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Comprehensive School Safety & Emergency Preparedness Plan

2022-2023

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

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

Board Approved _____

LCB/ Student Services

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Chapter 1 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.

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.

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

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

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, District safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the school comprehensive safety plan which is revised by the members of the School Safety Planning Committee, before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of EC 32280-32289.
 - Child Abuse Reporting procedures

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

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.

SAFE SCHOOL 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)

Shannon Soza	Interim Principal, August Boeger
Jeannine Valenti	Teacher, August Boeger
Laurie Breton	Director Student Support Services
Gilbert Rodriguez	Principal, Ida Jew Academy
Claudia Jones	Teacher, Ida Jew Academy
Nghi Moyer	Health Clerk, Valle Vista, Classified
Laurie Ortega	Secretary, Mt. Pleasant, Classified
Dina Chung	Principal, Mt. Pleasant Elementary
Kathryn Bostic	Teacher, Mt. Pleasant Elementary
Mia Cruz	Principal, Valle Vista Elementary
Kathryn Bostic	Teacher, Valle Vista Elementary
Jasmine Rivera	Classified
Bryan Panuco	Teacher

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. A copy of the approved plan will be provided to the Santa Clara County Office of Education.

Date Met- February 15, 2022

Assessment of Current Status- Appendix A

- School Climate Survey WestEd Spring 2021, Staff survey taken anonymously online
- California Healthy Kids Data WestEd- Spring 2021
- Annual Attendance Data 2020/2021 Data Dashboard
- Parent Climate Survey- WestEd Spring 2021
- Office referrals
- School Incident reports

<https://www.crimemapping.com/> Site indicating crime incidents near a give address

Annual Safety Goals

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 who are chronically truant from school (10% or more of school year)**
- **Develop additional strategies to help students access counseling services and mental health supports**
- **Increase meaningful student participation**
- **Disseminate and implement District Guide for Responding to Hate**
- **Continue to develop a positive school climate**
- **Increase social -emotional wellness **utilizing District initiatives:****
 - **Crew**
 - **DEIB toolkit**
 - **Mindfulness**
 - **Leader in Me**

Reduce percentage of student reporting ethnic or racial conflict/ Increase student percentage of 3-8 graders reporting they feel "known" by their teacher

Increase efforts to support LGBTQ+ students through - professional development and increased resources for students

Safe School Climate Goal: 1	Our students and staff are actively engaged and achieve in an environment of mutual respect, personal accountability and a commitment to excellence.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
1) Provide students with behavioral support and accountability within a multi-tiered system of supports	<p>Continue implementation of Positive Behavior Intervention and Supports (PBIS/ BEST)</p> <p>Increase Student Engagement</p> <p>Increase Student access and awareness of mental health resources & supports</p> <p>Implement mental health promotion policy</p>	<p>Staff training Time</p> <p>Community agency partnerships</p> <p>Annual Surveys</p>	<p>Principals</p> <p>Director Student Support Services</p> <p>Counselors</p>	<p>School site teams will continue to participate in BEST/PBIS training, and implement with fidelity</p> <p>Increase student access to mental health resources</p> <p>Reduce suspension rate</p> <p>Decrease in students reporting mental health issues</p>
2) Increase student and parent engagement at school sites	<p>Provide opportunities for meaningful engagement for students</p> <p>School linked services for families</p> <p>Parent workshops and opportunities for community involvement</p> <p>Provide incentives for attendance & follow truancy procedures</p> <p>Student & Parent Survey</p> <p style="color: red;">Continue to implement Crew- relationship building</p> <p style="color: red;">Parent Education programs</p>	<p>Staff</p> <p style="color: red;">DEIB ToolKit</p> <p style="color: red;">EL Education CREW</p> <p style="color: red;">Parent and Student Focus Groups</p>	<p>Principals</p> <p>Director, Student Support Services</p>	<p>Increase percentage of students reporting meaningful engagement</p> <p>Decrease chronic absenteeism</p> <p>Increase number of students receiving services from Family Case Managers</p> <p>Number of Truancy letters and Student Attendance review Board (SARB) referrals</p> <p style="color: red;">Increase student connectedness on CHKS and Crew surveys</p>

Safe School Climate Goal: 1	Our students and staff are actively engaged and achieve in an environment of mutual respect, personal accountability and a commitment to excellence.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
3) Implement and enforce district policies to sustain a safe social climate	Review district board policies and strengthen as needed to sustain a safe social climate	CSBA model policies Bullying prevention tools	Director Student Support Services Principals	District policies updated and adopted by the Board
4) Increase efforts to become more culturally responsive in the areas of diversity, equity, inclusion and belonging for all members of our community	Disseminate & provide staff development on District Guide for Responding to Hate Provide training on Response Guide to school administrators and staff Hold a community Townhall Hold Focus Groups to collect data Implement DEIB Toolkit and Crew minimum 3 x weekly	Guide for Responding to Hate Teaching Tolerance website Circle Up Facilitation	Director Student Support Services	Implement Hate Response Protocol Improvement in Survey data results

Safe Physical Climate Goal : 2	Our schools are safe, clean and healthy facilities for all students and staff.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
<p>1) Identify and address/secure critical facility vulnerabilities and hazards</p> <p>2) Identify and address traffic flow and pedestrian safety concerns</p> <p>3) Implement and practice crisis response plans</p>	<p>Site walk through</p> <p>Work Order system</p> <p>Placement of traffic supervisors, crossing guards</p> <p>Provide site staff and faculty training on crisis response procedures</p>	<p>District Resources</p>	<p>Principal/ Chief of Maintenance</p> <p>Principal</p> <p>Director Student support Services</p> <p>Director Student Support Services</p>	<p>Concerns will be reviewed and strategies will be developed to address</p> <p>Student safety to and from school</p> <p>Annual review and update of safety plan, to include evacuation maps, ICS facility locations and response teams</p> <p>Review of emergency response flip-charts for classrooms</p>

Policies and Procedures

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

1. Child Abuse reporting consistent with Penal Code 11164.
Policy BP- 5141.4 -Reporting Child Abuse Prevention
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. BP 5145.3
6. Dress Code provisions adopted to prevent students from wearing "gang-related" apparel pursuant to Education Code 35183. Policy BP 5145.3
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
Policy BP- Safety 5142
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) including Suicide Prevention and Mental Health Promotion BP 5142.5
- Prevention of COVID- 19 as indicated by Center for Disease Control (CDC)

Child Abuse Reporting

A. Definition of Child Abuse

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

1. Child Abuse

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

2. Not Considered Child Abuse

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a serious disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- a. The Child Abuse and Neglect Reporting Act, P.C. 11164 governs mandated child abuse reporting.
- b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall

report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone. AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- f. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual.

C. Sexual Activity

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

- a. Involuntary sexual activity is always reportable.
- b. incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. Any sexual activity for a child under the age of twelve will be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

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

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.

Child Abuse Reporting Number: (408) 299-2071

Staff Training & Procedure

- All staff trained within six weeks of beginning of school year or hire date and annually. Each employee signs that they understand his or her responsibilities as a Mandated Reporter.
- Training consists of presentations by Student Support Services Staff as well accepted
- Staff members are encouraged, but not required to notified his or her supervisor.

Child Abuse reporting procedures are also included in the District Handbook that every staff member receives annually.

CHILD ABUSE PREVENTION AND REPORTING CHILD ABUSE PREVENTION BP 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters

Policy Adopted: 3/21

STAFF NOTIFICATION OF DANGEROUS STUDENTS

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

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intra-district or inter-district transfer, as applicable.

Adopted 3/21

Administrative regulation

Examples of Prohibited Conduct. AR 5131.2

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

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

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

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

Information and Resources

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

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

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

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

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Behavior Prevention, Intervention and Discipline Plan

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

The Mt. Pleasant School District Staff will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation exclusion or manipulation.

The Mt. Pleasant School District expects students and/or staff to immediately address and report incidents of bullying to the principal or designee. Staff members are expected to immediately intervene when they see a bullying incident occur or are made aware of such an incident. Each complaint of bullying should be promptly investigated according to site procedures. This policy applies to students on school grounds, while they are traveling to and from school or a school-sponsored activity. This policy also applies to incidents of cyberbullying.

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

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

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

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

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

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

Procedures for Investigating and Responding to Bullying Incidents

Reporting

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

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

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

Reporting any act of bullying:

1. The principal/designee is responsible for receiving oral or written complaints alleging bullying or harassment.
2. Students may report complaints of bullying to any school employee. Any such reports of bullying allegations must be forwarded, in writing, to the principal/designee.
3. Any member of the school community who may have credible information about an act of bullying that may have taken place may file a report of bullying either as a witness or a victim.
4. Any student (or a parent or guardian on behalf of the complainant who is a minor) who believes he/she is a victim of bullying, has witnessed an act of bullying, or has knowledge of any incidents involving acts of bullying are strongly encouraged to report the incidents to a school official.
5. The Principal/designee(s) shall document in writing all complaints regarding bullying to ensure that incidents of bullying, or any other infractions, are appropriately addressed in a timely manner, whether the original report of bullying is made verbally or in writing.

1. 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.

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.

1. 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.
2. Documented interviews of the alleged victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim to be interviewed together.
3. Interviews will be conducted objectively with the student and witnesses' safety in mind.
4. 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.
5. 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.
6. 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.

7. 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.

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.

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

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

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

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

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

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

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

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

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

Record-Keeping

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

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

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

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

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

Instruction/Information

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

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

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

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

Record-Keeping

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

Mt. Pleasant School District Board Policy

Hate Motivated Behavior

BP 5145.9

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur. The Superintendent shall notify the Governing Board when a hate crime has occurred within the District or at a District sponsored activity.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources,

developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

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

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

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

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

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Adopted 9/20

The District had developed a "Responding to Hate Protocol"

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

Staff Training

Staff handbook distributed to each staff member as well as complaint policy attached to payroll statement annually.



Procedures for Safe Ingress and Egress

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

A. Each school site includes plans for:

- Students with disabilities including physical disabilities
- Displaying proper signage and equipment
- Coordinating with emergency response personnel

B. Planning

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

Visitors on Campus

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

On-Campus Evacuation/Assembly Location

Staff have reviewed the site layout and determined where the safest outdoor and indoor location is on campus to assemble students and staff.

Off-Campus Evacuation/Assembly Location

Each site has established an off-site location for assembling students

Prior to an event:

- a. Identify off-campus evacuation site(s).
- b. Establish a memorandum of agreement with the evacuation site(s).
- c.

Safe Egress

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

C. Staff Training

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

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5, 217)

The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number.

Adopted 3/21

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing policy and strategies for suicide prevention and intervention, the Superintendent or designee shall consult with school and community stakeholders such as administrators, other staff, parents/guardians, and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan. (Education Code 215)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students, as described in the accompanying administrative regulation

Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

Adopted 3/21

CRISIS INTERVENTION PROCEDURES FOR ADDRESSING SUICIDE THREATS OR ATTEMPTS

Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

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

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

AR 5144

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

Staff Training

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

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

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

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

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus
During, going to, or coming from a school-sponsored activity

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

Appropriate Use of Suspension Authority

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

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

No student may be suspended for disruption or willful defiance, except by a teacher from class, pursuant to Education Code 48910. (Education Code 48900)

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

On-Campus Suspension

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

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

Authority to Expel

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

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

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

- Selling or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

- Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

- A vote to expel a student shall be taken in an open session of a Board meeting.
- The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)
- No student shall be expelled for disruption or willful defiance. (Education Code 48900)
- No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall

be reported to the Board annually and to the California Department of Education when so required

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Adopted 9/20

SCHOOL DISCIPLINE

A. Statement of Rules and Procedures On School Discipline Education Code 44807:

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

B. Notification to Students and Parents

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

C. Staff Training

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

GENERAL STUDENT EXPECTATIONS

Students are expected to respect themselves, others and others' property. School rules and regulations are established to maintain an atmosphere and environment conducive to learning. Those students who fail to comply with established rules and regulations will face disciplinary actions. Participation or attendance at extracurricular activities is considered part of the educational program. Participants carry responsibilities as representatives of their school and community. All rules and regulations of student conduct also apply to all extracurricular/co-curricular activities and conduct to and from school. Following an incident a conference will be held with a student and the site administrator will investigate the incident. If a student is in violation of the school rules discipline will be imposed and parents notified. The following chart indicates the common behavioral problem areas, their brief explanations, and the general type(s) of disciplinary action that may apply to each of the areas. This is not intended to be a comprehensive list covering all possible problem areas or consequential disciplinary actions taken by school officials. All actions, including those not listed below, will be taken in accordance with established school board policies or state laws.

School Discipline Behavior Violations

<u>PROBLEM AREA EC 49800</u>	<u>EXPLANATION</u>	<u>POSSIBLE DISCIPLINARY ACTION</u>
ABSENCE (UNEXCUSED) AND TRUANCY	Any absence which has not been excused by the parent and approved by the school administrator	On site consequences, SARB Referral to D.A., Restorative practices
AIDING OR ABETTING	Assisting, encouraging, supporting others in the act of violating school rules or inflicting harm to another person.	Informal talk, conference, parent involvement, suspension, expulsion, alternate school site. Restorative practices
ASSAULT/BATTERY (a1)	Willfully engage in or threaten any act that causes or might cause serious physical injury to another person.	Suspension, alternate school site or program, expulsion, report to police.
WEAPONS/INJURIOUS OBJECTS (IMITATION OR OTHERWISE), EXPLOSIVES, LASER POINTERS (b)	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.	Suspension, expulsion, report to police. Restorative practices
EXTORTION/ROBBERY (e)	The solicitation of money, or something of value, in return for protection, or in connection with a threat to inflict harm.	Suspension, expulsion, report to police. Restorative practices
ARSON (f)	Starting or helping set a fire on a school campus	Suspension, expulsion, report to police.
EXPLOSIVE DEVICES/PEPPER SPRAY (b)	The use, possession, or sale of any explosive device	Suspension, expulsion, report to police.
POSSESSION, USE OR SALE OF DRUGS, ALCOHOL OR PARAPHERNALIA (d) (j) (c) (p)	Use, possession, or sale of drugs, narcotics, alcohol or other controlled substances.	Parent involvement, suspension, alternate school site or program, expulsion, report to police
FIGHTING (a)	Mutual combat not resulting in serious physical injury	Informal talk, conference, alternate school site, suspension, expulsion. Restorative practices
SEXUAL HARRASSMENT	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.	Informal talk, conference, parent involvement, suspension, expulsion, alternate school site. Restorative practices

HATE VIOLENCE (4-8 grade)	Actions committed because of the victim's race, color, religion, nationality, ancestry, disability or real or perceived sexual orientation, etcetera	Conference, Parent involvement, Suspension, expulsion, report to police. Restorative practices
DISORDERLY CONDUCT, INCLUDING PROFANITY, VERBAL ABUSE, AND OBSCENE BEHAVIOR (4-8 grade)	Conduct or behavior which is disruptive to the orderly educational procedure of the school; vulgarity or acts which are considered obscene	Office referral, conference, suspension, parent involvement, alternate school site program, expulsion. Restorative practices
UNEXCUSED ABSENCE OR TRUANCIES	Any absence which has not been excused both by parent or legal guardian and approved by the appropriate school official	Parent conference, detention, alternate school site program, SARB referral, referral to District Attorney, written parent notice, truancy citations. Restorative practices
DEFIANCE OF AUTHORITY (K)	Refusal to comply with reasonable requests of school personnel.	Informal talk, office referral, detention, parent involvement, alternative school site or program, Restorative practices
TARDINESS	Arriving late to school or class.	Informal talk, detention, parent involvement, office referral, Saturday School.
UNIFORM DRESS CODE	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.	Informal talk, conference, detention, Restorative practices
GANG BEHAVIOR/ATTIRE	Engaging in behavior (writings, hand signals, intimidation, "stare downs", etc.) or wearing attire (caps, shirts, etc.) or symbols (notebooks,	Informal talk, office referral, detention, suspension, parent involvement, alternative school site or program, Restorative practices
BUS MISCONDUCT	Not following bus rules.	Parent involvement, loss of privilege to use school bus.
FORGERY	Writing and using the signature or initials of another person.	Parent involvement, detention, and suspension. Restorative practices
CHEATING	Using or allowing use of unauthorized material other than the student's own, to complete	Informal talk, detention, no credit for the assignment or test,

	tests or class assignments and claiming that the work was original.	parent involvement, Restorative practices
GAMBLING	Participation in games of chance for the purpose of exchanging money or something of value.	Informal talk, parent involvement, suspension, Restorative practices
THEFT/POSSESSION OF STOLEN PROPERTY (g) (l)	Taking or attempting to take property that does not belong to oneself, or possession of stolen property.	Informal talk, conference, parent involvement, suspension, expulsion, restitution, report to police. Restorative practices
SMOKING/USE OF TOBACCO (h)	Use or possession of tobacco, including electronic and vape, on school property or during school activities.	Informal talk, conference, parent involvement, detention, suspension, alternate school site, Saturday School, Restorative practices
DESTRUCTION OR DEFACEMENT/ VANDALISM OF SCHOOL PROPERTY (f)	Destroying, damaging or mutilating property or materials belonging to school, school personnel or other persons	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

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.

MT. PLEASANT SCHOOL DISTRICT GANGS

BP 5136

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups who exhibit behavior disruptive to the school environment and/or the safety and well-being of students. The Board additionally desires to provide support and intervention to students who are members of gangs to enable them to successfully disengage from gang involvement and be successful in school.

The Superintendent or designee shall develop strategies for gang prevention that address the reasons that students may become involved in gangs, including the identity, recognition, or status achieved as being part of a gang, protection from gang violence in the community, the need for companionship and an extended family, intimidation to join a gang, desire to join a gang to be in a position to intimidate others, and/or connection with criminal activity.

Gang violence prevention shall start as early as possible and include, but not be limited to, age-appropriate education that focuses on developing emotional and social competence, increasing prosocial peer bonds, strengthening attachment and commitment to school, and enhancing cooperative learning skills. Prevention shall also include improving parent/guardian involvement in and support for their children's academic progress, as well as ongoing gang awareness education for parents/guardians, including gang identifiers.

The Superintendent or designee shall take steps to deter gang activity on school campuses, including threats and intimidation of students and staff, recruitment or

intimidation of students to join gangs, bullying, fighting, criminal activities, and confrontations between members of different gangs.

The Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the principal or designee and the student's parent/guardian.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.

The Superintendent or designee may consider gang activity prevention and intervention when developing programs outside of the school day.

The Superintendent or designee shall collaborate with child welfare services, mental health agencies, social services, and local law enforcement authorities in the prevention and intervention of gang activity.

Adopted 3/21

Dress Code

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

APPEARANCE/DRESS CODE/ SCHOOL UNIFORM

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

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 spirit shirts, Walden West and All Star sweatshirts may be worn.

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

JACKETS vJackets 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 are 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
arrangments to correct the situation.

MAKE-UP, PERFUME, GROOMING PRODUCTS

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

JEWELRY

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

HATS, SUNGLASSES, AND ACCESSORIES

- * Head coverings may be worn on school grounds only for protection from weather or religious reasons.
- * Head coverings or hair decorations that are gang-like in nature or color are not

allowed including bandanas.

* Sunglasses may not be worn at school.

* Accessories that interfere with learning or present a safety threat are not allowed.

BACKPACKS Grades 6-8

* **Black, brown, white, or dark green**

* Backpacks must be solid color.

* Patches are not permitted.

* Backpacks with print fabric, cartoon characters, or other logos are not appropriate for junior

high school and are not permitted.

* Backpacks are to be free from all writing or drawings except the student's name written one time neatly.

BACKPACKS Grades K-5

* Backpacks that are solid in color, (except red or navy/powder blue), with print fabric, cartoon characters, or other logos are appropriate the elementary grades.

* Backpacks are to be free from all writing or drawings except the student's name written one time neatly.

* Patches, keys chains, etc. are not permitted.

* Backpacks with inappropriate writing or drawings may be spray painted by the school.

DRESS CODE/NON-UNIFORM DAY GUIDELINES:

The School Administrator may designate "non-uniform" days. On non-uniform days, students are expected to dress within acceptable standards. Clothing should be clean, neat, and in good repair, should not-distract from learning, not be offensive and be 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

* 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 not considered ready to learn. Parents/guardians will be notified to bring the uniform to school. Students with specific medical needs related to the uniform must notify the office and have a doctor's note on file.

Consequences may include: *Lunch and/or recess detention *A warning letter * Exclusion from non-uniform days *Other action based on individual needs

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

PARENT WAIVER

A Parent/guardian may request a uniform waiver. Waivers are available at the District Office. A meeting with the administration will be requested to discuss the waiver and dress code. Students that have a uniform waiver must still adhere to the dress code guidelines listed above

Staff Training

All Staff receive a copy of the District handbook including the dress code annually at the beginning of the school year.

EMERGENCY PROCEDURES & PREPAREDNESS PLAN

Routine and Emergency Disaster Procedures:

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

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

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

Drills & Procedures

EARTHQUAKE DRILL - EMERGENCY PROCEDURES

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

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

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

Protective measures to be taken before, during, and following an earthquake.

A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

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

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

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

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

- Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.
- Expect aftershocks over the next hours or days,

- Check yourself and others for injuries.
- Report any injuries to **Principal/Site Administrator**.
- Use your training to provide first aid, use fire extinguishers, clean-up spills, etc.
- Assess your surroundings, check for damage and hazardous conditions.
- Report them to **Principal/Site Administrator**.
- Limit phone use to emergency calls only.
- If asked to evacuate to assembly areas, move swiftly.
- Grab keys, personal items and emergency supplies only if convenient and safe to do so.
- Follow directions of emergency responders.

Practice evacuation using alternate routes to the assembly areas.

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

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

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

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

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



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

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

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

FIRE DRILL PROCEDURES

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

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Lockdown – Active Intruder Drills- Procedures

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

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

1. Train and/or review with staff and students annually
2. Review expectations and standards in terms of:

RUN- Evacuation procedures - how to determine if to evacuate or lockdown

HIDE- Lockdown Procedures

- a. Locking doors
- b. Maintaining a quiet room
- c. Covering windows if needed
- d. Turn off lights, only if needed
- e. Building door and internal barricades
- f. Reviewing classroom and all clear procedures
- g. Reviewing off site evacuation directions and locations.

DEFEND- if in imminent danger, defense of self and others to maintain life

3. Send a follow-up reminder memo to staff
4. Organize the assessment team.
5. Conduct the assessment. District requires 90% pass rate or an additional drill is scheduled. Passing a drill consists of appropriate evacuation skills, quiet room, effective barricades, and internal concealment
6. Complete follow-up tasks. Team Debrief.
7. Report to Superintendent on Drill Success

EMERGENCY PROCEDURES PLAN – to be posted in each room

IMMEDIATELY CONTACT THE SCHOOL OFFICE TO REPORT THE EMERGENCY SITUATION:

Activate the campus emergency system by following the recommended emergency

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

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

MAIN OFFICE WILL TAKE THE FOLLOWING ACTION:

1. Immediately **CALL 9-1-1** if needed to coordinate and report the emergency and supply required information the emergency dispatcher requests.
2. Activate the campus emergency system by:
 - Notifying the **Principal or Incident Commander** of the reported emergency and provide all critical details.
 - Provide additional emergency support as directed by the **Principal of Incident Commander**.

AFTER SCHOOL HOUR EMERGENCIES CALL 9-1-1.

Most emergency responses are covered by the following Basic Actions:

A. Action: Shelter in Place

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

B. Action: EVACUATION - LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site(s).

Action: EVACUATION - LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

1. Fire
2. Peacetime Bomb Threat
3. Chemical Accident
4. Explosion or Threat of an Explosion
5. Following an Earthquake
6. Other similar occurrences that might make the building uninhabitable
7. At the onset of an Active shooter/Lockdown Alert, when teacher/supervisor has determined 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:

1. Severe Windstorm (short warning)
2. Biological or Chemical Threat
3. Sniper Attack
4. Rabid Animal on School Grounds
5. Event in area surrounding school

D. Action: DROP

WARNING: The warning for this type of emergency the action occurs at 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:

1. Fire
2. Chemical & Biological Gas Alert
3. Flood
4. Fallout Area
5. Blast Area
6. Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

1. Dismissal of all classes
2. 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.

1. You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.
2. 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.
3. You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.
4. 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.

1. 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.
2. 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

1. 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.
2. 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.

FIRE

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 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

The Principal or designee shall:

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

POWER OUTAGE / ROLLING BLACKOUTS

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.
https://www.pge.com/en_US/residential/outages/planning-and-preparedness/safety-and-preparedness/find-your-rotating-outage-block/find-your-rotating-outage-block.page

PREPARING FOR AN OUTAGE

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

DURING AN OUTAGE

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

- DO NOT USE barbeques, Coleman-type stoves, hibachis, and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off, printers, copiers, major appliances, and lights when not in use or not needed.
- Shut off lights in unoccupied rooms.

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



SHELTER-IN-PLACE

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

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

- ❑ **SHELTER** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ❑ **SHUT** Close and lock all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ❑ **LISTEN** Remain quiet to hear critical instructions from school officials.
 - If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- **Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.**
- **A school official (or student if no official present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

BOMB THREAT

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

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "**bomb threat checklist**" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- **When will the bomb explode and where is the bomb located?**
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - Your name
 - Your call-back phone number
 - Exact street location with the nearest cross street
 - Nature of incident
 - Number and location of people involved and/or injured
 - Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.

- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

INTRUDER ON CAMPUS

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

Low Level:

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

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

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

HOSTAGE SITUATION

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

- ❑ **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.
- ❑ If the intruder speaks to you or to your students, then answer him or her. **Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ❑ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**Evacuation or RUN** " position or run in a zig-zag fashion off-site the staging areas and **STAY CALM.**
- ❑ If and when possible, call 9-1-1 and/or Administration.

LOCKDOWN: ACTIVE SHOOTER

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

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

Immediate actions should include:

- Notification of site through public address (P.A.) system and email, if feasible, of situation to staff.
 1. Any staff person can use the use the P.A. system from any campus phone.
 2. Notification should include as much information as possible to alert staff and students of situation and location of danger. For example: "There is an armed intruder on campus seen in front of library headed towards room 10." Any staff member in any location on site can make this notification.
- Staff and students must determine, based on the situation, if it is safer to evacuate or go into lockdown.
- Staff and students run to off-site evacuation areas, or safe area off campus OR go into classrooms/buildings to lock down.
- LOCKDOWN includes locking doors, building door barricades, interior barricades and concealment, covering windows and turning off/dimming lights.
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need immediate medical attention for a victim.
- Each staff person should notify Administration of their evacuation location if not in regular classroom.
- Administration notifies the Superintendent's office, coordinates response with law enforcement

Emergency Activities:

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

- Run – evacuation- off campus away from danger in a zig-zag pattern**
- Lockdown and stay hidden behind barricades. Use closets, enclosed spaces, or any available space to stay hidden and quiet.**
- Do whatever is necessary to defend self and others. Only used when faced with imminent danger. Scream or yell as a group to disorient the shooter, hit or maim the intruder 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 223-3735. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

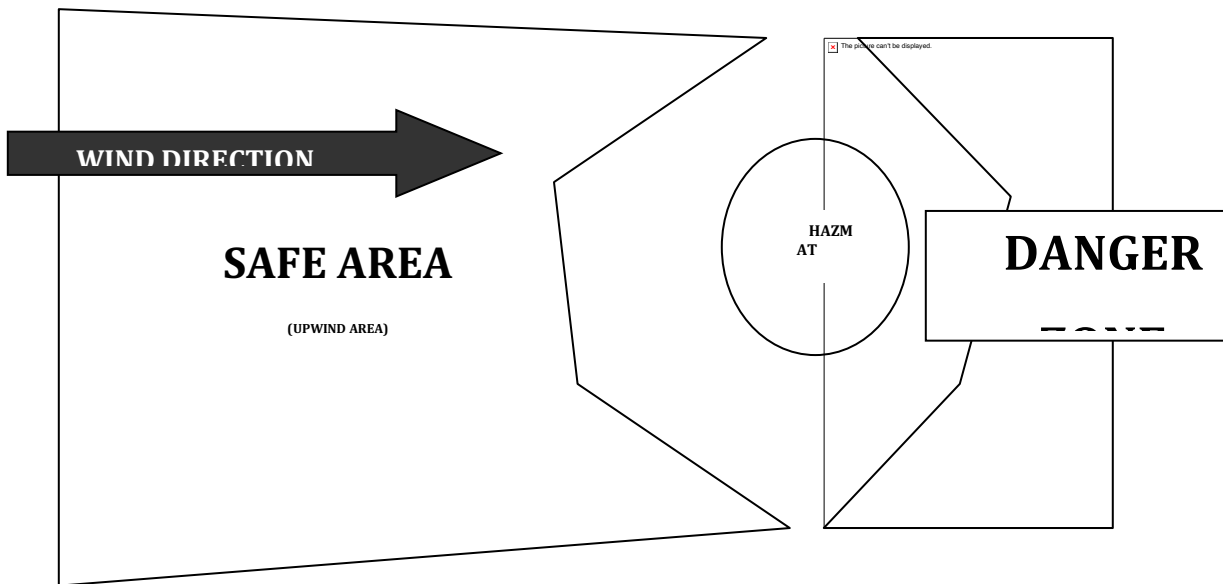
Hazardous Substances include the following, but is not limited to the following:

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

Always call the Office for immediate assistance or from outside the building

Extinguish all ignition sources

- ❑ Shut off main emergency switch to fuel pump, if appropriate
- ❑ Move appropriate fire extinguishing equipment to area
- ❑ If possible, contain the spill to prevent further contamination
- ❑ Move people/personnel away or evacuate from contamination area



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

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

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

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

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

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

Emergency Evacuation Routes and Procedures

In an Emergency Building Evacuation all employees will:

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

In an Emergency Building Evacuation Teachers will also:

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

Emergency Campus Evacuation

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

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

MEDICAL EMERGENCIES

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

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

Rescue Breathing

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

To Stop Bleeding

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

Treatment for Shock

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

Choking

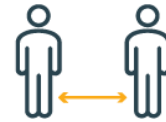
- Stand behind the person, reaching your arms around the person choking
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object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

COVID-19/ Infectious Disease

ACT NOW!



WEAR A MASK



STAY 6 FEET APART



Centers for Disease
Control and Prevention

How COVID/ Infectious Diseases Spreads

COVID-19 is thought to spread mainly through close contact from person to person, including being physically near each other (within about 6 feet). People who are infected but do not show symptoms to others. Cases of re-infection with COVID-19 have been reported but are rare.

Infectious Diseases spreads very easily from person to person

How easily a virus spreads from person to person can vary. The virus that causes COVID-19 spreads more easily than influenza but not as efficiently as measles, which is among the most contagious viruses known. Current information supports close contact for a combination of fifteen minutes.

- People who are physically near (within 6 feet) a person with who is ill or have direct contact have greatest risk of infection.
- When people who are ill cough, sneeze, sing, talk, or breathe they produce respiratory droplets, these range in size from larger droplets (some of which are visible) to smaller droplets. Small droplets when they dry very quickly in the airstream.
- Infections occur mainly through exposure to respiratory droplets when a person is in close contact with an ill person who was infected in the same space during the same time or shortly after the person.
- Available data indicate that it is much more common for the virus that causes COVID-19 to spread through close contact with a person who has COVID-19 than through airborne transmission.

COVID-19 spreads less commonly through contaminated surfaces

- Respiratory droplets can also land on surfaces and objects. It is possible that a person could touch a surface or object that has the virus on it and

then touching their own mouth, nose, or eyes

- Spread from touching surfaces is not thought to be a common way that COVID-19 spreads

Protect yourself and others

The best way to prevent illness is to avoid being exposed to the virus. You can take steps to slow the spread.

- Stay at least 6 feet away from others, whenever possible. This is very important in preventing the spread of the virus.
- Cover your mouth and nose with a mask when around others. This helps reduce the risk of and by airborne transmission.
- Wash your hands often with soap and water. If soap and water are not available, use a hand sanitizer with at least 60% alcohol.
- Avoid crowded indoor spaces and ensure indoor spaces are properly ventilated by bringing our door air in when possible. In general, being outdoors and in spaces with good ventilation reduces the risk of respiratory droplets.
- Stay home and isolate from others when sick.
- Routinely clean and disinfect frequently touched surfaces and take other steps to stop the spread of the virus.
- Always cover your cough.

Prevention and Mitigation Resources can be found at [SCC.gov](https://www.scc.gov) and the Centers for Disease Control

STANDARDIZED EMERGENCY MANAGEMENT (SEMS)

The Basic Plan

Requirements

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

Objectives

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

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

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

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

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as

may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

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

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

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

Emergency

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

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

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

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

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning,

e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

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

Responsibilities for a School Disaster

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

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

1. 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.
2. Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander*.
3. No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

Common Terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording

Incident Command System Functions:

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

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

Incident/School Commander (The "leader")

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

Operations Section (The "doers")

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

Planning/Intelligence Section (The "thinkers")

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

Logistics Section (The "getters")

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

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and

accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents that allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

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

Staff Training:

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

School ICS charts will be updated annually by September 30th, A completed copy is to be kept in School Office and a copy submitted to the Superintendent's Office. A blank copy s in back of Plan.

EMERGENCY SERVICE WORKERS- DISTRICT EMPLOYEES

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

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

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but the school pays their overtime pay. These circumstances apply only when a local or state emergency is declared.

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

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

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

Levels of Response in an Emergency

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

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

Response Level 3 - Local Emergency

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

Response Level 2 - Local Disaster

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

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. 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

STUDENT RELEASE - DISTRICT AND PARENT RESPONSIBILITIES

DISTRICT RESPONSIBILITY

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

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

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

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

PARENT RESPONSIBILITY

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

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

School authorities will do everything possible to care for each student while he/she is under district supervision. In case of a an emergency, 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.

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 a large number 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. (**S**imple **T**riage **A**nd **R**apid **T**reatment) 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:

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
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)
- 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)
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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)

SUICIDE THREAT

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

Do's

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

- Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide alone.
- STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- Don't leave the person alone.
- Don't act shocked or be sworn to secrecy.
- Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- Don't take too much upon yourself alone. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

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

MASS CASUALTY

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

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

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

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

Bio Terrorism How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- ✓ Excessive postage
- ✓ Handwritten or poorly typed addresses
- ✓ Incorrect titles
- ✓ Title, but no name
- ✓ Misspellings of common words
- ✓ Oily stains, discolorations or odors
- ✓ No return address
- ✓ Excessive weight
- ✓ Lopsided or uneven envelop
- ✓ Protruding wires or aluminum foil
- ✓ Excessive security material such as masking tape, string, etc.
- ✓ Visual distractions
- ✓ Ticking sound
- ✓ Marked with restrictive endorsements, such as "Personal" or "Confidential."

District Emergency Operations Center

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems.
- Radio set to site/district channel
- Emails
- Texts to staff
- Message runner
- District telephone/emergency radio to administration offices.

External communications will be via:

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

Emergencies affecting two or more schools:

In-district communications will be via:

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

When using the District radio system:

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

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

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

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

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

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

Media Relations:

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

RECOVERY

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

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

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

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

JOINT PROTOCOLS:

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

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

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

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

MENTAL HEALTH RESOURCES

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

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

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



Emergency Awareness/ Preparedness Checklists & Forms

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

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

The following forms are designed to help assess emergency preparedness.

Mt. Pleasant School District Site Awareness Checklist Year _____

Recommendation	Steps	Who	Done
Review employment screening policy & procedure	<ul style="list-style-type: none"> ▪ Does your screening process include volunteers, cafeteria workers, and security, in addition to educational staff? ♦ Does your procedure allow for actual searches of courthouse records ♦ Do your searches do Social Security Number traces to identify any out-of-state venues that should be checked? ♦ Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who visit? 	Security Human Resources	
Review the adequacy of physical security in and around campus buildings	<ul style="list-style-type: none"> ♦ 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	<ul style="list-style-type: none"> ♦ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ♦ Are staff members trained to approach and to "assist" strangers of any age who are observed in and on school property? ♦ Has a visitor log and ID badge system been implemented? 	Everyone	
Train Staff to recognize and report suspicious activities on campuses.	<ul style="list-style-type: none"> ♦ 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 	Everyone	

Recommendation	Steps	Who	Done
	awareness levels heightened to assist in detecting suspicious acts?		

<p>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.</p>	<ul style="list-style-type: none"> ♦ 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 <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? 	<p>Student Services</p> <p>Security</p> <p>Human Resources</p>	
<p>Work closely with local law enforcement and health officials.</p>	<ul style="list-style-type: none"> ♦ 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? 	<p>Security</p> <p>Clinical Staff</p> <p>Crisis Management Team</p>	
<p>Train staff on identifying and handling suspicious packages and letters.</p>	<ul style="list-style-type: none"> ♦ 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? 	<p>Mail room</p> <p>Secretarial Security</p> <p>Parents Students</p>	

SAFETY PLAN EMERGENCY PLAN CHECKLIST

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

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan.

Person Submitting form:

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

School Name _____ Annual Site Hazard Survey II Year: _____

Completed By: _____

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan in Office & Library			
Required Postings - Evacuation routes, Williams, Emergency Procedures, etc			
Sign in procedures clear and enforced by all staff			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
PLAYGROUND			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Safety training			
Safety signs posted, enforced			
Boxes not stored overhead, or secured			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills scheduled and conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			
Health Plans and medications readily available			

SCHOOL AB IJA MP RS VV **Teacher:** _____ **Room** _____
 Year _____ Completed By: _____

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.

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

<i>Emergency Service Worker questionnaire- Skills & Release- optional form</i>		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
<i>Specialized Skills</i>		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT (Triage) Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
<i>Personal Responsibilities - that may impact your ability to complete your duties as a EmergencyService Worker</i>		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
<i>In an Emergency – Confidential</i>		
1. Anything you want us to know? Special Needs? Medications?		

LISTED BELOW ARE WEBSITES THAT PROVIDE ADDITIONAL INFORMATION.

<http://www.ready.gov>

Disaster Preparedness Information

<http://www.dhs.gov>

Federal Department of Homeland Security

<http://www.nasponline.org>

National Association of School Psychologists

<http://www.fema.gov/>

Federal Emergency Management Agency

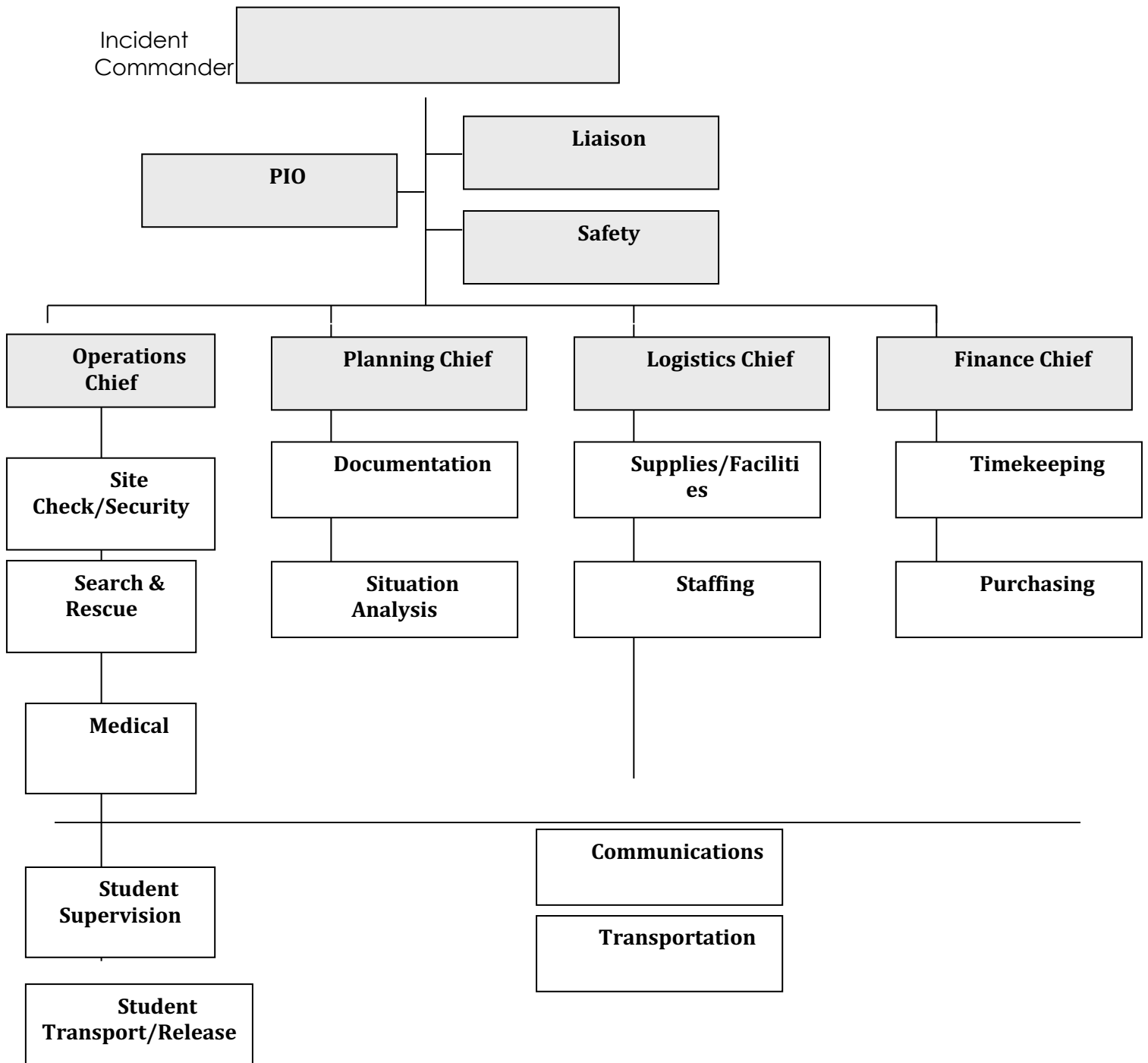
<https://www.caloes.ca.gov/>

California Office of Emergency Services

<http://www.sccoe.org/>

Santa Clara County Office of Education

Incident Command System Diagram SEMS TEAM Flow Chart



Staging Areas -- Available in Office

Command Posts

Intentionally left blank

Evacuation Centers

Intentionally left blank

Command Posts

Intentionally left blank

Operations

Each site has an Incident Command System (ICS) developed at the school and updated annually.

Suspension Data by School

Mt. Pleasant Elementary Suspension Data

Ed Code Section	14	15	16	17	18	19	20*
Caused physical injury (mutual combat) a1	28	6	19	10	8	6	2
Willfully used force (assault) a2	5	4	0	0	0	0	0
Possessed dangerous object b	1	0	0	0	0	0	0
Possessed/used/sold been under inf. of controlled substance c	0	0	0	0	0	0	0
Committed/attempted robbery or extortion e	0	0	0	0	0	0	0
Committed obscene act/ habitual profanity l	3	0	0	0	0	0	0
Stolen/attempted to steal school/private property g	0	0	0	0	0	0	0
Possessed/used tobacco/nicotine products h	0	0	0	0	0	0	0
Disrupted school activities/ defied school personnel k	4	0	0	0	0	0	0
Attempted to cause damage to school property f	0	1	0	0	0	0	0
Threatened/threatened, intimidated pupil who is a witness in a discipline proceeding o	0	0	0	0	0	0	0
Caused/threatened to cause or participated in an act of hate violence .03	0	0	0	0	0	0	0
Committed sexual harassment n	0	1	0	0	0	0	0
Willfully threatened to commit a crime which will result in death or bodily injury or property damage (.7)	0	0	0	0	0	0	0
Sexual Harassment (.2)	0	0	0	0	0	0	0
Harassment or intimidation -pervasive (.4)	0	0	0	0	0	0	0
Engage in an act of bullying, inc. electronic act r	0	0	1	0	0	0	0
Total Suspensions	43	12	20	10	8	6	2
Total days	63.5	19.5	21.5	14	8.5	6	2
Suspensions per 100 students	12.2	3.3	5.4	2.8	2.73	2.04	.68
Average days	1.5	1	1	0.7	1.06	0	1
Special Ed	8	0	1	6	0	1	1
Repeat offenders	6	2	5	2	0	1	0
Students total	26	9	13	7	8	3	2

Incidence-Suspensions/Enrollment X 100

No Suspension data for 2020/21

Robert Sanders Suspension Data							
Ed Code Section	14	15	16	17	18	19	20*
Caused physical injury (mutual combat)a1	11	3	1	7	9	9	1
Willfully used force(assault)a2	0	0	0	0	0	0	0
Possessed dangerous object b	2	0	0	0	0	0	0
Possessed/used/sold/furnished / been under influence of controlled substance c	0	0	0	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	0	0	0	0
Stolen/attempted to steal school/private property g	1	0	0	1	0	0	0
Possessed/used tobacco/nicotine products h	0	2	0	0	0	0	0
Disrupted school activities/ defied school personnel k	1	0	0	0	0	0	0
Attempted to cause damage to school property f	0	0	0	0	0	0	0
Harassed/threatened, intimidated pupil who is a witness in a discipline proceeding o	0	0	0	0	0	0	0
Caused/threatened to cause or participated in an act of hate violence .03	0	0	0	0	0	0	0
Committed sexual harassment n	0	0	0	0	0	0	1
Willfully threatened to commit a crime which will result in death or bodily injury or property damage (.7)	0	0	0	0	0	0	0
Sexual Harassment (.2)	0	0	0	0	0	0	0
Harassment or intimidation -pervasive (.4)	0	0	0	0	0	0	0
Engage in an act of bullying, inc. electronic act ®	0	0	0	0	1	0	0
Total Suspensions	16	5	1	8	9	10	2
Total days	17	5	1	9	11	11	2
Average days	1	1	1	1.1	1.2	1	1
Suspensions per 100	3.6	1.1	0.2	1.8	2.15	2.4	.51
Special Ed	1	2	0	1	7	6	1
Repeat offenders	3	2	0	1	4	1	0
Students total	12	3	1	7	7	7	2

No Suspension data for 2020/21

Valle Vista Suspension Data							
Ed Code Section	14	15	16	17	18	19	20*
Caused physical injury (mutual combat) a1	2	2	8	5	10	4	4
Willfully used force(assault)a2	0		0	0	0	0	0
Possessed dangerous object b	0	1	0	0	0	0	0
Possessed/sold under infl. of controlled substance c	0	0	0	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	0	1	0	0
Stolen/attempted to steal school/private property g	0	0	0	1	0	0	0
Possessed/used tobacco/nicotine products h	0	0	1	0	0	0	0
Disrupted school activities/ defied school personnel k	6	2	0	3	2	0	0
Received stolen property L	0	0	2	0	0	0	0
Attempted to cause damage to school property f	0	0	0	0	1	0	0
Harassed/threatened, intimidated pupil who is a witness in a discipline proceeding o	0	0	0	0	0	0	0
Threatened to cause or participated in an act of hate violence .03	0	0	0	0	0	0	0
Committed sexual harassment n	0	0	0	0	0	0	0
Willfully threatened to commit a crime which will result in death or bodily injury or property damage (.7)	0	0	0		0	0	0
Sexual Harassment (.2)	0	0	0	1	1	0	0
Harassment or intimidation -pervasive (.4)	0	0	0	0	0	0	0
Engage in an act of bullying, inc. electronic act ®	0	0	0	0	0	0	0
Total Suspensions	8	5	11	10	15	5	4
Total days	10	8	11	11	15	6	0
Average days	1.25	1	1	0.8	1	1.2	0
Suspension per 100 students	1.8	1.1	2.7	2.7	4.3	1.4	1.2
Special Ed	1	4	3	3	2	4	2
Repeat offenders	0	2	2	1	4	0	0
Students total	8	3	8	7	11	5	4

No Suspension data for 2020/21

Ida Jew Academies Suspension Data							
Ed Code Section	14	15	16	17	18	19	20*
Caused physical injury (mutual combat) a1	8	24	6	5	5	1	0
Willfully used force(assault)a2	1	1	0	0	0	0	1
Possessed dangerous object b	0	0	1	1	0	1	0
Possessed/used/sold/furnished / been under influence of controlled substance c	0	0	0	0	3	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	2	1	0	0	0	0
Stolen/attempted to steal school/private property g	0	1	0	1	0	0	0
Possessed/used tobacco/nicotine products h	0	0	0	0	0	0	0
Disrupted school activities/ defied school personnel k	16	10	1	0	1	0	0
Attempted to cause damage to school property f	0	0	0	0	0	0	0
Harassed/threatened, intimidated pupil who is a witness in a discipline proceeding o	0	0	0	0	0	0	0
Caused/threatened to cause or participated in an act of hate violence .03	0	0	0	0	0	0	0
Committed sexual harassment n	0	0	0	0	0	0	0
Willfully threatened to commit a crime which will result in death or bodily injury or property damage (.7)	0	0	0	1	0	0	0
Sexual Harassment (.2)	0	1	0		0	0	1
Harassment or intimidation -pervasive (.4)	0	0	4	2	0	0	2
Engage in an act of bullying, inc. electronic act r		1		0	0	0	2
Total Suspensions	25	40	10	10	10	5	6
Total days	29	44	10	14.5	11	7	11
Average days	1.1	1	1	1.6	1.1	1.2	1.83
Suspensions per 100 Students	4.2	6.7	1.7	1.6	0.17	.82	.98
Special Ed	0	3	0	1	2	2	0
Repeat offenders	4	9	0	1	2	0	0
Students total	17	18	10	8	8	5	6

No Suspension data for 2020/2

August Boeger Suspension data	AB	AB	AB	AB	AB	AB	AB
Ed Code Section	14	15	16	17	18	19	20*
Caused physical injury (mutual combat) (a1)	28	43	41	16	35	21	27
Willfully used force/violence (assault) (a2)	0	1	4	1	0	0	1
Possessed dangerous object (b)	4	2	1	4	2	0	2
Possessed/used/sold been under infl. of cont. subs.(c)	6	12	0	6	2	1	2
Arranged/offered to see a controlled substance(d)	0	0	0	0	0	0	0
Possessed/ sold drug paraphernalia (j)	10	0	1	0	0	0	0
Possessed/used tobacco/nicotine (h)	9	1	8	0	0	6	0
Committed/attempted to commit robbery/extortion(e)	0	0	0	0	0	0	0
Committed obscene act/habitual profanity (i)	2	20	20	0	1	1	7
Stolen/attempted to steal school/private property (g)	2	2	0	5	0	0	1
Disrupted school activities/ defied school personnel (k)	65	31	36	10	5	2	6
Caused/attempted damage to school property (f)	1	8	1	1	1	0	0
Knowingly received stolen property (L)	0	0	0	0	1	0	0
Harassed/threatened, intimidated pupil who is a witness in a discipline proceeding (o)	0	1	0	0	0	0	0
Caused/threatened to cause an act of hate violence (.03)	0	0		0	0	0	0
Committed sexual harassment/assault (n)	0	0	1	0	1	0	1
Willfully threatened to commit a crime which will result in death or bodily injury or property damage (.7)	0	0	0	0	0	0	0
Sexual Harassment (.2)	2	0	1	0	3	0	1
Harassment or intimidation -pervasive (.4)	4	2	0	0	0	0	0
Engage in an act of bullying, inc. elect. act R	2	3	6	0	0	2	2
Total Suspensions	135	126	120	43	56	33	51
Total days	200	190	133	71.5	64	33.5	58
Average days	1.5	1.5	1.1	1.21	1.14	1	1.13
Suspensions per 100	33	32	22	13	10.07	5.9	9.2
Special Ed suspensions	53	31	43	20	15	14	13
Repeat offenders	28	25	24	19	8	7	13
Students total	68	66	66	39	45	26	24

No Comparable Attendance Data for 2020-2021 – due to COVID School Closure

School	Enrollment	Excused absences	Total Days Unexcused/Unverified	* ADA loss Unexc-Unv only	Total students 3 senses or more	Percentage of enrollment	**Number of Chronic Absentees	Percentage of enrollment
VV 18/19	348	1091		3.5	93	27%	8	2%
VV 17/18	349	734	731	4	101	28%	5	1%
VV 16/17	369	967	878	5	220	60%	13	4%
VV 15/16	411	1070	867	5	108	26%	16	4%
VV 14/15	460	1244	1599	9	145	32%	12	3%
VV 13/14	434	1181	1079	6	134	31%	13	3%
VV 12/13	492	1102	873	5	126	26%	10	2%
RS 18/19	417	1173	899	5	122	29%	15	4%
RS 17/18	435	1248	859	5	126	28%	12	3%
RS 16/17	456	1139	1410	7	179	39%	11	2%
RS 15/16	468	933	1518	8	193	41%	15	3%
RS 14/15	469	1190	1404	8	196	42%	16	3%
RS 13/14	424	967	1429	8	200	47%	23	5%
RS 12/13	451	1178	1252	7	170	38%	15	3%
MP 18/19	293	807	712	4	84	29%	12	4%
MP 17/18	362	1075	1644	9	208	57%	12	3%
MP 16/17	354	1072	1022	6	149	42%	13	4%
MP 15/16	369	1031	1267	7	152	41%	14	4%
MP 14/15	363	1381	1312	7	176	48%	21	6%
MP 13/14	352	1064	1085	6	137	39%	26	7%
MP 12/13	361	1094	833	5	106	29%	22	6%

School	Enrollment	Excused absences	Total Days Unexcused/Unverified	*ADA loss Unexc-Unv only	Truant students (3 or more unexcused)	Percentage of enrollment Truant	**Number of Chronic Absentees (17 +)	Percentage of enrollment that are chronic
IJA 18/19	610	*						
IJA 17/18	608	1784	1067	6	144	23%	5	1%
IJA 16/17	631	1755	1640	9	238	37%	23	4%
IJA 15/16	605	1645	1218	7	181	30%	16	3%
IJA 14/15	601	1751	1199	7	177	29%	7	1%
IJA 13/14	594	1478	1007	6	158	27%	5	1%
IJA 12/13	540	1347	1114	6	170	31%	14	3%
AB 18/19	557	1791	1233	7	185	33%	30	5%
*AB 17/18	542	1730	1577	9	180	33%	28	5%
AB 16/17	558	1552	1927	11	212	37%	33	6%
AB 15/16	592	1243	1883	10	231	39%	28	5%
AB 14/15	599	1436	2319	13	254	42%	31	5%
AB 13/14	605	1330	2302	12	248	41%	29	5%
AB 12/13	669				390		18	3%

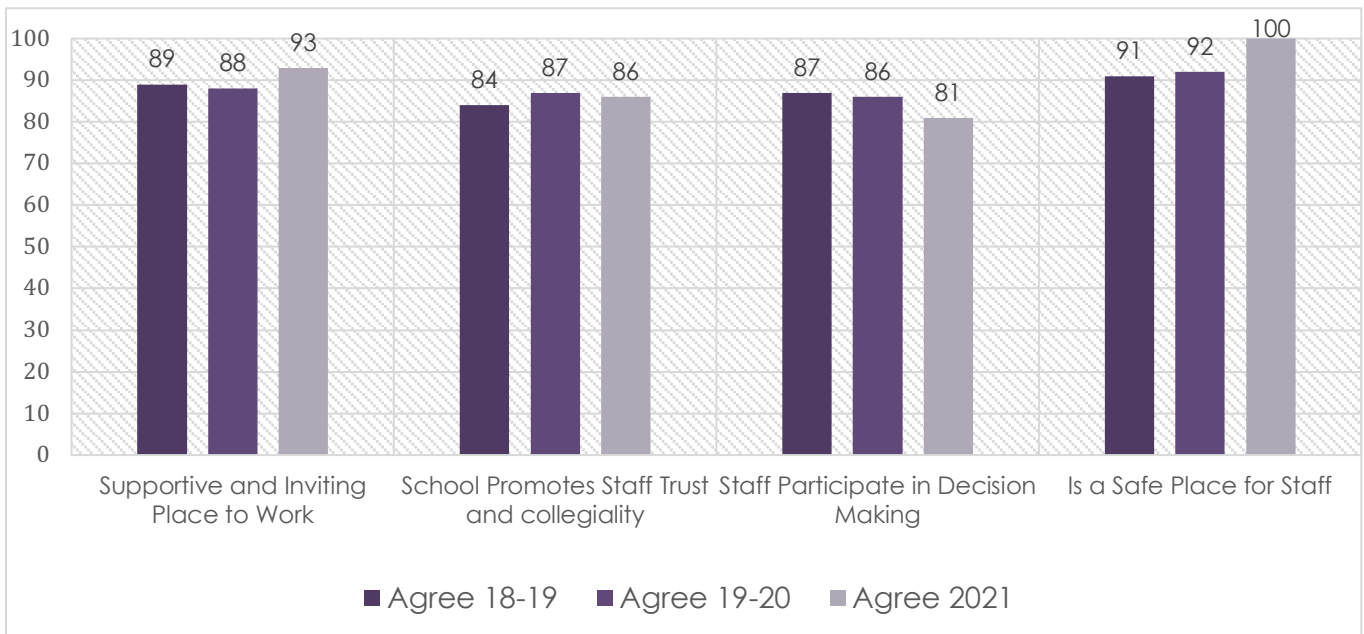
California Health Kids Survey(CHKS) Data 2020-2021

Key Indicators 5th Grade Item	2007	2009	2011	2013	2016	2018	2020	2021
Tobacco Use (-) New- Students that ever use cigarettes, includes part Percentage of students that have ever used cigarettes* (whole cigarette)(P1)	2%	4%	2%	2%	1% E Cig 2%	1% ECig 2%	0% E Cig 2%	0%
Drug Use(-) Percentage of students that have ever used marijuana (P1)	1%	2%	0%	2%	1%	1%	0%	0%
Safe Schools and Violence(+) Percentage of students that feel very safe at school (P1)	48%	57%	55%	55%	77%	71%	73%	N/A
Protective Factors (+) Percentage of students that report a high level of caring relationships with a teacher or other adult at their school (P1)	59%	57%	59%	64%	61%	72%	69%	75%
Percentage of students that report high levels of expectations from a teacher or other adult at their school (P1)	63%	58%	61%	64%	60%	82%	83%	81%
Percentage of students that report high levels of opportunities for meaningful participation at their school (P1)	24%	19%	22%	30%	26%	45%	42%	45%
Percentage of students that report high levels of school connectedness at their school (Total School Assets) (P1)	53%	59%	66%	73%	63%	70%	69%	N/A Distanc e Learnin g

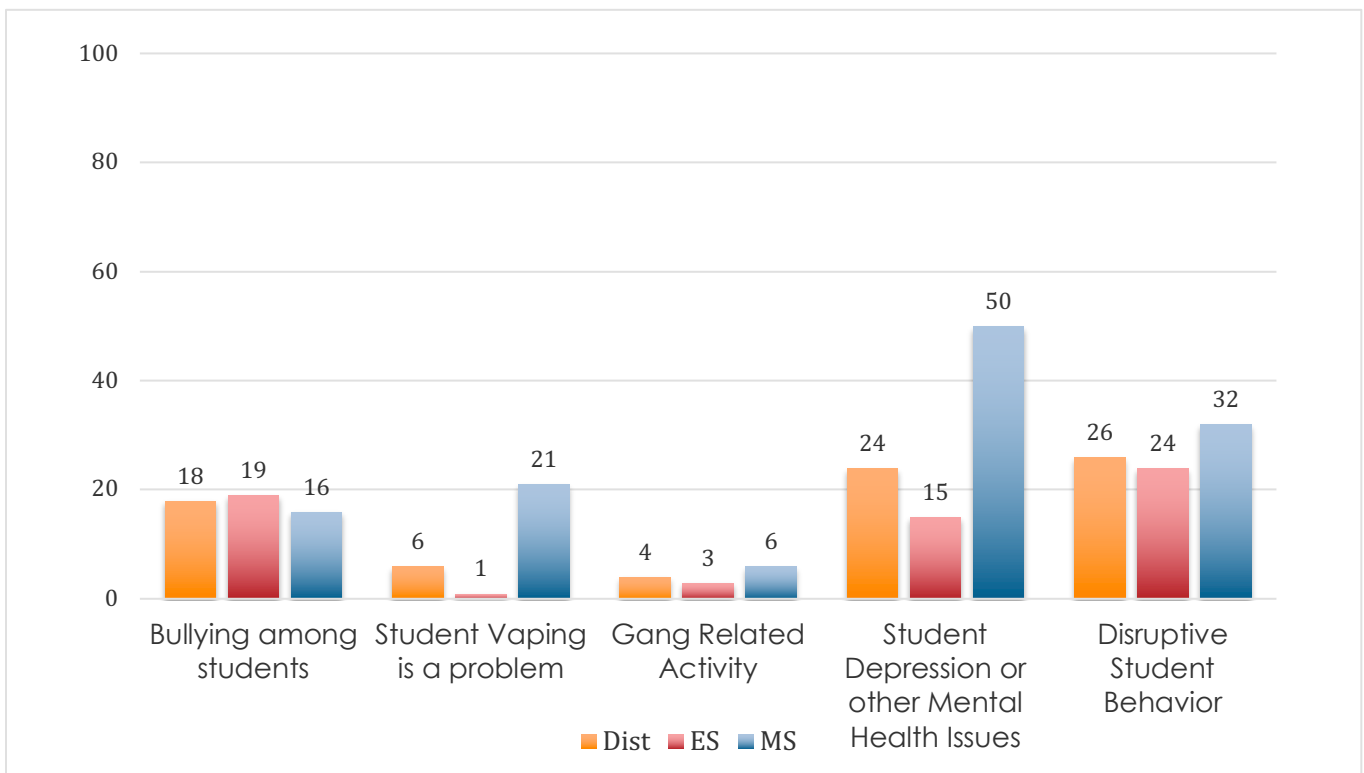
Key Indicators 7th Grade

Question	2007	2009	2011	2013	2016	2018	2020	2021
Protective Factors (+) Caring relationships with teacher or other adult (P1)	35%	32%	33%	38%	72%	65%	60%	62%
High expectations from teacher or other adult (P1)	57%	56%	58%	66%	82%	78%	76%	75%
Opportunities for meaningful participation (P1)	15%	11%	14%	22%	45%	30%	30%	20%
Total School Assets (School Connectedness) (P1)	36%	51%	49%	63%	72%	67%	63%	43%
*Academic Motivation (High)				44%	82%	77%	82%	65%
Current Cigarette Smoking During the past 30 days did you smoke a cigarette? (P1)	6%	5%	5%	2%	2%	0%	1%	1%
Current electronic Cigarette use (*new Item)						4%	3%	3%
Ever tried electronic cigarettes (Vape/Juul)						10%	7%	4%
Current marijuana use	9%	7%	6%	10%	7%	3%	2%	1%
Current Alcohol or drug use	9%	7%	6%	10%	7%	6%	6%	1%
Very drunk or "high" 7 or more times				2%	0%	1%	2%	1%
Current binge drinking				3%	0%	1%	3%	1%
Been drunk or "high" at school ever							1%	0%
Considered Suicide in past 12 months					14%	16%	12%	18%
* Experienced chronic sadness/hopelessness				31%	26%	32%	29%	38%

California Staff Climate Survey

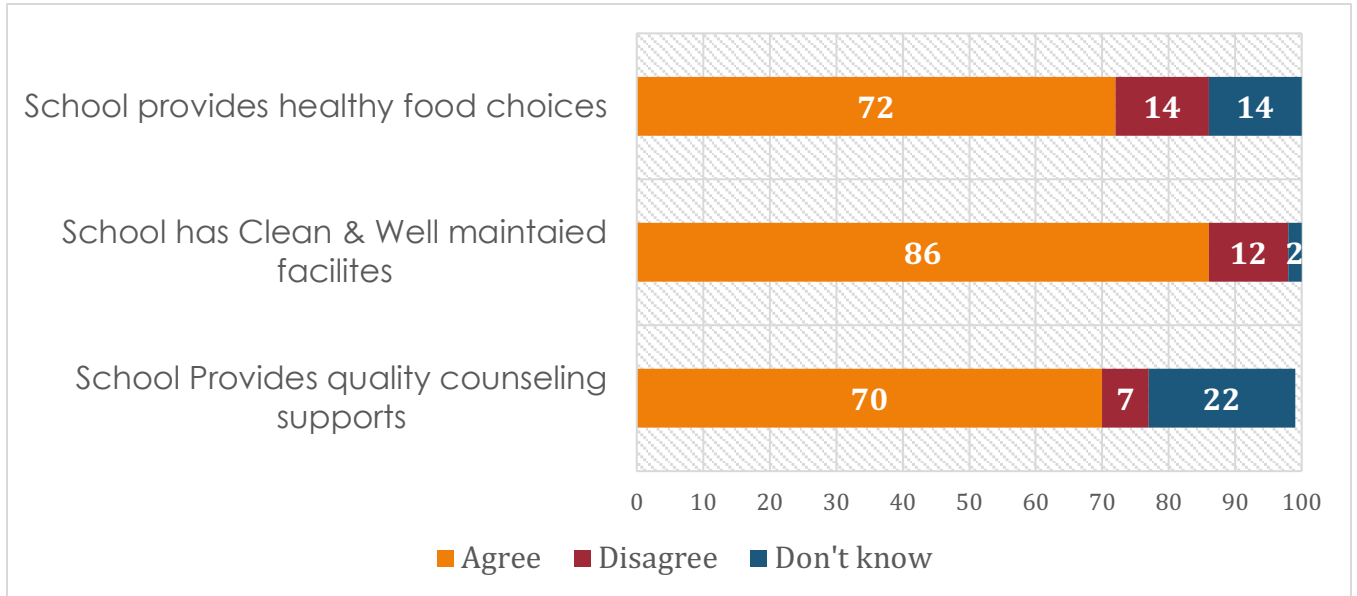


Identify the following as “moderate or severe” problems for students



2020-2021 Parent Climate Survey

Programs & Facilities



Learning Environment

