)</td>
<td>36%</td>
<td>51%</td>
<td>49%</td>
<td>63%</td>
<td>72%</td>
<td>67%</td>
<td>63%</td>
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<tr>
<td>*Academic Motivation (High) -</td>
<td></td>
<td></td>
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<tr>
<td>Current Cigarette Smoking During the past 30 days did you smoke a cigarette? (P1)</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
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<tr>
<td>Current electronic Cigarette use (*new Item)</td>
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<tr>
<td>Ever tried electronic cigarettes (Vape/Juul)</td>
<td>4%</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Current marijuana use</td>
<td>9%</td>
<td>7%</td>
<td>6%</td>
<td>10%</td>
<td>7%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Current Alcohol or drug use</td>
<td>9%</td>
<td>7%</td>
<td>6%</td>
<td>10%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
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<tr>
<td>Very drunk or “high” 7 or more times</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td></td>
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<tr>
<td>Current binge drinking</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
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<tr>
<td>Been drunk or “high” at school ever</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2%</td>
<td>1%</td>
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<tr>
<td>Considered Suicide in past 12 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
<td>16%</td>
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<tr>
<td>* Experienced chronic sadness/hopelessness</td>
<td>31%</td>
<td>26%</td>
<td>32%</td>
<td>29%</td>
<td></td>
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</tbody>
</table>
California Staff Climate Survey

Percentage in Agreement 2020

Supportive and Inviting Place for students to learn
Sets high academic standards for all students
Promotes academic success for all students
Has clean and well-maintained facilities
Identified as Somewhat to Large Problem Area

- Bullying among students
- Alcohol & Drug use
- Gang related activity
- Student depression/mental health issues
- Student fighting

Percentage in agreement:
- Fosters appreciation of student diversity: Total Dist 98, Emem 99, Middle 97
- Staff treat all students fairly (Nearly All/Most): Total Dist 91, Emem 89, Middle 97
- Staff treat students with respect (Nearly All/Most): Total Dist 91, Emem 89, Middle 100
- Staff examine their own cultural beliefs: Total Dist 78, Emem 78, Middle 76
2019-2020 Parent Survey

Percentage in Agreement

- School provides high quality... 67%
- School has adults that really... 88%
- School motivates my child... 92%
- School provides high quality... 90%
- School is a safe place for... 93%
- School promotes academic... 92%

Programs & Facilities

<table>
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<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
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<td>SCHOOL PROVIDES HEALTHY FOOD CHOICES</td>
<td>72</td>
<td>14</td>
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<tr>
<td>SCHOOL HAS CLEAN &amp; WELL MAINTAINED...</td>
<td>86</td>
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<tr>
<td>SCHOOL PROVIDES QUALITY COUNSELING...</td>
<td>70</td>
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</table>
Percent agree area is somewhat or large problem

<table>
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<tr>
<th>Area</th>
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<tr>
<td>RACIAL/ETHNIC CONFLICT</td>
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<td>VAPING/E-CIG USE</td>
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<td>14</td>
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<td>DRUG/ALCOHOL USE</td>
<td>16</td>
<td>14</td>
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<td>BULLYING</td>
<td>31</td>
<td>29</td>
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<tr>
<td>PHYSICAL FIGHTS</td>
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<tr>
<td>STUDENTS DISRESPECTING STAFF</td>
<td>14</td>
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</table>

School Enforces rules equally: 82%
School clearly communicates consequences of breaking rules: 83%
Encourages students to care about how others feel: 87%
School promotes respect of all cultural beliefs and practices: 85%
School treats all students with respect: 92%
<table>
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<th>Ed Code Section</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20*</th>
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<td>Caused physical injury (mutual combat) a1</td>
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<td>19</td>
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<tr>
<td>Willfully used force (assault) a2</td>
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<td>Possessed dangerous object b</td>
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<tr>
<td>Possessed/used/sold been under inf. of controlled substance c</td>
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<td>Committed/attempted robbery or extortion e</td>
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<td>Committed obscene act/ habitual profanity l</td>
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<tr>
<td>Stolen/attempted to steal school/private property g</td>
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<td>Possessed/used tobacco/nicotine products h</td>
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<td>Disrupted school activities/ defied school personnel k</td>
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<td>Attempted to cause damage to school property f</td>
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<tr>
<td>Threatened/threatened, intimidated pupil who is a witness in a discipline proceeding o</td>
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<tr>
<td>Caused/threatened to cause or participated in an act of hate violence .03</td>
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<tr>
<td>Willfully threatened to commit a crime which will result in death or bodily injury or property damage (.7)</td>
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<td>Sexual Harassment (.2)</td>
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<tr>
<td>Harassment or intimidation -pervasive (.4)</td>
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<tr>
<td>Engage in an act of bullying, inc. electronic act r</td>
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<td><strong>Total Suspensions</strong></td>
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<td>10</td>
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<td>Possessed dangerous object (b)</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Possessed/used/sold been under infl. of cont. subs.(c)</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Arranged/oferred to see a controlled substance(d)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Possessed/ sold drug paraphernalia (j)</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Possessed/used tobacco/nicotine (h)</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Committed/attempted to commit robbery/extortion(e)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Committed obscene act/habitual profanity (i)</td>
<td>2</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Stolen/attempted to steal school/private property (g)</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Disrupted school activities/ defied school personnel (k)</td>
<td>65</td>
<td>31</td>
<td>36</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Caused/attempted damage to school property (f)</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Knowingly received stolen property (L)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Harassed/threatened, intimidated pupil who is a witness in a discipline proceeding (o)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Caused/threatened to cause an act of hate violence (.03)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Committed sexual harassment/assault (n)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Willfully threatened to commit a crime resulting in death or bodily injury or property damage (.7)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Harassment (.2)</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Harassment or intimidation -pervasive (.4)</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Engage in an act of bullying, inc. elect. act R</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total Suspensions</td>
<td>135</td>
<td>126</td>
<td>120</td>
<td>43</td>
<td>56</td>
<td>33</td>
<td>94</td>
</tr>
<tr>
<td>Total days</td>
<td>200</td>
<td>190</td>
<td>133</td>
<td>71.5</td>
<td>64</td>
<td>33.5</td>
<td>100</td>
</tr>
<tr>
<td>Average days</td>
<td>1.5</td>
<td>1.5</td>
<td>1.1</td>
<td>1.21</td>
<td>1.14</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Suspensions per 100</td>
<td>33</td>
<td>32</td>
<td>22</td>
<td>13</td>
<td>10.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Ed suspensions</td>
<td>53</td>
<td>31</td>
<td>43</td>
<td>20</td>
<td>15</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Repeat offenders</td>
<td>28</td>
<td>25</td>
<td>24</td>
<td>19</td>
<td>8</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Students total</td>
<td>68</td>
<td>66</td>
<td>66</td>
<td>39</td>
<td>45</td>
<td>26</td>
<td>45</td>
</tr>
</tbody>
</table>
Responding to Hate Protocol

— Mount Pleasant Elementary School District
3434 Marten Ave.
San Jose, CA 95148
Goals

1. To identify and establish protocols for school and district administrators to respond to issues of hate and bias at school.

2. Identifying and supporting school staff and administrators to create a school culture to prevent hate and bias issues on school grounds.

The Protocol is divided into four sections:

I. Before a Crisis Occurs
   A. Frequently assess the schools’ climate to defuse tensions, prevent escalation and prevent problems from escalation
   B. Prevention Activities
   C. Train Staff and Administration
   D. Involve Community

II. When There is a Crisis
   A. Address all 9 key points when responding to a hate or bias crisis in our schools.

III. After the Worst is Over
   A. Address long-term planning and capacity building

IV. Protocol Forms to Guide the Process, Document & Assess Response
Before a Crisis Occurs

Assessing and Evaluating School Culture and Climate

School climate refers to the school’s effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students.

School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students’ ability to learn.

Needs Assessment

Assessing, evaluating, and responding to areas of need to improve school culture and climate may help prevent hate and bias problems from escalating. Therefore, everyday acts of intolerance such as: “name-calling, slurs, sexual harassment, casual putdowns regarding race, ethnicity, gender, size, abilities, perceived sexual orientation or gender identification. The bias might come in the form of clothing—certain colors or styles—or music or symbols associated with hate groups. Growing intolerance can also be found online, posted [or social media]. Or it might be subtle, a hushed rumor texted like a whisper, phone to phone, person to person.” (Teaching Tolerance, p. 6)

The district and schools will monitor and address issues of intolerance in the following ways:

- Gathering feedback from parents, students, and teachers through surveys.
  - California Healthy Kids Survey (CHKS)-WestEd
  - California School Staff Survey (CSSS)-WestEd
  - California School Parent Survey (CSPS)-WestEd
  - Anonymous communication for students, parents, staff and community members (we will explore the Sandy Hook Anonymous Promise Hotline):
    - [https://www.sandyhookpromise.org/anonymous_reporting_system](https://www.sandyhookpromise.org/anonymous_reporting_system)
- Positive Behavior Interventions and Supports (PBIS)
- Student Discipline Data

Once needs are identified through the assessment process the School Climate Team, including parents and students when appropriate, will develop strategies designed to address the needs identified.

Prevention Efforts

Schools should develop and implement strategies designed to prevent and reduce the spread of hate crimes and hate-motivated behavior. Strategies such as those included below should be included:

- Providing community awareness and education regarding hate crimes and hate-motivated incidents
- Building partnerships with community organizations prior to an incident occurring
- Cooperating with law enforcement intelligence networks to better anticipate potential targets for hate crimes
- Cooperation with local high school to identify trends in community
- Community forums to gather feedback on Hate Response Protocol
- Designating specific personnel responsible for training and monitoring implementation of Protocol
- Educating the community about reporting procedures, legal proceedings, victim’s rights and victim assistance programs
- Encourage awareness, tolerance and celebration of different classes such as, race, ethnicity, culture, sexual orientation, gender, and religion.
- Incorporate instruction on different protected classes contributions and perspectives with the intent to understand and respect different contributions and perspectives.

## Staff Development

The Hate Response Protocol will be reviewed with school staff annually. Staff Development will include information on identifying a hate crime, hate incident and bias motivated behavior reviewing the District code of conduct, District Policy and staff responsibilities. Staff responsibilities in recognizing and responding to hate incidents will be reviewed. All staff should be vigilant to notice and quickly address any acts of intolerance. Staff will review consequences and restorative practices to understand how hate motivated actions impact others.

District Administrative Staff will review the Hate Response Protocol and the Protocol will be included in the District’s Comprehensive Safe School Plan to be reviewed and updated annually.

## Community Input & Communication

Community input on the Protocol and concerns related to hate motivated behavior in the school community will be collected through Superintendent Forums.

Principals will inform staff, parents and students of prevention and intervention efforts through; staff meetings, coffee with the principal, PTA and School Site Council meetings.
When There is a Crisis

Identify what happened- Document Incident

Identify if Incident is hate-motivated

- Is it a “hate crime”?  
  “For that to be the case, two things are necessary. First, a crime has to have occurred—vandalism, physical assault, arson and so on. Second, the crime must be motivated, in whole or in part, by bias, and the targeted individual or group must be listed in the statutes as a protected class.

  o Federally protected classes are race, religion, ethnicity, nationality, gender, sexual orientation, gender identity, and disability. State and locally protected classes vary. “ (Teaching Tolerance, p.15) According to California penal code 422.55, a “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) Disability (2) Gender.(3) Nationality.(4) Race or ethnicity.(5) Religion.(6) Sexual orientation.(7) Association with a person or group with one or more of these actual or perceived characteristics.

  o While not identified in the law under a Hate Crime the following classes are also protected under California law; based on the person's actual or perceived characteristics of color, ancestry, national origin, immigration status, ethnic group identification, age, marital status, pregnancy, parental status, physical or mental disability, sex, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610), and should be considered when responding to an incident.

- Is it a bias (hate) incident of harassment or intimidation?

  A bias is a tendency, inclination, or prejudice toward or against something or someone usually based on an individual or group’s characteristics. Biases are often based on negative stereotypes.

  Harassment is “the act of systematic and/or continued unwanted and annoying actions by an individual or a group, including threats and demands towards another individual or group. Harassment is commonly understood as behavior that demeans, humiliates or embarrasses a person or group. In the legal sense, these are behaviors that appear to be disturbing, upsetting or threatening.” It may be one significant incident or a pattern of behavior.
Intimidation consists of behavior or acts intended to make an individual or group, fearful, feel less than, or deter from some action by inducing fear.

Bias (hate) incidents are similarly motivated but lack the elements of damage to property, harm – or the immediate threat of harm or violence.

Assess the Impact How has the school’s climate been damaged?

Identify the steps that need to be taken to repair and improve the climate, consider the following nine steps recommended by Teaching Tolerance:

- Put safety first
- Denounce the act
- Investigate
- Involve others
- Work with the media
- Provide accurate information-and dispel misinformation
- Support targeted students or staff
- Seek justice, avoid blame
- Promote healing
Put Safety First

When a hate crime is occurring during school hours, the administration will follow school policies and procedures in regards to:

- Intruder(s) on campus - call a
  - Shelter in Place or
  - Intruder- Run-Hide-Defend;
- Call San Jose Police Department; (911)
- Inform the Superintendent’s Office.
- Change radios to district channel for communication

When a hate crime or bias incident has occurred before or after school hours, the administration will follow school policies and procedures in regards to:

- Determine if a hate crime or bias incident has occurred
- Call San Jose Police Department (911)
- Inform the Superintendent’s Office
- Collect physical evidence, take Pictures if appropriate,
- Identify any possible witnesses
- Follow Protocol steps for response

Denounce the Act

When a hate crime has occurred, the administration will denounce it in the following manner:

- A written communication/denunciation of the incident will be sent to students, district staff, parents and guardians.

- The denunciation will focus on the following three points:
  - Stating the facts of the incident,
  - Stating that an investigation is underway,
  - Affirming the District’s stand on inclusion and denouncing the hate crime or biased act.

- The communication will come from the Superintendent’s Office
Investigate

During the investigation phase, the administration will:

- Be knowledgeable of school policies and legal protocols in order to discuss with law enforcement and legal counsel.
- Inform the school community that an investigation is underway and that police officers may be on campus.
- Provide a timeframe for the investigation.
- Perform an investigation immediately in a confidential area.
- Work collaboratively with law enforcement.
- Interview as many witnesses as possible.
- Review security camera video and secure it.
- Provide any physical evidence, photos or surveillance video to law enforcement
- Determine if the incident is part of a pattern of incidents or an isolated incident
- If possible, create a way for witnesses to remain anonymous.

Involve Others

The administration will consider involving the following groups:

Direct Connections

- Faculty and staff
- Students
- Parents and Guardians
- School district Administrators
- Governing Board
- Community members

Indirect Connections

- Government entities
- Community based organizations
- Nonprofits and civic groups
- Faith groups
- Mental health counselors
- Elected officials
Work with the Media

The district’s Public Information Officer will work with the media directly and will keep in mind the following points:

- State what has happened.
- Denounce the hateful incident.
- Indicate where the District is in the investigation (early, partway through, nearly done).
- State what steps the school or district is taking in its response to the incident (setting up counseling teams for students and staff, creating an incident response team to investigate the incident).
- Describe supports that already exist in the school.
- Indicate clearly that there is need for more work to be done.
- Remind people that District is an educational institution, well-positioned to raise awareness and increase understanding around the issues raised by the hateful incident.
- State that discipline will be handled in a manner appropriate to the offense, based on school policy and local laws.
- Focus on positive steps the District plans to take rather than on punitive measures against perpetrators.

Provide Accurate Information and Dispel Misinformation

The District will provide accurate information and dispel misinformation as it appears in the various media outlets. In addition, the district will keep a fact sheet regarding the incident.
Support Targeted Individuals or Groups

The District will support victims of a hate crime or bias incident by providing physical safety, denouncing the act and following with appropriate consequences for perpetrators. The following five points will also be considered:

- Not putting victims on the spot.
- Not taking offense if the victims feel that the administration is not doing enough.
- Not making announcements that may reinjure the victim.
- Apologize on behalf of the school community.
- Be sensitive to privacy concerns.

Seek Justice, Avoid Blame

Appropriate action will be taken with an identified offender or group. If the incident is a crime, law enforcement will address it. If the incident is bias driven, school district policy will guide the process.

Promote Healing

The administration will work with the school community to promote healing as the crisis diminishes by having school wide events. The school community will help develop appropriate activities to promote healing in the community.
After dealing with a hate crime or biased incident, the administration and school community will work on the following questions through meetings or surveys:

- What worked well?
- Where are opportunities for improvement?
- What resources did we have, and how did we use them?
- What resources did we lack, and how might we introduce and use new resources in the future?

After gathering the information above, the district will work on planning the long term and capacity building.
Responding to Hate Protocol

Guiding Process & Documentation Forms
Responding to Hate & Bias at School: Hate Protocol

The following protocol is for the school Principal to use to respond to a Hate Crime or Bias Incident at School.

Principal or Designee Completing Forms

Annual Date Protocol Reviewed with School Climate Team

Annual Date Policies & Protocol Reviewed with staff

Checklist:

- School Climate Team identified (BEST/PBIS)
- Resources Identified
- Code of Conduct- Positive Behavior Expectations reviewed with staff
- Code of Conduct – Positive Behavior Expectations reviewed with students
- Code of Conduct- Positive Behavior Expectations included in District communication (Handbook)
- School Climate Data reviewed with Team
- School Climate goals identified
- Professional Development for Staff
- Review Hate Response Protocol as part of Comprehensive Safe School Plan review process
- Develop prevention activities with staff
Worksheet 1 - School Climate Team

SCHOOL CLIMATE TEAM - (BEST/PBIS Team)

Who will manage incident response on campus?
Name: ___________________________ Position: ___________________________
Phone: ___________________________ Email: ___________________________

Who will manage incident response for the district?
Name: ___________________________ Position: ___________________________
Phone: ___________________________ Email: ___________________________

Who will communicate about incidents?
Name: ___________________________ Position: ___________________________
Phone: ___________________________ Email: ___________________________

Other Incident Response Team Members:
Name: ___________________________ Position: ___________________________
Phone: ___________________________ Email: ___________________________

Name: ___________________________ Position: ___________________________
Phone: ___________________________ Email: ___________________________

Name: ___________________________ Position: ___________________________
Phone: ___________________________ Email: ___________________________

Name: ___________________________ Position: ___________________________
Phone: ___________________________ Email: ___________________________

Name: ___________________________ Position: ___________________________
Phone: ___________________________ Email: ___________________________

PTA /PTSA
Name: ___________________________ Phone: ___________________________
San Jose Police Dept/ Community Officer
Name: ___________________________ Phone: ___________________________

Santa Clara County Office of Education
Name: ___________________________ Phone: ___________________________

Faith Community
Name: ___________________________ Phone: ___________________________

Community Based Organization(s)
Name: ___________________________ Phone: ___________________________
Name: ___________________________ Phone: ___________________________

Other Local Service Providers
Name: ___________________________ Phone: ___________________________
Name: ___________________________ Phone: ___________________________
Name: ___________________________ Phone: ___________________________
Worksheet 2- Our Policies

The District Policy on addressing Hate and Bias incident was last revised on: November 14, 2018

Campus Code of Conduct (What school structures promote positive conduct?): Current examples (Review 3 B’s with students and staff, Be Respectful, Be Responsible and Be Safe, Implement PBIS – Review positive clear expectations of behavior with students three times per year, Praise/reward Positive Behavior, review Anti-Bullying Plan with staff annually, review Code of Conduct and Civility Policy with Staff annually, Maintain zero tolerance practices that are restorative practices rather than punitive), Other school structures? Prevention activities?

Locate the following

- District Policy on addressing Hate & bias incidents (Hate Crime Policy/ Uniform Complaint Procedures, Harassment, Bullying Prevention, Gang Policy, Civility Policy)
- Relevant administrative regulations or other prevailing policies
Worksheet 3  What is the Climate of our School

What is the Climate of Our School?

School climate survey used (attach results): ________________________________

Date deployed: ________________________________

Participation rate: ________________________________

Where are our “hot spots” on campus? ________________________________

______________________________

______________________________

______________________________

What is the capacity of our staff to handle bias and hate incidents?

Professional development provided on diversity-related topics:

Date: __________________ Provider: ________________________________

Staff present: ________________________________

______________________________

______________________________

______________________________

Content overview: ________________________________

______________________________
Professional development on district policies and expectations on responding to hate and bias:

Date: __________________ Provider: _____________________________
Staff present: ________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Content overview: __________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Other types of relevant training:
Date: ________________ Provider: ______________________________
Staff present: ______________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Content overview: __________________________________________

_________________________________________________________

_________________________________________________________
Worksheet 4 - Preparation Checklist

- Review Incident Response Protocol
- Create communication plan - Who to contact, when, review
- Provide staff development & review with certificated & classified staff positive behavior expectations
- Gather Community input
- Review and revise Hate Response Protocol as part of annual Comprehensive Safe School Plan Revision
Checklist - When Incident Occurs

Principal or Designee Completing Forms

Date of Incident: __________________________ Location: __________________________

- Determine if incident may be a Hate Crime (using criteria)
- File Report San Jose Police Department (SJPD) Case #________________________
- Contact Superintendent’s Office
- Complete Incident report forms
- Work Collaboratively with SJPD on investigation
- Complete Internal Investigation
- Gather witness statements if appropriate
- If graffiti/vandalism- collect photos and video of graffiti and cover (tape over/paint over) consistent with SJPD directives and District Policy to prevent further injury
- Superintendent’s Office to develop public communication/denunciation to school community
- Assess the impact- (Hostile Environment, threat to safety, student/staff ability to be at school impacted, ability to participate impacted)
- Communication sent to school community, district staff and other parties
- Superintendent/Desigee & Principal develop Incident Response Plan for school site
- Actions planned to support those most affected
- Apologize on behalf of the school community
- Planned action to address needs of witnesses & bystanders
- Planned remediation for perpetrators
- Plan established for healing the school community
- Hold meeting to discuss Incident and Action Plan with affected parties and school community and plan, next steps

After Incident (within two weeks of incident)

- Review District response with school community - collect data for improvement plan

Determine if a Hate Crime or bias related Incident may have occurred:

Is it a Hate Crime?
Did a crime occur (vandalism, physical assault, arson, harassment, bullying, serious threats, etc.)

Was the crime motivated, in whole or in part, by bias, and the targeted individual or group must be listed in the statutes as a protected class.

- Federally protected classes: race, religion, ethnicity, nationality, gender, sexual orientation, gender identity, and disability.
- California penal code 422.55, protected classes, “because of one or more of the following actual or perceived characteristics of the victim: (1) Disability (2) Gender (3) Nationality (4) Race or ethnicity (5) Religion (6) Sexual orientation (7) Association with a person or group with one or more of these actual or perceived characteristics.”
- While not identified in the law under a Hate Crime the following classes are also protected from harassment and discrimination under California law; based on the person's actual or perceived characteristics of color, ancestry, national origin, immigration status, ethnic group identification, age, marital status, pregnancy, parental status, physical or mental disability, sex, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610), and should be considered when responding to an incident.

Is it a bias incident of harassment or intimidation?

A bias is a tendency, inclination, or prejudice toward or against something or someone usually based on an individual or groups characteristics. Biases are often based on stereotypes, rather than actual knowledge of an individual or circumstance.

Harassment is “the act of systematic and/or continued unwanted and annoying actions by an individual or a group, including threats and demands. Harassment is commonly understood as behavior that demeans, humiliates or embarrasses a person or group, In the legal sense, these are behaviors that appear to be disturbing, upsetting or threatening.”

Intimidation consists of behavior or acts intended to make an individual or group, fearful, feel less than, or deter from some action by inducing fear.
Worksheet 1 - Incident Report

Date: _______________ Time: ______ Location: ____________________________

Persons Directly Involved in the Incident
Name: __________________________ Position (e.g., student, staff, parent): ____________
Name: __________________________ Position (e.g., student, staff, parent): ____________
Name: __________________________ Position (e.g., student, staff, parent): ____________
Name: __________________________ Position (e.g., student, staff, parent): ____________
Name: __________________________ Position (e.g., student, staff, parent): ____________
Name: __________________________ Position (e.g., student, staff, parent): ____________

Witnesses
Name: __________________________ Position (e.g., student, staff, parent): ____________
Name: __________________________ Position (e.g., student, staff, parent): ____________
Name: __________________________ Position (e.g., student, staff, parent): ____________
Name: __________________________ Position (e.g., student, staff, parent): ____________
Name: __________________________ Position (e.g., student, staff, parent): ____________
CRITICAL INCIDENT DESCRIPTION:

Gather information on the Incident

Was the incident violent? ____________________________

Was property damaged? ____________________________

When and to whom was this event initially reported? ____________________________

Were any steps taken to address the incident? If so, when were these steps taken? ____________________________

What was the outcome? ____________________________

Was anything about this incident communicated to other students or parents? If so, what and by whom? ____________________________

Were victims identified: ____________________________

Were perpetrators identified? ____________________________

Does this incident fall under school discipline? ____________________________

Has this incident reached the threat level? ____________________________

Is there evidence that this incident is part of a larger pattern of bullying or bias (other incidents, vandalism or history of behavior)? ____________________________

Have there been subsequent incidents? If so, please describe in detail. ____________________________

______________________________

______________________________

______________________________

______________________________
Worksheet 2- Meeting Record

MEETING RECORD

Date: __________ Time: ____________________ Location: ____________________

Participants:
School staff: ________________________________
Parent(s): ________________________________
Student(s): ________________________________
Others ________________

Description/Notes of meeting:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Worksheet 3 – Incident Response Plan

INCIDENT RESPONSE PLAN

Planned actions to support those most affected by the incident:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

School support and community resources needed to implement this plan:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Planned remediation for the perpetrators of the incident:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

School support and community resources needed to implement this plan:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Planned actions to address the needs of witnesses and bystanders:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

School support and community resources needed to implement this plan:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Who is responsible for ensuring follow through on these actions?
Name: Position: ____________________________________________________________
________________________________________________________________________
Phone: Email: _____________________________________________________________

Is there a timetable for completing these actions? If so, describe.

________________________________________________________________________

________________________________________________________________________

Who will communicate with parents and update other stakeholders as necessary?
Name: Position: ____________________________________________________________
________________________________________________________________________
Phone: Email: _____________________________________________________________
Worksheet 1 - After the Worst is Over Survey School Community (Climate Team, Staff)

INCIDENT RESOLUTION EVALUATION

Did we implement our plan effectively?
No  Mostly No  Neither Yes or No  Mostly Yes  Yes

Did our incident response team have the right personnel and resources to effectively manage the incident?
No  Mostly No  Neither Yes or No  Mostly Yes  Yes

Was the victim(s) adequately supported/ Attempts made to repair harm?
No  Mostly No  Neither Yes or No  Mostly Yes  Yes

Was the school staff appropriately prepared to respond to the incident?
No  Mostly No  Neither Yes or No  Mostly Yes  Yes

Was our communication plan sufficient?
No  Mostly No  Neither Yes or No  Mostly Yes  Yes

Were our campus communities prepared to respond to the critical incident?
No  Mostly No  Neither Yes or No  Mostly Yes  Yes

Did we make effective use of our parent and community allies?
No  Mostly No  Neither Yes or No  Mostly Yes  Yes

Was our code of conduct effective in addressing student behavior related to the incident?
No  Mostly No  Neither Yes or No  Mostly Yes  Yes