Comprehensive District Safety & Emergency Preparedness Plan (SB187)

2018-2019
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Mt. Pleasant
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Valle Vista

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

Board Approved: May 2018
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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 Senate Bill 187:

   - 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

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)

Mia Cruz Principal, August Boeger, Ida Jew Parent
Jeannine Valenti Campus Supervisor, August Boeger
Drew Donati Principal, Valle Vista
Maurissa Koide Student Advisor, August Boeger
Nghi Moyer Health Clerk, Classified
Laurie Ann Breton Director Student Support Services
Julie Howard Principal, Robert Sanders
Marinela Rues Teacher, Robert Sanders
Mariel Nunez Student Advisor, Ida Jew Academy
Dina Chung Intervention Teacher, Valle Vista
Tom Brogan Teacher, August Boeger
Trudy Martinez Family Case Manager, Robert Sanders

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 and Student Body President(s)

Assessment of Current Status- Appendix A

- School Climate Survey Spring 2017, Staff survey taken anonymously online
- California Healthy Kids Data Spring 2016
- Annual Attendance Data
- Annual Suspension Data
Chapter 3

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 strategies to help students access counseling services and mental health supports
- Increase student engagement
- Increase parent engagement
- Continue to develop a positive school climate

District Mission Statement
Mt. Pleasant is committed to providing a high quality in a safe and positive learning environment where students and parents are actively engaged. Students are provided with a rigorous, technology enhanced curriculum led by a high quality staff who validates the needs of the whole student.

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.
**Safe School Climate**

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

<table>
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<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Project Lead</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>1) Provide students with behavioral support and accountability within a multi-tiered system of supports</td>
<td>Continue implementation of Positive Behavior Intervention and Supports (PBIS/BEST) and Restorative Practices</td>
<td>Staff training Time</td>
<td>Principals</td>
<td>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 Continue to reduce suspension rate</td>
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<td></td>
<td>Increase Student Engagement</td>
<td>Community agency partnerships</td>
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<td></td>
<td>Increase Student access and awareness of mental health resources</td>
<td>Annual Surveys</td>
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<td>2) Increase student and parent engagement at school sites</td>
<td>Provide meaningful engagement for students</td>
<td>Staff</td>
<td>Principals</td>
<td>Increase percentage of students reporting engagement on campus Decrease chronic absenteeism</td>
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<td>Provide school linked services for families</td>
<td></td>
<td>Director, Student Support Services</td>
<td>Increase number of students receiving services from Family Case Managers</td>
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<td>Provide parent workshops and opportunities for community involvement</td>
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<td>Number of community activities</td>
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<td></td>
<td>Provide incentives for attendance</td>
<td></td>
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<td>Number of Truancy letters and Student Attendance review Board (SARB) referrals</td>
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<td>Follow truancy procedures</td>
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<td>Work with staff and parents on improving attendance for all students</td>
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<td>3) Implement and enforce district policies to sustain a safe social climate</td>
<td>Review district board policies and strengthen as needed to sustain a safe social climate</td>
<td>CSBA model policies, Bullying prevention tools,</td>
<td>Director Student Support Services</td>
<td>District policies updated and adopted by the Board</td>
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**Safe Physical Climate Goal:**

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

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<thead>
<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Project Lead</th>
<th>Outcomes</th>
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| 1) Identify and address/secure critical facility vulnerabilities and hazards | Site walk through  
Work Order system | 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 | 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 |
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: (Ed Code 35294.2)

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)
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.

Not Reportable Sexual Activity:

a. Child is 14 years or older and the partner is 14 years or older and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

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) 299-207

F. Staff Training

- 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.

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 have had disciplinary action for violent offenses through email and sharing of disciplinary information annually at beginning of school year and upon enrollment of new students. Staff is asked to sign off that they have reviewed the files.
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

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**Board Policy**
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
Discipline 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

**Grounds for suspension which fall under Education Code 48900**
A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
   (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(r.) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act, including video, as defined directed towards another pupil or staff

(.7) Willfully threatened to commit a crime which will result in death, great bodily injury to another person or property damage (in excess of $1,000) even without the intent of actually carrying out the threat

(.4) Harassment, Threats or Intimidation- intentionally engaged in harassment, threats, or intimidation directed at staff or students sufficiently severe or pervasive of materially disrupting class work, creating disorder, and creating an intimidating or hostile educational environment (grades 4-8)

(3) Caused or attempted to cause, threatened to cause, or participated in, an act of hate violence (grades 4-8)

(p) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

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

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

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

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the
actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

(b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the Circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a. While on school grounds
b. While going to or coming from school
c. During the lunch period, whether on or off the campus
d. During, or in route to and from, a school sponsored activity

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

a. Causing serious physical injury to another person, except in self-defense
b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil
c. Unlawful possession of any controlled substance, as defined under Ed. Code.
d. Robbery or extortion
e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code

Mandatory Recommendation for Expulsion
The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

b. Brandishing a knife at another person

c. Unlawfully selling a controlled substance as defined by Education Code

d. Committing or attempting to commit a sexual assault as defined in the Education Code

Staff Training

Site discipline procedures are discussed with staff annually. Procedures are also included in the District Handbook which every staff member receives annually.

### Staff Notification of Dangerous Students

**A. Staff Training**

Staff are notified of students who may be considered dangerous through email and memos placed in the teacher mailboxes by the School Principal. A binder is kept at the middle school where teachers sign that they have been notified.
Mt. Pleasant School District

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 safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. 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.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention
To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish 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 perpetrators of bullying.

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

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 that witness bullying shall immediately intervenes to stop the incident when it is safe to do so. (Education Code 234.1)
As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve mental health staff, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district bullying intervention plan specified in the site safety and emergency plan.

When the circumstances involve cyber bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital 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.

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.

Discipline

Any student who engages in 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, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Policy Approved: June 20, 2012

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:

- 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 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.
volunteers shall carefully guard against segregating or stereotyping students.

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Whether such speech might be entitled to constitutional protection would be determined on a case-by-case basis, with consideration for the specific words used and the circumstances involved. The district should consult legal counsel as necessary.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

**Grievance Procedures**

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

**Director Student Support Services**  
3434 Marten Avenue, San Jose, CA 95148  
408-223-3740

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victims of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the
The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with 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 regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; 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 Avenue, San Jose, CA  95148
(408 223-3740)

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 to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

2. 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)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raise the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians 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.

5. 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 guidelines for addressing issues related to transgender and gender-nonconforming students.

6. 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)

7. 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' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

**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 and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made 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 any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, 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 or gender expression is different from that traditionally associated with the assigned sex at birth.
Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of 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 transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
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
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 – As appropriate, the Coordinator shall discuss with the student any need to disclose the student's transgender or gender-non conformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's
assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

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 potential issues, including transition-related issues, and to develop strategies for addressing them. 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 student's arrangements 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: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, 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.

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.

**Students**

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.

   **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. **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.

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 EC 49800</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.</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.</td>
<td>Conference, Parent involvement, Suspension, expulsion, report to police. Restorative practices</td>
</tr>
<tr>
<td>DISORDERLY CONDUCT,</td>
<td>Conduct or behavior which is disruptive</td>
<td>Office referral, conference,</td>
</tr>
<tr>
<td>INCLUDING PROFANITY, VERBAL ABUSE, AND OBSCENE BEHAVIOR (4-8 grade)</td>
<td>to the orderly educational procedure of the school; vulgarity or acts which are considered obscene</td>
<td>suspension, parent involvement, alternate school site program, expulsion. Restorative practices</td>
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<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>SMOKING/USE OF TOBACCO (h)</td>
<td>Use or possession of tobacco, including electronic and vapor, on school property or during school activities.</td>
<td>Informal talk, conference, parent involvement, detention, suspension, alternate school site,</td>
</tr>
</tbody>
</table>
DESTRUCTION OR DEFACEMENT/ VANDALISM OF SCHOOL PROPERTY (f)

| Destroying, damaging or mutilating property or materials belonging to school, school personnel or other persons | Saturday School, Restorative practices | Informal talk, conference, suspension, expulsion, restitution, report to police, alternate school site. |

INAPPROPRIATE INTERNET USE

| Any use of Internet for purposes other than those specified by the school. |
| Informal talk, conference, suspension, expulsion, Restorative practices |

TERRORISTIC THREATS

| Any threat to commit a crime that would result in serious injury or damage. Even if there is no intent. |
| Threat Team investigation, intervention, suspension, expulsion, report to police. |

BULLYING, HARRASSMENT, THREATS OR INTIMIDATION (O)

| 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. |
| Informal talk, conference, parent involvement, suspension or expulsion, restorative practices |

BULLYING, CYBERBULLYING & HARRASSENT (r)

| 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. |
| Principal will use Bullying investigation procedure and steps for discipline. Possible consequences based on offense: Informal talk, conference, contract, parent involvement, suspension or expulsion |

D. 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.

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.

A. Provisions of dress code.

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:

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

TOPS Grades K-5th White or Forest Green
Grades 6-8th White or Navy
Polo shirt with collar
Blouse with collar (K-5)
Turtle neck or mock neck
Long or short sleeved

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

SKIRT Grades K-5th Navy Blue
Grades 6-8th
Pleated, plain or skorts
No shorter than fingertip length

SWEATSHIRT Hoods may not be worn in the classroom
Grade K-5th Forest Green
Grades 6-8th gray (any shade) or white

Hooded or non-hooded
Pull on or zipper style
School logo or plain
Free of other logos or designs

All Stars or Walden West Sweatshirts-Must be size appropriate-not too big or too small.
Site administrators will determine when spirt 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
Buckles may not have insignias.
Belts must be size appropriate
Belts may not have studs, sparkles, or other decoration.

SOCKS
White or black.
One pair of socks maybe 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:
Non-uniform days are designated by the school administration. On non-uniform days students must dress within acceptable standards of cleanliness and modesty. All clothing should be clean, neat, in good repair, non-disturbing, 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

Parents/guardians 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 are trained in CPR and the use of the AEDs 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.

**Drills**

The earthquake emergency procedure system shall, 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 alarm is sounded, 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

Principals shall hold fire drills 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.
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 Lockdown Training 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

The Basic Plan addresses the Mt. Pleasant School District’s responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Mt. Pleasant School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

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.
• Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
• Provide for interface and coordination between sites and the County or city EOC in which they reside.
• Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

**Authorities and References**

**State of California**

*California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).*

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

*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.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school
staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

**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.")

**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.
Earthquake Overview

Major Earthquake Threat Summary
Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in Santa Clara County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons. A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

<table>
<thead>
<tr>
<th>Descriptive Title</th>
<th>Richter Magnitude</th>
<th>Intensity Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Earthquake</td>
<td>1 to 3.9</td>
<td>Only observed instrumentally or felt only near the epicenter.</td>
</tr>
<tr>
<td>Small Earthquake</td>
<td>4 to 5.9</td>
<td>Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.</td>
</tr>
<tr>
<td>Moderate Earthquake</td>
<td>6 to 6.9</td>
<td>Moderate to severe earthquake range; fault rupture probable.</td>
</tr>
<tr>
<td>Major Earthquake</td>
<td>7 to 7.9</td>
<td>Landslides, liquefaction and ground failure triggered by shock waves.</td>
</tr>
<tr>
<td>Great Earthquake</td>
<td>8 to 8+</td>
<td>Damage extends over a broad area, depending on magnitude and other factors.</td>
</tr>
</tbody>
</table>
Levels of Response

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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**First Things First**

All Staff are encouraged and reminded to prepare ahead for emergencies. Personal preparedness makes this much easier.

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**Staff member needs**

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program


If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

**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.
District and Parent Responsibilities for Students

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, or they should proceed to school if walking.
   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 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 Response Procedures

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:
   - Fire
   - 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 a 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 aftershocks, 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 designees 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 Head 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.
IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE. THIS MAY NOT BE FEASIBLE AT SCHOOL SITES WITH LIMITED OUTSIDE WINDOWS.

There are several stages of alerts that are being broadcast over the radio:

- **STAGE 1 EMERGENCY** indicates that the operating reserves in the real-time market is forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

- **STAGE 2 EMERGENCY** indicates that the operating reserves in the real-time market is forecasted to be less than five (5) percent.

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market is forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

**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.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- 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 & OPERITIONS 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 barbeques, Coleman-type stoves, hibachis, and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.

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 what ever 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, Chemical Spills, Hazardous Materials**

**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 223-3763. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES
Hazardous Substances include the following, but is not limited to the following:
<table>
<thead>
<tr>
<th>Gasoline</th>
<th>Lacquer Thinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solvents</td>
<td>Paint</td>
</tr>
<tr>
<td>Motor Oil</td>
<td>Agricultural Spray</td>
</tr>
<tr>
<td>Diesel Fuel</td>
<td>Paint Thinner</td>
</tr>
<tr>
<td>Kerosene</td>
<td>Stain</td>
</tr>
<tr>
<td>Anti-Freeze</td>
<td>Break Fluid</td>
</tr>
<tr>
<td>Airborne Gases/Fumes</td>
<td></td>
</tr>
</tbody>
</table>

Always call for assistance and:
- 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

If the spill is too great to handle, contact the District Office Maintenance Department, extension 70117 or from outside 408 223-3763

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>Highest Priority - RED TAG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Airway and breathing difficulties</td>
</tr>
<tr>
<td></td>
<td>2. Cardiac arrest</td>
</tr>
<tr>
<td></td>
<td>3. Uncontrolled or suspected severe bleeding</td>
</tr>
<tr>
<td></td>
<td>4. Severe head injuries</td>
</tr>
<tr>
<td></td>
<td>5. Severe medical problems</td>
</tr>
<tr>
<td></td>
<td>6. Open chest or abdominal wounds</td>
</tr>
<tr>
<td></td>
<td>7. Severe shock</td>
</tr>
</tbody>
</table>

|                                   | Second Priority - YELLOW TAG                                                             |
|                                   | 1. Burns                                                                                 |
|                                   | 2. Major multiple fractures                                                               |
|                                   | 3. Back injuries with or without spinal cord damage                                       |

|                                   | Third Priority - GREEN TAG                                                               |
|                                   | 1. Fractures or other injuries of a minor nature                                         |

|                                   | Lowest Priority - BLACK                                                                  |
|                                   | 2. Obviously mortal wounds where death appears reasonably certain                        |
|                                   | 3. Obviously deceased                                                                   |

**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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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 by yourself.

**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. 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.*
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.
- Contact Superintendent to determine need to send students home.

**Bio Terrorism**

**Anthrax Threat**

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.”
✓ Shows a city or state in the postmark that does not match the return address.
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.

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.

How ICS 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 Command System Functions:

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.
Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

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

School ICS charts in back of plan. Plan will be updated annually by September 30th, posted in Office and a copy submitted to Student Support Services
<table>
<thead>
<tr>
<th>Staging Areas — Available in Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command Posts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intentionally left blank</th>
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</thead>
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<table>
<thead>
<tr>
<th>Evacuation Centers</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Intentionally left blank</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Command Posts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Intentionally left blank</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Operations</th>
</tr>
</thead>
</table>

Each site has a Incident Command System developed at the school and updated annually.
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. State numbers singly, such as "five-one," not "fifty-one."
- 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 exception for emergency information.

- Portable units should remain in charger when not in use.
- Portable units keep a usable charge for ___ to ___ hours.

**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.
Working with the news media:

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 Contact Information

**Television Stations**

<table>
<thead>
<tr>
<th>Station</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</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>KEZI</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/MSIX 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>Station</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>
# EOC Message Form

<table>
<thead>
<tr>
<th>Date</th>
<th>Priority (Circle one)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EMERGENCY (Life Threatened)</td>
<td>URGENT (Property Threatened)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>FROM Name</th>
<th>Title</th>
<th>Title</th>
<th>Location</th>
<th>Location</th>
</tr>
</thead>
</table>

Check One  
☐ Take Action  ☐ For Information  ☐ Other

## Category  Number  Description

### A  #______  Fatalities

#### Injuries Minor: In need of First Aid attention only

#### Injuries (Ambulance)

**Major:** Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

**Moderate:** Burns, major multiple fractures, back injuries with or without spinal cord damage

### B  #______Minor  Injuries Minor: In need of First Aid attention only

### C  # of Injured

#### #_____Major

#### #____Moderate

### D  Circle one

**Major**

Major damage: building collapse, building leaning, major ground movement causing large cracks in ground.

**Moderate**

Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).

**Minor**

Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.

### E  Ambulance

PG&E  Other

Resources Needed

Other: (describe)

---

Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC’s request to elaborate.

Additional Information:

Disposition:

Action Requested By:  Time Action provided:
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 or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at 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.
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 used to 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 you searchers 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 everyone 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 | |
<table>
<thead>
<tr>
<th>Task</th>
<th>Questions</th>
<th>Responsible Parties</th>
</tr>
</thead>
</table>
| 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? | Student Services  
Security  
Human Resources |
| 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? | Security  
Clinical Staff  
Crisis Management Team |
| 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?  
• Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? | Mail room  
Secretarial Security  
Parents  
Students |
**SAFETY PLAN EMERGENCY PLAN CHECKLIST**

**Site:** Site Checklist  
**SITE:** AB  IJA  MP  RS  VV  
**Due By:** September 1 Each Year  
**Submit To:** Student Support Services  

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Principal appoint a Site Disaster Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

### 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 machine)</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 overheard, 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>TV/Screens securely fastened to platform or cart</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>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>
### ANNUAL DISASTER SERVICE WORKER SURVEY

**Year___________ AB IJA MP RS VV**

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

#### Specialized Skills

<table>
<thead>
<tr>
<th>1. Bilingual?</th>
<th>If yes, Language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. CPR Certified?</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. First Aid Certified?</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. CERT (Triage) Trained?</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. Simple Triage/Rapid Assessment Trained?</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 a Disaster Service Worker

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

#### In an Emergency – Confidential

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

http://www.ready.gov  Disaster Preparedness Information


http://www.nasponline.org  National Association of School Psychologists

http://www.fema.gov/  Federal Emergency Management Agency

http://www.oes.ca.gov/  California Office of Emergency Services

http://www.bt.cdc.gov/  Centers for Disease Control and Prevention

http://www.sccoe.org/  Santa Clara County Office of Education
### Assessment of Data:

**California Healthy Kids Survey**

<table>
<thead>
<tr>
<th>Item Key Indicators Fifth Grade</th>
<th>Fall 07</th>
<th>Fall 09</th>
<th>Fall 11</th>
<th>Fall 13</th>
<th>Spr 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tobacco Use (-)</strong>&lt;br&gt;New- Students that ever use cigarettes, includes part cigarette&lt;br&gt;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% E cig 2%</td>
</tr>
<tr>
<td><strong>Drug Use(-)</strong>&lt;br&gt;Percentage of students that have ever used marijuana</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Safe Schools and Violence(+)</strong>&lt;br&gt;Percentage of students that feel very safe at school</td>
<td>48%</td>
<td>57%</td>
<td>55%</td>
<td>55%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Protective Factors (+)</strong>&lt;br&gt;Percentage of students that report a high level of caring relationships with a teacher or other adult at their school</td>
<td>59%</td>
<td>57%</td>
<td>59%</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Percentage of students that report high levels of expectations from a teacher or other adult at their school (P1)</strong></td>
<td>63%</td>
<td>58%</td>
<td>61%</td>
<td>64%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Percentage of students that report high levels of opportunities for meaningful participation at their school (P1)</strong></td>
<td>24%</td>
<td>19%</td>
<td>22%</td>
<td>30%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Percentage of students that report high levels of school connectedness at their school (Total School Assets) (P1)</strong></td>
<td>53%</td>
<td>59%</td>
<td>66%</td>
<td>73%</td>
<td>63%</td>
</tr>
</tbody>
</table>

**Seventh Grade Key Indicators:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Fall 07</th>
<th>Fall 09</th>
<th>Fall 11</th>
<th>Fall 13</th>
<th>Spri 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Protective Factors (+)</strong>&lt;br&gt;Caring relationships with teacher or other adult (P1)</td>
<td>35%</td>
<td>32%</td>
<td>33%</td>
<td>38%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>High expectations from teacher or other adult (P1)</strong></td>
<td>57%</td>
<td>56%</td>
<td>58%</td>
<td>66%</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Opportunities for meaningful participation (P1)</strong></td>
<td>15%</td>
<td>11%</td>
<td>14%</td>
<td>22%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Total School Assets (School Connectedness) (P1)</strong></td>
<td>36%</td>
<td>51%</td>
<td>49%</td>
<td>63%</td>
<td>62%</td>
</tr>
<tr>
<td>*<strong>Academic Motivation (High)- new question</strong></td>
<td></td>
<td></td>
<td></td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td>Item</td>
<td>Fall 07</td>
<td>Fall 09</td>
<td>Fall 11</td>
<td>Fall 13</td>
<td>Spr 16</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>In your life did you ever smoke a cigarette? (P1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>3%</td>
<td>9%</td>
<td>n/a</td>
<td>2%</td>
</tr>
<tr>
<td>In your life did you ever drink alcohol (glass)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>24%</td>
<td>25%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>In your life did you ever smoke marijuana (P1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>9%</td>
<td>11%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>New: Current Cigarette Smoking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the past 30 days did you smoke a cigarette?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>During the past 30 days did you drink alcohol (glass)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>15%</td>
<td>18%</td>
<td>%</td>
<td>6%</td>
</tr>
<tr>
<td>New: Current Alcohol or drug use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the past 30 days did you smoke marijuana?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>7%</td>
<td>6%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>New- Very drunk or “high” 7 or more times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current binge drinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Seriously considered Suicide in past 12 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>* Experienced chronic sadness/hopelessness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td>During the past 12 months at school, have you been afraid of being beaten up? (P1) (-)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>How safe do you feel when you are at school? Very Safe(P1)(+)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>* Do you consider yourself a member of a gang?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>10%</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>* Experienced any harassment or bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Been in a physical fight</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Seen A weapon on campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Had mean rumors or lies spread about you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>37%</td>
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</table>
### School Climate Survey–Staff Responses 2016

#### Safe Place for Students

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Elem</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95</td>
<td>94</td>
<td>100</td>
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</tbody>
</table>

#### Safe Place for Staff

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Elem</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>89</td>
<td>100</td>
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</tbody>
</table>

#### Clearly communicates to students consequences for breaking rules

<table>
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<tr>
<th></th>
<th>Dist</th>
<th>ES</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>83</td>
<td>79</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Handles discipline problems fairly

<table>
<thead>
<tr>
<th></th>
<th>Dist</th>
<th>ES</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>83</td>
<td>80</td>
<td>96</td>
</tr>
</tbody>
</table>

#### Effectively handles behavioral problems

<table>
<thead>
<tr>
<th></th>
<th>Dist</th>
<th>ES</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78</td>
<td>76</td>
<td>84</td>
</tr>
</tbody>
</table>

#### Provides adequate counseling support

<table>
<thead>
<tr>
<th></th>
<th>Dist</th>
<th>ES</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92</td>
<td>91</td>
<td>96</td>
</tr>
</tbody>
</table>
School Climate Survey – Staff Responses 2016

- Bullying among students (Mod/Sev):
  - District: 24
  - ES: 16
  - MS: 55

- Alcohol & Drug use (mod/sev):
  - District: 1
  - ES: 1
  - MS: 0

- Gang related activity (mod/sev):
  - District: 3
  - ES: 2
  - MS: 9

- Student depression or other mental health issues (mod/sev):
  - District: 23
  - ES: 18
  - MS: 39

- Students know behavior expectations:
  - District: 100
  - ES: 99
  - MS: 99

- Students are rewarded for good behavior:
  - District: 100
  - ES: 99
  - MS: 99

- Student treat each other with respect:
  - District: 100
  - ES: 99
  - MS: 99

- Students in this school are well behaved:
  - District: 100
  - ES: 99
  - MS: 99

Legend:
- Dist
- ES
- MS
Suspension Data

### August Boeger Middle School 6-8 Suspension Data

<table>
<thead>
<tr>
<th>Ed Code Section</th>
<th>AB 11</th>
<th>AB 12</th>
<th>AB 13</th>
<th>AB 14</th>
<th>AB 15</th>
<th>AB 16</th>
<th>AB 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caused physical injury (mutual combat) (a1)</td>
<td>43</td>
<td>45</td>
<td>46</td>
<td>28</td>
<td>43</td>
<td>41</td>
<td>16</td>
</tr>
<tr>
<td>Willfully used force/violence (assault) (a2)</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Possessed dangerous object (b)</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Possessed/used/sold been under infl. of cont. subs. (c)</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Possessed/ sold drug paraphernalia (j)</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Possessed/used tobacco/nicotine products (h)</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Committed/attempted to commit robbery/extortion(e)</td>
<td>3</td>
<td>1</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>7</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>20</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Stolen/attempted to steal school/private property (g)</td>
<td>11</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Disrupted school activities/ defied school personnel (k)</td>
<td>129</td>
<td>95</td>
<td>62</td>
<td>65</td>
<td>31</td>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>Caused/attempted damage to school property (f)</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Knowingly received stolen property (L)</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Committed sexual harassment/assault (n)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Willfully threatened to commit a crime which will result in death or bodily injury or property damage (.7)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Harassment (.2)</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Harassment or intimidation -pervasive (.4)</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engage in an act of bullying, inc. electronic act R</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Suspensions</strong></td>
<td>239</td>
<td>193</td>
<td>149</td>
<td>135</td>
<td>126</td>
<td>120</td>
<td>43</td>
</tr>
<tr>
<td><strong>Students total</strong></td>
<td>104</td>
<td>88</td>
<td>65</td>
<td>68</td>
<td>66</td>
<td>66</td>
<td>39</td>
</tr>
<tr>
<td><strong>Suspensions per 100 Students</strong></td>
<td>72</td>
<td>53</td>
<td>35</td>
<td>33</td>
<td>32</td>
<td>22</td>
<td>13</td>
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</table>

### Mt. Pleasant Elementary Suspension Data

<table>
<thead>
<tr>
<th>Ed Code Section- year</th>
<th>MP 11</th>
<th>MP 12</th>
<th>MP 13</th>
<th>MP 14</th>
<th>MP 15</th>
<th>MP 16</th>
<th>MP 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caused physical injury (mutual combat) a1</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Willfully used force (assault)a2</td>
<td>17</td>
<td>17</td>
<td>41</td>
<td>28</td>
<td>6</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Possessed dangerous object b</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Committed obscene act/ habitual profanity i</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stolen/attempted to steal school/private property g</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disrupted school activities/ defied school personnel k</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Attempted to cause damage to school property f</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Committed sexual harassment n</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>Sexual harassment (.2)</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Harassment or intimidation -pervasive (.4)</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engage in an act of bullying, inc. electronic act</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Suspensions</strong></td>
<td><strong>32</strong></td>
<td><strong>30</strong></td>
<td><strong>62</strong></td>
<td><strong>43</strong></td>
<td><strong>12</strong></td>
<td><strong>20</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Students total</strong></td>
<td><strong>25</strong></td>
<td><strong>20</strong></td>
<td><strong>35</strong></td>
<td><strong>26</strong></td>
<td><strong>9</strong></td>
<td><strong>13</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td><strong>Suspensions per 100 Students</strong></td>
<td><strong>7.8</strong></td>
<td><strong>7</strong></td>
<td><strong>17.2</strong></td>
<td><strong>12.2</strong></td>
<td><strong>3.3</strong></td>
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### Robert Sanders Elementary K-5 Suspension Data

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</thead>
<tbody>
<tr>
<td>Caused physical injury (mutual combat) a1</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Willfully used force(assault)a2</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Possessed dangerous object b</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stolen/attempted to steal school/private property g</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Possessed/used tobacco/nicotine products h</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disrupted school activities/ defied school personnel k</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engage in an act of bullying, inc. electronic act ®</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td><strong>Total Suspensions</strong></td>
<td><strong>6</strong></td>
<td><strong>18</strong></td>
<td><strong>22</strong></td>
<td><strong>16</strong></td>
<td><strong>5</strong></td>
<td><strong>1</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td><strong>Students total</strong></td>
<td><strong>6</strong></td>
<td><strong>17</strong></td>
<td><strong>16</strong></td>
<td><strong>12</strong></td>
<td><strong>3</strong></td>
<td><strong>1</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td><strong>Suspensions per 100 students</strong></td>
<td><strong>1.3</strong></td>
<td><strong>3.7</strong></td>
<td><strong>4.9</strong></td>
<td><strong>3.6</strong></td>
<td><strong>1.1</strong></td>
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### Valle Vista Elementary K-5 Suspension Data

<table>
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<tr>
<th>Ed Code Section</th>
<th>VV</th>
<th>VV</th>
<th>VV</th>
<th>VV</th>
<th>VV</th>
<th>VV</th>
<th>VV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caused physical injury (mutual combat) a1</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Possessed dangerous object b</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Obscene act or engaged in habitual profanity l</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Possessed/used tobacco/nicotine products h</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Disrupted school activities/ defied school personnel k</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Stole/Attempted to Steal private Property (g)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Received stolen property L</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Harrassment (.2)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Suspensions</strong></td>
<td><strong>13</strong></td>
<td><strong>10</strong></td>
<td><strong>7</strong></td>
<td><strong>8</strong></td>
<td><strong>5</strong></td>
<td><strong>11</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Students total</strong></td>
<td><strong>12</strong></td>
<td><strong>7</strong></td>
<td><strong>5</strong></td>
<td><strong>8</strong></td>
<td><strong>3</strong></td>
<td><strong>8</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td><strong>Suspensions per 100 Students</strong></td>
<td><strong>2.5</strong></td>
<td><strong>1.8</strong></td>
<td><strong>1.4</strong></td>
<td><strong>1.8</strong></td>
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<td><strong>2.7</strong></td>
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### Ida Jew Academies Charter K-8 Suspension Data

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<thead>
<tr>
<th>Ed Code Section</th>
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<th>IJA</th>
<th>IJA</th>
<th>IJA</th>
<th>IJA</th>
<th>IJA</th>
<th>IJA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caused physical injury (mutual combat) a1</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Willfully used force(assault)a2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>24</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

104
| Possessed dangerous object b | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Possessed/used/sold/furnished / been under influence of controlled substance c | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Attempted to commit robbery or extortion e | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Obscene act or engaged in habitual profanity l | 0 | 0 | 0 | 2 | 1 | 1 |
| Stolen/attempted to steal school/private property g | 0 | 0 | 0 | 1 | 0 | 0 |
| Possessed/used tobacco/nicotine products h | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Disrupted school activities/ defied school personnel k | 0 | 0 | 3 | 16 | 10 | 1 |
| Sexual Harassment (.2) | 0 | 0 | 0 | 1 | 0 | 0 |
| Harassment or intimidation -pervasive (.4) | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| Willfully threatened to commit a crime which will result in death/ bodily injury,property damage (.7) | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Engage in an act of bullying, including electronic act r | 0 | 3 | 2 | 0 | 1 | 0 |

| Total Suspensions | 9 | 6 | 6 | 25 | 40 | 10 | 10 |
| Students total | 7 | 6 | 6 | 17 | 18 | 10 | 8 |
| Suspensions per 100 Students | 2.9 | 1.3 | 1.1 | 4.2 | 6.7 | 1.7 | 1.6 |

### Attendance Data

<table>
<thead>
<tr>
<th>School</th>
<th>Truant students (3 or more unexcused)</th>
<th>Percentage of enrollment</th>
<th>Number of Chronic Absentees (17 + absences)</th>
<th>Percentage of enrollment that are chronic absentees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August Boeger Middle School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016/2017</td>
<td>212</td>
<td>37%</td>
<td>28</td>
<td>5%</td>
</tr>
<tr>
<td>2015/2016</td>
<td>231</td>
<td>39%</td>
<td>28</td>
<td>5%</td>
</tr>
<tr>
<td>2014/2015</td>
<td>254</td>
<td>42%</td>
<td>31</td>
<td>5%</td>
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<tr>
<td>2013/2014</td>
<td>248</td>
<td>41%</td>
<td>29</td>
<td>5%</td>
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<tr>
<td><strong>Valle Vista Elementary School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2016/2017</td>
<td>220</td>
<td>60%</td>
<td>13</td>
<td>4%</td>
</tr>
<tr>
<td>2015/2016</td>
<td>108</td>
<td>26%</td>
<td>16</td>
<td>4%</td>
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<tr>
<td>2014/2015</td>
<td>145</td>
<td>32%</td>
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<td>3%</td>
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<td>134</td>
<td>31%</td>
<td>13</td>
<td>3%</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Robert Sanders Elementary School</td>
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<td></td>
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<tr>
<td>2016/2017</td>
<td>179</td>
<td>193</td>
<td>196</td>
<td>200</td>
</tr>
<tr>
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<td>39%</td>
<td>41%</td>
<td>42%</td>
<td>47%</td>
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<td>15</td>
<td>16</td>
<td>23</td>
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<tr>
<td>2013/2014</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Mt. Pleasant Elementary School</td>
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<td>2016/2017</td>
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<td>176</td>
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<td>6%</td>
<td>7%</td>
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<tr>
<td>Ida Jew Academies K-8 Charter</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2016/2017</td>
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<td>181</td>
<td>177</td>
<td>158</td>
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<td>30%</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>2014/2015</td>
<td>23</td>
<td>16</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>2013/2014</td>
<td>4%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
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</tbody>
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