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Community * Equity * Success

Comprehensive School Safety & Emergency Preparedness Plan

2026-2027

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

Instructional Continuity Plan Addendum

*MPESD Board Approved:*_____

LCB/ Student Services

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Chapter 1 Introduction

The MPESD 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 the California Health Kids Survey, attendance data and suspension data.

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. Small school districts must have their safety plans approved by the district board.

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 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 & maintaining appropriate Adult-Student boundaries
    - Policies pursuant to Education Code 48915(c) 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
    - Suicide Prevention and mental Health Promotion
    - Rules and procedures for school
    - Dress Code and Expectations
    - Routine and emergency disaster procedures
    - Active Intruder Evacuation and Lockdown procedures
    - Standardized Emergency Management (SEMS)
    - Illness Prevention
    - Response to Immigration Enforcement

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 MPESD and school website, mpesd.org.

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)

Raquel Topete	Principal, August Boeger Middle School
Anat Weiner	Teacher, Special Education Ida Jew-Valle Vista
Laurie Breton	Director Student Support Services
Gilbert Rodriguez	Principal, Mt. Pleasant Elementary/ Ida Jew ALAS
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Bryan Panuco	Campus Supervisor, Ida Jew-Valle Vista
Samantha Rocha	Teacher, Robert Sanders Elementary School
Laurie Ortega	School Secretary, Mt. Pleasant Elementary/Ida Jew ALAS
Michelle Mejia	Health Clerk, August Boeger Middle School
Elizabeth Sierra-Torres	Teacher, Ida Jew-Valle Vista

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.

Dates Met- December 1, 2025, December 8, 2025 & January 5, 2026. Draft sent out to all Committee Members and School Site Councils for input.

Assessment of Current Status- Appendix A page

- School Climate Survey WestEd Spring 2025, Staff survey taken anonymously online
- California Healthy Kids Data WestEd- Spring 2025
- Annual Attendance Data 2025 Data Dashboard
- Annual Suspension Data- 2025 California Dashboard

- https://www.crimemapping.com/ website indicating crime incidents near a give address
- Sown to Grow

MPESD School Safety Overview

Safety is a focus at all MPESD School Sites

- All teachers and staff members have access to pertinent information about safety and school procedures. (Posted, District Website, Catapult APP)
- Supportive and alert staff members consistently monitor classroom environments to maintain student safety.
- Our school district provides a thorough background check of all potential school district employees to help ensure a safe learning environment for all students.
- An emergency card is on file for each child in the health office. Teachers have a set of current disaster cards of their students for emergencies in the classroom emergency clipboard. Parents are encouraged to notify the school and classroom teacher when their contact information changes in order to maintain current records.
- Parents/Caretakers are encouraged to provide copies of any custody or restraining orders issued by the Court.
- Behavioral expectations are explicitly taught and behaviors are modeled. These include: assigned class line-up areas, painted traffic pattern lines, designated walking areas, designated student pick-up areas, playground and cafeteria expectations, and orderly group movement expectations.
- Each school discusses safety as part of their School Site Council and Principal meetings.
- The District has adopted a Web and App based program for staff and parent notification, student and staff attendance, evacuation and reunification rolled out January, 2025.

Adult supervision is provided throughout the school day:

- Children and playground supervisors are instructed on the proper use of equipment at the start of each school year and after every lengthy break. During snack and lunchtime, students help maintain a clean eating environment by picking up after themselves. Administration conducts routine meetings with noon duty personnel to communicate safety and supervision concerns. All students leaving school campus at dismissal time, including school bus riders, are supervised.
- There is adequate playground supervision throughout the day.

Health Safety

- A School Nurse is employed through a grant from El Camino Community Health Foundation. The nurse supports each school weekly and is involved in health screenings, staff training, and assisting in developing individual health plans when needed.
- Food Allergies and Medical Conditions - Each school that has identified students with nut allergies provides a designated nut-free table in the lunch area for students who wish to sit there, however, students with allergies are not required to sit at this table depending on the severity of their allergy and parent consult.

- Personnel receive annual training in proper use of emergency medication such as Epi-pens, glucagon, and Naloxone (Narcan) for emergency intervention in an opioid overdose/fentanyl.
- Personnel also have been trained in the emergency use of AEDs (automated external defibrillators) located at each school site.
- Personnel will immediately refer any student experiencing an allergic reaction to the health office.
- A list of student allergies, medications, and appropriate personnel to distribute these items will be sent with teachers on field trips.
- Office staff and relevant classroom staff are trained in seizure response annually and as needed.
- The District has Standing Orders for the administration of Epinephrine, Naloxone, and Albuterol for emergency administration. These emergency medications are located in each health office and staff receive annual training. Any use of these emergency medications is reported to CDE.
- Each site has trauma kits located with the site AED and emergency medications.

Heat Advisories and Air Quality Alerts

- In the event of a heat advisory or air quality alert, administration will monitor weather conditions and air quality and call for physical education, recess and lunch / recess to occur indoors, as necessary.
- Any students experiencing heat-related dehydration, cramps, or nose bleeding will be referred to the Health Office.
- Individual student health needs and needs of students with disabilities will be monitored and accommodated.

Before and After-School Programs:

- Each school offers before and after school programming. Student enrollment is prioritized by student's meeting state identified criteria such as Foster Youth, Insecure Housing (Homeless) low socio-economic and English learners.

Character & Citizenship

- Each school is implementing character & citizenship development and education and a district developed DEIB (Diversity, equity, Inclusion and Belonging) Toolkit and other site-specific efforts such as Leader in Me.
- We have established three fundamental school wide rules: Be Safe, Be Respectful and Be Responsible. Teachers teach explicit expectations on what behavior looks like when discussing each of these rules in their classrooms during Classroom Meetings.

Site Discipline and Positive Behavioral Support:

- School rules and consequences are based upon the three school rules: Be Safe, Be Respectful and Be Responsible. Students and parents are provided a copy of the school rules. The Code of Conduct is discussed with the students in an assembly at the beginning

of each new school year. The staff is fair and consistent in enforcing the school rules, and all students have a sense of ownership in actively supporting the school rules.

- A school-wide discipline plan has been developed and is supported by all classrooms. This process is continually reviewed and refined by the school BEST Committee.
- Teachers communicate their classroom expectations to students and parents. Recognition of positive student behavior is an important part of maintaining a positive school climate. Individual positive student behavior is rewarded with praise slips.
- Consequences for violating behavioral academic expectations are fair and understood by students, parents, and staff. Infractions and consequences are standardized using a School-wide Discipline Rubric. Disciplinary practices focus on the cause of the problems, not the symptoms.

Mental Health

- Each school has a part-time Behavioral Health Counselor or Social Worker. These positions are funded under the LCAP and other categorical funding and grant funding. The District continues to seek funds to expand mental health supports through additional funding opportunities and grants.
- Counselors work with students referred to address behavioral health needs of students and to support a positive school climate.
- Students have the ability to self-refer for support services
- Counselors serve on the site BEST Climate Committees
- Counselors provide threat assessments (suicide, danger) as needed and collaborate with outside mental health agencies.
- Providers are actively teaching mindfulness and self-regulation to students

The Physical Environment:

- Fences and gates around each school have been installed around the perimeter of each school ensuring a secure boundary.
- Visitors must enter and sign-in through the school office when students are present.
- MPESD employees recognize that the school's physical environment involves more than just security technologies. A safe and caring physical environment not only ensures safety for all stakeholders, it also enables students and staff to work in an atmosphere that promotes the feeling of well-being.
- Physical conditions that could lead to accidental harm are corrected promptly
- The custodian is responsible for ongoing maintenance and inspection of school facilities, which includes checking for loose items, leaks, unsafe equipment, and plumbing problems. The custodian immediately removes or covers unsafe equipment until facilities personnel arrive. Gutters and storm drains are regularly checked during the rainy season. Daily inspections of playground areas and equipment are also done by the custodian.

- Repairs to lighting, electrical outlets, and/or other learning/safety-related equipment issues are reported immediately and prioritized and acted upon as soon as possible.
- Signs have been posted directing visitors to enter through the office gate.
- Areas are clearly marked to prevent entry by unauthorized, non-school, agents.

Comfortable Rooms / Adequate Lighting/ Air Quality

- Classroom conditions provide an orderly learning environment, enhance the experience of learning, and promote positive interactions among students and staff.
- Classrooms are carpeted and have adequate storage for all materials needed for instruction.
- Air conditioning and heating equipment are installed to make the classroom environment more conducive to learning.
- Air Filters meet industry standards and are changed quarterly.

Closed Campus:

- Students are not allowed to leave the campus during the school day unless accompanied and signed out (in the school office) by a legal guardian whose name appears on the student's emergency card.

Crisis Response:

- The school staff has planned for emergencies. These emergencies include fire, earthquake, shelter in place, and lockdown. Teachers have been trained, and in turn teach students safety procedures for all drills. The school office has a copy of the Risk Management Polices, Plans & Procedures binder that gives information and procedures for a major crisis. Included in this document are phone numbers, classroom procedures, and steps to take during a crisis. Each room has posted a copy of the district emergency procedures. The emergency procedures are reviewed each year. School staff have assigned roles on our Emergency Response Team.
- Emergency procedures are posted in each room in each MPESD facility.
- Each classroom has been provide with an updated Emergency Backpack
- Each school staff was trained in the Incident Command System and roles in 2025-26
- A web and app based system Catapult EMS has been is being utilized to notify staff and families of emergencies occurring on campus as well as to quickly identify student and staff safety issues, and to support reunification in the event of an emergency. This system is integrated with the student information system.

Emergency Procedures for Students with Disabilities:

- In preparation for evacuations, each school will make sure that there are accommodations appropriate for students who are visually impaired or wheelchair bound, so that they are not put at risk. They will follow routine and emergency procedures with assistance as necessary for them to exit safely. When they cannot exit safely they will lock down appropriate to situation.

Environmental Design:

- The school plant includes seven main wings/buildings, one of which contains the cafeteria and the library, and another, the school office. A security system monitors the school after school hours and on the weekends. Each classroom is equipped with a telephone and a public address (P.A.) system allowing communication between administrators, the school office, and other teachers.

Graffiti Removal & Vandalism Repair:

- The school grounds are checked daily for safety conditions that could lead to accidental harm or show signs of vandalism.
- The custodian promptly repairs the damage or notifies the appropriate district personnel for needed repairs and maintenance.
- San Jose Police Department is notified if a crime report needs to be taken. School staff and the community may be notified based on the specific incident.

Security Procedures:

- Signs are posted regarding school trespassing violations. Visitors and guests are required to register in the office and wear visitor badges. Our staff is encouraged to approach people on campus not wearing badges and to refer them to the office. The secretary keeps an inventory of all school keys. The custodian inspects the door locks and reports problems immediately to the facilities department. All staff members with keys are trained to arm and disarm the security. Any problems with the security system are reported immediately.
- Any staff member can initiate a lockdown.
- An inter-school communication system exists that allows easy access to administrators and other teachers as necessary. Administration and office staff also communicate using walkie-talkies

Diversity, Equity, Inclusion and Belonging

- The district has an adopted Response to Hate protocol to respond to incidents of hate and bias. The document includes areas for prevention and training.
- Issues of equity and diversity will be included in each school's staff meeting addressing both current concerns and any systemic issues related to equity and belonging
- The district will continue to engage families and students through cultural celebrations such as Nuestra Herencia, Lunar New Year, and Black History Month and will explore additional opportunities to celebrate other cultures in our culturally rich District.
- Student clubs such as the Black & Brown Student Union and Gay-Straight Alliance support students' sense of belonging and access.

Threat Assessment

- A Threat Assessment Team was trained in Fall 2022 using the Virginia Student Threat Assessment Guidelines recommended components of assessing threats made by students or other school community members. The Team consisted of a Counselor, School Psychologists, a middle school Principal and the Director of Student Support Services. Threat assessment resources were shared with all Principals and mental health support staff. A process and procedures were shared with Principals and team at start of 2023-24 school year.
- Threat assessment and notification has been added to the Emergency Procedures posted in every room throughout the District.

Annual Safety Goals

Annual Safety Goals

The School Safety Planning Committee shall make an appropriate assessment of the current status of 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)

- **Improve Implementation of Positive Behavior Intervention and Supports (PBIS) (BEST)**
- **Decrease percentage of students who are chronically absent (5% or more of school year) from school**
- **Increase meaningful student participation as measured on CHKS**
- **Disseminate and implement District Guide for Responding to Hate**
- **Continue to develop a positive school climate**
- **Increase social - emotional wellness utilizing District initiatives:**
    - **Social- Emotional Well-Being**
    - **DEIB toolkit**
    - **Mindfulness**
    - **Sown to Grow- Social-Emotional Well-Being grade level lessons**

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

Continue to increase efforts to support LGTBQ+ 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 support	Continue implementation of Positive Behavior Intervention and Supports (PBIS/ BEST) Increase Student Engagement Increase Student access and awareness of mental health resources & supports Review adopted Response to Hate Protocol and simplify for implementation Articulate levels of support under MTSS Model Provide training: Cultural/racial responsiveness in teaching /discussions, De-escalation- recognizing trigger points, Trauma -informed practices- triggers Increase Tier 3 supports for students	Staff training Time Community agency partnerships Annual Surveys Funds Staffing	Principals Director Student Support Services Counselors	School site teams will continue to participate in BEST/PBIS training, and implement with fidelity Increase student access to mental health resources Reduce office referrals Decrease students reporting mental health issues

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**
2) Increase student and parent engagement at school sites	Provide opportunities for meaningful engagement for students School linked services for families Parent workshops and opportunities for community involvement Provide incentives for attendance & follow truancy procedures Student & Parent Survey Continue to implement Crew-relationship building Parent Education programs Decrease chronic absenteeism	Staff DEIB ToolKit SEL Curriculum Parent and Student Focus Groups Virtual AND in-person offerings Translation (Spanish/Vietnamese) Providing different topics on parent training nights Bring other opportunities- virtual – bullying, etc… incorporate smaller sessions to provide for more input.	Principals Director, Student Support Services	Increase percentage of students reporting meaningful engagement Decrease chronic absenteeism Increase number of students receiving services from Family Case Managers Number of Truancy letters and Student Attendance review Board (SARB) referrals Increase student connectedness on CHKS and Crew surveys
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

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**
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 Focus Groups to collect data	Guide for Responding to Hate Teaching Tolerance website	Director Student Support Services	Implement Response to Hate 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**
1) Identify and address/secure critical facility vulnerabilities and hazards	Site walk through Work Order system Evaluate number of surveillance cameras at sites Evaluate need for fencing between IJA/AB Evaluate need for shade structures	District Resources	Principal/ Chief of Maintenance	Concerns will be reviewed and strategies will be developed to address
2) Identify and address traffic flow and pedestrian safety concerns	Placement of traffic supervisors, crossing guards		Principal	Student safety to and from school
3) Implement and practice crisis response plans	Provide site staff and faculty training on crisis response procedures Provide training on emergency medications	Consultant	Director Student support Services Director Student Support Services	Annual review and update of safety plan, to include evacuation maps, ICS facility locations and response teams Review of emergency response flip-charts for classrooms

Policies and Procedures

The School Safety Planning Committee has reviewed the District 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
   Policy BP – 4119.24 – Maintaining Appropriate Adult-Student Interactions
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 Heath Promotion BP 5142.5
- Prevention of COVID- 19 as indicated by Center for Disease Control (CDC)

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.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches 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 may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

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.

Child Abuse Reporting

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 as required by law and as specified in the accompanying administrative regulation.

Policy Adopted: 6/21

Child Abuse Reporting

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self- defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion,

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter

has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)
Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)
Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

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

- *Staff working with students with special needs shall be vigilant in identifying changes in student behaviors, language or other signs of abuse, especially for students with disabilities impacting communication or cognition.*

Reporting Procedures

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

Such reports shall be made to the following agency(ies):

Child Protective Services (CPS)	Phone: (408) 299-2071 Hotline **Santa Clara County 24 hour Hotline: 1-833-SCC-KIDS (833-722-5437)**	https://capc.sccgov.org/reportig-child-abuse

San Jose Police Department	Imminent danger call 911	https://www.sjpd.org/reporting-crime/child-abuse

2. **Written Report**

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

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department. Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

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

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use an online training module to identify known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall

not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

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

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described

Notifications

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

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.
The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Mt. Pleasant School District Board Policy 4119.24
Maintaining Appropriate Adult-Student Interactions

The Governing Board desires to provide a positive school environment that protects the safety and well- being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

Inappropriate Conduct
Employees shall remain vigilant of their position of authority and not abuse it when relating with students. Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:

1. Initiating inappropriate physical contact

2. Being alone with a student outside of the view of others

3. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent.

4. When communicating electronically with students, employees shall use district equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

5. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee

6. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

7. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

8. Addressing a student in an overly familiar manner, such as by using a term of endearment

9. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

10. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose

11. Transporting a student in a personal vehicle without prior authorization

12. Encouraging students to confide their personal or family problems and/or relationships

13. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

Adopted 7/2019

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

Students who may be dangerous are identified as "dangerous" through prior history, including previous suspensions, behavior logs, or police and/or court identification.

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

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, 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 Administrative Regulation 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 intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

Adopted 9/24

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, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

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

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each

other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. 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

5. 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

6. 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 website, 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 website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website 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, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

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 are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are 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

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

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 Administrative Regulation 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, regardless of whether 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, regardless of whether 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 Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be 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 a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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

Support Services
The Superintendent, principal, or 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, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.
Adopted 9/24

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.

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.

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.
This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688,

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 district programs or activities or the provision or receipt of educational benefits or services.

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

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

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

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase 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 related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

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

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

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

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Adopted 6/1/2025

Mt. Pleasant School District Board Policy BP 5144.1
Suspension & Expulsion

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))

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

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when 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 pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

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)

1. 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
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. 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))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. 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. (Education Code 48918(j))

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 or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 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 the students 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, long-term 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.

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.

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

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

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

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

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

1. Includes the development of social-emotional learning

2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases

4. Discourages discriminatory attitudes and practices

5. Provides strategies to manage conflicts constructively

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

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

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.
Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

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

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

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

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.
Adopted 6/21

The District had developed a "Responding to Hate Protocol" to respond to incidents of hate and bias.

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).

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.

MT. PLEASANT SCHOOL DISTRICT

STUDENT SAFETY ***BP 5142***

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.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

District 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, district-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided 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.

Crossing Guards/Student Safety Patrol

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.

Adopted 1/26

MT. PLEASANT SCHOOL DISTRICT

STUDENT SAFETY ***AR 5142***

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian
2. An adult authorized in the district's student information system as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity

3. An authorized law enforcement officer acting in accordance with law
4. An adult taking the student to emergency medical care at the request of the principal or designee

Supervision of Students
Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee and file a written report as appropriate.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle of high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. (Education Code 49390)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:
1. Clearly identify supervision zones and require all playground supervisors to remain at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone

2. Consider the size of the playground area, the number of areas that are obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Additionally, all staff and other school officials shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in

the assessment and reporting of such threats. The training shall be documented and kept on file.

Student Identification Cards and Safety Information
Student identification cards of students in grades 7-12 shall have printed on them the 988 Suicide and Crisis Lifeline and the National Domestic Violence Hotline (1-800-799-7233). Additionally, student identification cards of students in grades 7-12 may have printed on them a quick response (QR) code that links to the county's mental health resources website. (Education Code 215.5)

Student Safety Patrols
A school safety patrol shall be composed of students of the school selected by the principal or designee and shall be allowed to serve only with written consent of the students and the student's parents/guardians. Patrol members shall be at least 10 years of age and in the fifth grade. (Education Code 49302; 5 CCR 571)

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

Playground Safety
Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

The Superintendent or designee may permit students to avoid overexposure to sun when they are outdoors and evaluate the adequacy of shade in playground areas in accordance with Board Policy 5141.7 - Sun Safety.

Activities with Safety Risks
Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during district-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing
6. Cross-country or downhill skiing
7. Motorcycling
8. Target shooting

9. Horseback riding
10. Rodeo
11. Archery
12. Mountain bicycling
13. Rock climbing
14. Rocketeering
15. Surfing
16. Body Contact Sports
17. Other activities determined by the principal to have a high risk to student safety

As needed, the Superintendent or designee may periodically provide training or instruction to students on the safe use of electric, motorized or nonmotorized bicycles, scooters, skateboards, and roller skates. Any student who rides a bicycle, scooter, skateboard, or roller skates to school shall wear a properly fitted and fastened bicycle helmet.

Events In or Around a Swimming Pool
When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety
The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to regularly review, update, and implement these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Hearing Protection
The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices
The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous

substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the district. (Education Code 32030, 32031, 32033)

Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

The Governing Board recognizes that suicide is a leading cause of death among youth, that prevention is a collective effort that requires stakeholder engagement, 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, its impact on students and families, and other associated trauma, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing and updating district policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. If the policy will affect K-6 students, the county mental health plan shall also be consulted. (Education Code 215)

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

When developing or reviewing district policy on suicide prevention, the Superintendent or designee may make a recommendation regarding the need to hire a mental health professional for the district, or for any school that is not currently served by a mental health professional, and the possible funding source(s) for such hiring.

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

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers

2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being; help-seeking strategies and resources; and instruction in recognizing and appropriately responding to warning signs of suicidal

3. intent in others

4. 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 relationships among students

5. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide

6. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis

7. 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

8. Crisis intervention protocols for addressing suicide threats or attempts

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

10. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

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 exceptional needs, 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)

In order to address mental health disabilities, the district may, as appropriate and in accordance with law, develop trauma-informed crisis management procedures that include an individualized assessment of the student's circumstances; provide and facilitate access to mental health evaluations and services; reasonably modify policies, such as

attendance policies, for individual students; and train staff to recognize and respond appropriately to signs of distress and suicidal ideation in students.

The Superintendent or designee shall establish a process for school staff to maintain daily or regular contact with all students, including during distance learning and school closures, and for such staff to communicate any concerns about a student's emotional wellbeing and/or safety to the appropriate authorities.
Additionally, the Superintendent or designee shall ensure that school-based mental health professionals maintain regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need.

The Board shall ensure that suicide prevention 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)

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 doso. (Education Code 215)

When the district determines that a student is in need of mental or behavioral health services, the services shall be provided in accordance with protocols specified in Board Policy 5141.5 - Mental Health.

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

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

Adopted 3/1/2025

Definitions

Mental health professional means an individual licensed or registered, or an intern or associate working towards licensure, by the Board of Behavioral Sciences or the Board of Psychology in the Department of Consumer Affairs. (Education Code 215)

Student suicide crisis means any of the following: (Education Code 215)

1. A student who is exhibiting suicidal thoughts or behaviors

2. A student who has completed a suicide risk assessment and is determined to be at risk of suicide

3. A student who is attempting to physically harm themselves or others

School mental health professional means a school employee with a clear or preliminary pupil personnel services credential with a specialization in school counseling, school social work, or school psychology, a credentialed school nurse, or a licensed, registered, or associate marriage and family therapist, professional clinical counselor, clinical social worker, educational psychologist, or psychologist under the supervision of a school employee with a pupil personnel services or administrative services credential. (Education Code 215)

Staff Development

Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of a district counselor, psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and families to those services.

Training materials may also include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Additionally, staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with exceptional needs, 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

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors

3. Identification of students who may be at risk of suicide, including, but not limited to, warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum, promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide

6. The importance of early prevention and intervention in reducing the risk of suicide

7. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

8. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed

9. District procedures for responding after a suicide has occurred

10. Common misconceptions about suicide

The district may provide additional professional development in suicide risk assessment and crisis intervention to district mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age and developmentally appropriate manner and shall be designed to help students:

1. Identify and analyze warning signs and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as feelings of depression, loss, isolation, inadequacy, and anxiety, can lead to thoughts of suicide

2. Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults; school resources, including the district's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help

5. Develop help-seeking strategies and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

6. Recognize that early prevention and intervention can drastically reduce the risk of suicide

7. The Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

Student Identification Cards

Student identification cards for students in grades 7-12 shall include the 988 Suicide and Crisis Lifeline and National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line, campus police or security, a local suicide prevention hotline telephone number, and/or a quick response (QR) code for the county's mental health resources website. (Education Code 215.5)

Intervention

The Superintendent or designee shall provide the name, title, and contact information of the members of the district and/or school crisis intervention team(s) to students, staff, parents/guardians, and caregivers and post on school and district websites. Such notifications shall identify the mental health professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

Students shall be encouraged to notify a teacher, principal, counselor, designated reporter, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, school counselor, or designated reporter, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, discussed, or referred to with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3. (Education Code 49602

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

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Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When the district determines that a student is in need of mental or behavioral health services, the services shall be provided in accordance with protocols specified in Board Policy 5141.5 - Mental Health.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary

2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

3. Keeping the student under continuous adult supervision and providing comfort to the student until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

4. Removing other students from the immediate area as soon as possible

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.
The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how to best discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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.

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)

Mt. Pleasant School District
STUDENT DISCIPLINE ***BP 5144***

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare 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/guardian 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 develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to 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 for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

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 or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

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

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

At all times, the safety of students and staff, providing interventions and supports to students, as well as 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 support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

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

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, 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 may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning. Adopted 09/24

Staff Training

Site discipline procedures are discussed with staff annually. Procedures are also included in the District Handbook and school handbooks which every staff member receives at the start of the school year.

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))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity

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

Appropriate Use of Suspension Authority
Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when 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 pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

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)

1. 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

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

6. 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))

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

2. 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. (Education Code 48918(j))

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 or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 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 the students 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, long-term 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.

9/1/24

Regulations www.mpesd

Regulation 5144.1: Suspension And Expulsion/Due Process

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

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

PROBLEM AREA EC 49800	**EXPLANATION**	**POSSIBLE DISCIPLINARY ACTION**
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.	Conference, parent involvement, suspension, expulsion, alternate school site
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, Restorative practices Parent involvement, Suspension, expulsion, report to police.
DISORDERLY CONDUCT, INCLUDING PROFANITY, AND	Conduct or behavior which is disruptive to the orderly educational procedure of the school; vulgarity or acts which are considered obscene	Office referral, conference, Restorative practices, parent involvement, suspension, alternate school site program, expulsion.

OBSCENE BEHAVIOR (4-8 grade)		
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. 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.	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, Restorative practices and suspension.
CHEATING	Using or allowing use of unauthorized material other than the student's own, to complete tests or class assignments and claiming that the work was original.	Informal talk, detention, no credit for the assignment or test, parent involvement, Restorative practices
GAMBLING	Participation in games of chance for the purpose of exchanging money or something of value.	Informal talk, parent involvement, Restorative practices, suspension
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 / 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 and creates an intimidating or hostile educational environment.	Informal talk, conference, parent involvement, restorative practices, suspension or expulsion,
BULLYING, CYBERBULLYING & HARRASSENT (r)	Any willful conduct directed at a specific person, which seriously alarms, 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, restorative practices, conflict resolution, suspension or expulsion

STUDENT THREATS

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action.

If someone knows of someone making a threat it is important to contact the school principal. Help teach students that there is a difference between "snitching" and trying to prevent an act of violence. If a student makes a threat or is the target of a "serious" threat, the site will contact the parent/caretaker, advise the parent/caretaker school's response and seek support and assistance in resolving the threat.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

Responding to Dangerous, Violent or Unlawful Activities

Procedures to respond to reports of any dangerous, violent or unlawful activity being conducted to threatened to be conducted at the school, at an activity sponsored by the school or an a school bus serving the school.

Every room that may be occupied by staff or students shall have posted on the wall, near the exit, the District Emergency Preparedness Procedures outlining the actions to be taken in the event of specific emergencies, including dangerous or violent activities.

Every MPESD staff member is responsible for the safety of students and is expected to take immediate action to report, prevent injury and actively respond in a dangerous situation.

In the event of a dangerous, violent or unlawful activity the following shall occur:
The staff member shall immediately determine the level of perceived danger to students and staff and determine next steps. Any staff member can initiate an emergency response.

If there is immediate danger to students and staff at large:

- **Active Shooter or Violent Intruder on Campus**- Procedures for Intruder on Campus- Run, Hide, Defend shall be initiated.
- **Danger outside of campus grounds** - Initiate Shelter in Place
  Procedures are identified in Emergency Procedures (listed in Index)

If someone is about to be, or is, assaulted or engages in mutual combat, staff shall:

- Make every attempt to remain calm,
- Notify the office to request support,
- Make efforts to de-escalate the students involved,
- Remove any spectators, if possible
- Ensure the de-escalation and safety of students

Threat of danger -Below is the procedure to be followed to respond to a threat of any violent or unlawful activity made be a student.

THREAT ASSESSMENT PROTOCOL

If a threat is made by a student, the threat must be assessed, do not summarily dismiss a threat based on the age of the student or the context of the threat. If a threat is made by an adult (staff, parent, community members) contact the Superintendent and Personnel Director, and based on the seriousness of the threat, the Police.

A threat can be verbal, non-verbal, on social media, drawings, reported by others, etc. If a weapon is involved, there is an implied threat, and a threat assessment should be conducted.

Conduct an assessment of the threat following the steps outlined in the attached forms. All threat assessments must be completed and documented using the Comprehensive School Threat Assessment Guidelines(CSTAG) procedures and forms attached. Additional members of threat assessment team (Administration, Mental Health [counselor/psychologist], other trusted or confidential staff, can and should be brought in at any stage of the assessment. Contact Police if at any point there is imminent danger or student has access to a firearm or a specific plan for carrying out a threat or circumstances indicate.

Steps of Investigation:

1. **Investigate**- Threat Report form

a. Gather the facts of the situation
b. Review records, Powerschool Student Log, Discipline History, Cum file, Special Ed File, prior threats, etc, and note findings on Threat Report form
c. Begin completing the "Threat Report" form to document findings

2. Interview

a. Interview the student(s) making the reported threat using the provided questions
b. If witnesses present and/or if there is a targeted person identified, interview the identified target(s) of the threat and reassure of process.
c. Document Interviews on provided forms

3. **Complete the Key Observations form and Threat Classification**, based on findings complete the assessment. Bring in other members of threat assessment team to review and confirm Threat Classification.
   (1) Determine if Key Observations Suggest need for Follow up,

If it is determined a threat is a substantive threat continue process, contact Police at any point in process once determined substantive threat -

a) Conduct full mental health assessment/interview (anyone on Team, preferably mental health)
b) Conduct Parent/Caretaker Interview
c) Safety Planning with student, family, staff
d) Contact Student Services & Superintendent to discuss steps to be taken

If transient threat, follow up with student, notify parties and parents and document.

4. **Complete Threat Response Identification:** identify action(s) taken as follow up to threat, indicate actions taken including parent contact and notification of person(s) targeted.

Administrator Completes Threat Outcome Summary

if Substantive Threat,

a) Complete interview with parents/caretaker
b) Complete Mental Health Assessment/ Safety Planning Interview
c) Draft Mental Health Assessment report and recommendations as team, team review of recommendations and interventions and supports.

1. Make an entry in the Student's Log indicating the student made a threat, a threat assessment was conducted, what actions if any taken and where documentation is located. If substantive threat also document in Powerschool contact/warning of identified target and identified target's parent/caretaker and any actions taken.
2. Submit Documentation email/hard copy to Student Services & Superintendent

3. Place Copy of Threat Assessment forms and any supporting documentation in Threat Assessment Investigations Folder

4. Monitor Student and Safety Plan

5. Revise Safety Plan if needed

"Youth frequently make threatening statements that are not serious and engage in aggressive behavior that ranges from horseplay to serious assault. It is important not to over-react to youthful misbehavior that does not pose a serious threat of violence. Moreover, unlike other settings where threat assessment is used, schools have an obligation and commitment to educate all young people, regardless of their adjustment problems and difficulties. Consequently, the methods and goals of school threat assessment for students are not the same as those for other populations. In school settings, threat assessment is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way. The primary goal of threat assessment is safety for everyone, but another important goal is to help students to be successful in school."

Dewey G. Cornell University of Virginia

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 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 and Grooming Board Policy 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.
Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it

is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

School Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

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

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Policy Adopted: May 26, 2021

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

Dress Code Guidelines: All clothing must be size appropriate, appropriate to participate in physical education and other school activities, not pose a safety concern and be respectful to others. Clothing items that are red or blue or sports logos are not allowed. School-sponsored items include: Science Camp, MPAS, School, & College Shirts.

SCHOOL UNIFORM-

The Mt. Pleasant Elementary School District is committed to ensuring our schools are safe and free of gangs and where learning is the focus. Our schools require a dress code uniform which will be provided to families at no cost, if requested due to inability to purchase.

Item	Details	Middle School	Elementary
Pants	● Cotton Uniform pants ● Yoga pants or Jeggings (thick, non-see through) ● Sweatpants ● Black (Undistressed) Jeans	● Black ● TAN ● Navy Blue (no jeans)	● Black ● Navy Blue (no jeans) ● Sweatpants Blue or Black
Skirts	● Skirts (no shorter than fingertip length) ● Pleated, plain or skorts	● Black ● Tan ● Navy Blue	● Navy Blue ● Black
Shirts	● Plain or collar (polo) tops ● Short or long sleeves or ● School Sponsored shirts	● White ● Navy Blue ● Black ● Solid grey	● White ● Forest Green ● Navy Blue
Sweatshirt/ Hoodie	● Hooded or non-hooded. ● Pull-on or zipper style or	● White ● Gray	● Forest Green

	● School Sponsored	● Black	● Black
Jacket/ Coats	● Hooded or non-hooded. ● Pull-on or zipper style	● Solid grey ● Solid White ● Solid Black	● No Red or Blue
Shoes & Socks	● Enclosed toes and heels ● Shoes must be tied ● Shoes must be appropriate to participate in P.E. ● Primarily solid colors	● Black ● White ● Brown	● No Red or Blue
Accessories	● Head coverings may be worn for protection from weather outdoors or religious/cultural reasons ● Sunglasses may only be worn outside to block the sun ● Belts size appropriate, plain black, brow, grey, white	● No Red or Blue	● No Red or Blue

Items NOT permitted at any time

- Long earrings and large hoops
- Chain wallets
- Items that offend community sensibilities i.e., promote drugs, illegal activities, target/offend other groups
- Students with body piercings (lip, eyebrow, nose, tongue, etc.) are strongly discouraged from wearing jewelry in those piercings to school and will be required to remove or tape jewelry during P.E.
- Open-toe shoes, slides or Crocs
- Large or sharp belt buckles
- Bandanas
- Any jewelry that is sharp or dangerous
- Sports team logos
- Revealing clothing that is distracting to the learning process, i.e. low-cut tops, tank tops, crop tops
- No spray deodorants, perfume, or hair spray
- Make-up is not appropriate for elementary age setting
- Any item that interferes with learning or presents a safety threat is not allowed.

DRESS CODE VIOLATIONS

Parents will be asked to bring the uniform to school. Any consequences are at the administrator's discretion,

PLEASE NOTE: The Administration reserves the right to modify or change the dress code policy as necessary to ensure the safety of the students and the quality of instruction.

STAFF TRAINING

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

Protocol for Responding to Immigration Enforcement at or Near School Campuses

Purpose

To ensure that every student's constitutional right to a free public education is protected, regardless of immigration or citizenship status, and that all school personnel respond calmly, lawfully, and consistently if immigration enforcement agents (ICE or other federal officers) appear on school property or in the vicinity of a school.

I. Foundational Principles

- All children in the United States have the right to a public education, regardless of immigration or citizenship status.
- Immigration enforcement has no place in schools.
- State and federal law protect student records and limit law enforcement access to campuses.
- Educators and staff must act in accordance with district policies and CDE guidance to maintain safe and inclusive learning environments.
- CDE's 'Our Schools: Resources for Including Immigrant Families' toolkit provides posters and materials affirming these rights.

II. When an Immigration Enforcement Officer Appears on Campus

Step 1: Stay Calm and Get Support

Immediately notify the designated district administrator (superintendent or designee). Politely request to see the officer's identification and badge number, and ask for documentation authorizing entry or action. Record all identifying details of the officer and the agency represented. Do not attempt to physically block or assist the officer.

Step 2: Respond According to Documentation

If the officer presents a judicial warrant or court order signed by a U.S. District Judge or Magistrate Judge:

- Comply only with the specific terms of the warrant.
- Consult immediately with the designated district administrator or legal counsel before providing access or records.

If the officer presents an administrative warrant or subpoena signed by an immigration officer:

- Do not consent or comply. Refer the officer to the designated administrator.
- You are not required to provide any information.

If the officer has no warrant but claims an emergency:

- Immediately notify the designated district administrator and allow them to handle communication.

Step 3: Protect Student Privacy

Do not release any student or provide information from education records (e.g., addresses, citizenship, or family data) without written parental consent or a judicial warrant. Limit discussion with officers to verifying credentials and authority.

Step 4: Document and Follow Up

Record the officer's name, badge number, agency, and stated purpose. Make copies of any documents provided. Write a summary of the incident, including time, date, person affected, and actions taken. Send documentation to the superintendent or legal counsel. Notify parents or guardians (in their primary language) as soon as possible, unless the warrant prohibits it. Provide families with legal and community support resources.

III. When Immigration Agents Are in Front of or Near the School

1. **Activate the School's Shelter-in-Place Procedures.** The principal or designee will direct staff to implement Shelter in Place for the safety and emotional well-being of students and staff. All exterior doors and gates will remain secured. Instruction continues indoors until the "all clear" is given by the district office.
2. **District and School Coordination.** The district office and school site leadership will work together to notify families about the situation using approved communication channels (text, phone, email, and website updates).
3. **Procedures During Drop-Off or Pick-Up Times.** Students will be taken to the multipurpose room (MPR) to ensure safety and centralized supervision. When parents arrive, a staff member will use radio communication to call for the student to meet their parent or guardian.
4. **After-School Program (MPAS) Procedures.** Parents will remain in their vehicles. A staff member will verify the parent or guardian's identity and call the student(s) to meet them at the car.
5. **If Families Cannot Pick Up Students.** If families inform the school that they are unable to pick up their child, the school will arrange for a staff member to walk or transport the student home safely in coordination with district leadership.

IV. Communication and Family Support

Designate a communication lead for staff, students, and families. Provide accurate, calm information in English and Spanish. Direct families to trusted community legal partners and reinforce that schools do not collect or share immigration status information.

1. **As soon as feasible activate Catapult EMS** notifying all staff on site and District safety team of the presence of immigration enforcement at or near the school.
2. Principal or Designee will send out communication via email and phone/text to all families that immigration enforcement is at the school site.
3. Principal or designee will send a written communication to all families at school site regarding immigration enforcement's presence at the school via email and text on the district communication system Parent Square.

V. District Preparation Checklist

- A copy of this Protocol for Immigration Enforcement Response.

- A current list of designated district administrators with contact info.
- Copies of CDE and DOJ guidance on school-site immigration enforcement.
- Translated family materials on student rights and school safety.

Designated District Contacts

Role	Name	Phone	Email
Superintendent	Dr. Elida MacArthur	408-223-3710 Cell 669-333-2005	emacarthur@mpesd.org
Director of Student Services	Mrs. Laurie Breton	408-223-3722 Cell 408-406-7977	lbreton@mpesd.org
Director of HR	Dr. Sandra Jewett	408-223-3745 Cell 408-599-0148	sjewett@mpesd.org

VI. Legal References

- California Education Code §33308.5 — establishes CDE guidance as model, non-mandatory best practices.
- Plyler v. Doe (1982) — ensures the right to public education for all children, regardless of immigration status.
- Assembly Bill 49 (Muratsuchi) and Senate Bill 98 (Perez) — prohibit immigration enforcement on school campuses and require family notification.

VII. Resources

- **Template, Family notification, make a copy before you add**

TACTICAL RESPONSE

All school sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Intruder listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime. Training on procedures, Run, Hide, Defend, is consistent with training from local law enforcement. Intruder drills are conducted annually.

If a threat is made or if there is a weapon found on campus, a threat assessment is conducted, if a threat is found to be substantive the threat assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Contact law enforcement
- Notify any intended victim(s) if identified
- Notify parent/caretaker
- Review all available information including files, reports, statements, etc
- Develop Safety Plan

If other crimes are committed on campus such as thefts and vandalism, administration, risk management and another needed district resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow district procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

Evacuation Routes

FOR SAFETY REASONS THE SCHOOL MAP WITH EMERGENCY EVACUATION ROUTES AND OFF-CAMPUS EVACUATION LOCATIONS ARE NOT INCLUDED IN THIS PLAN. FIRST RESPONDERS HAVE BEEN PROVIDED SCHOOL MAPS, SCHEDULES AND KEYS IN A LOCKBOX

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 and Cafeteria/Muti-purpose room.*

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 Medication: The District has standing orders prescribing the medication and use of the following medications to be used in an emergency.

- Emergency Epinephrine- treatment of life-threatening allergic reaction
- Emergency Naloxone- Emergency treatment of opioid overdose
- Emergency Albuterol (inhaler and chamber)- treatment of life-threatening asthma attack.

Staff are trained annually in a staff meeting(s) in the use of the AEDs, the different emergency medication and seizure response.

Emergency medications are kept with the school AED in the school office in or near the school health office.

Emergency procedures are reviewed with staff annually at the beginning of the school year.

Emergency Procedures are posted in each room in each building.

Catapult Emergency Management System: The District has adopted Catapult EMS a web and app based emergency notification system to notify staff in case of an emergency, communicate with staff and families during an emergency. Catapult EMS supports student and identification/attendance during an emergency and parent reunification. The program contains District emergency procedures and evacuation sites accessible through the website and app. Staff are provided training annually at the start of the year.

Drills & Procedures

Drills are completed monthly, and log of completed results is kept in the front office at each school.

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.

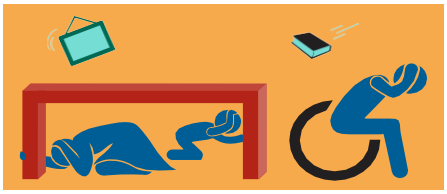
Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and/first responders.

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 attendance 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 attendance 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 attendance 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 the Principal. 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

1. Locking doors/ preventing entry
2. Maintaining a quiet room
3. Covering windows if needed
4. Turn off lights, only if needed
5. Get behind internal barricades
6. Reviewing classroom and all clear procedures
7. Reviewing off site evacuation directions and locations.

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

Drill Assessment

1. Schedule drill and notify and staff and families
2. Send a follow-up reminder memo to staff
3. Organize the assessment team.
4. 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
5. Complete follow-up tasks. Team Debrief.
6. Report to Superintendent on Drill Success

Drills shall be age and developmentally appropriate. There shall be no simulations or fake weapons or victims.

Parents shall be notified of drills in advance of drill length and opt-out options, and mental health options.

EMERGENCY PROCEDURES PLAN

THE FOLLOWING GUIDELINES ARE TO BE USED IN THE EVENT THE SCHOOL OR DISTRICT SITE HAS BEEN ACTIVATED FOR ANY TYPE OF EMERGENCY: CALL 9-1-1

1. IMMEDIATELY ENTER ALERT ON CATAPULT
2. CONTACT THE SCHOOL OFFICE TO REPORT THE EMERGENCY SITUATION

Activate the campus emergency system by following the recommended emergency guidelines outlined within this chart. Catapult EMS app/website is the method of communication to the site safety team. Use the one-button alert system to notify Site Safety Team and First Responders.

When reporting the emergency to the main office or 911, 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

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:
   - Enter in the Catapult EMS app or website, one-button notification system to create an alert. Enter details.
   - 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.

For area wide emergency information and instructions, tune to the Emergency Alert System:

EMERGENCY TELEPHONE NUMBERS			EMERGENCY RADIO STATIONS
9-1-1 Police Emergency			
Police Non-Emergency		311	KCBS AM 740
Police Department	408-	277-8900	KGO AM 810
South Santa Clara County Sheriff	408-	686-3650	KQED FM 88.5
San Jose Police Department	408-	277-8900	KSOL FM 98.9 Spanish
Animal Control Services	408-	794-7297	KSJX AM 1500 Vietnamese
Poison Control Center	800-	876-4766	
			KCBS AM 740

GENERAL EMERGENCY PROCEDURES

Maintaining the safety of students and staff is always the first priority.

General Guidelines:

Emergencies can come at any time. Being prepared physically and psychologically to handle possibly dangerous situations, or unexpected accidents or disasters is an individual as well as an organizational responsibility. This guide has been developed to assist in minimizing the effects from such events. Please read the contents thoroughly.

The information included in this guide is intended to cover most emergency actions, but is not all-inclusive. ***Common sense must prevail when instructions are not available. No matter what the crisis, THINK before you ACT then act swiftly to minimize your exposure to danger.***

YOUR SAFETY IS OF PRIMARY IMPORTANCE:

If you have questions concerning a unique situation not covered in this reference guide or if you wish additional information regarding emergency preparedness, contact Student Support Services. Emergency Procedures are also available within the Catapult EMS.

All School sites have perimeter gates, all gate doors are to remain closed during the school day. Any visitors must enter the school site through the school office.

WHAT CAN YOU DO NOW?

Read through the school Emergency Preparedness Plan. Place emergency materials, e.g., exit routes, etc. with this guide. Post this guide next to the exit door, where it will be immediately available for quick reference in an emergency. Maintain personal emergency supplies at work or in your car: change of clothes, shoes, snacks, flashlight, prescription medication, etc. (www.redcross.org/services/disaster). Notify family and childcare that in an emergency, you are an Emergency Worker and may need to remain on campus assisting until released. Make necessary plans for family members and pets.

Complete the online Catapult EMS training and become familiar with the App/Website. In an emergency Catapult will be the primary means of sending and receiving communication. The site safety team will use Catapult and are discouraged from sending and receiving individual messages.

Catapult EMS is used to ensure

- One button emergency alert system
- Instantaneous alerts to Site Safety Team, District Safety Team, Emergency responders and staff
- Allows immediate accounting of safety of students and staff updated daily with student information system
- GPS location of identified danger when activated
- Staff able to GPS identify location in an emergency when activated
- Able to identify injuries or danger through alert system increasing capability of emergency responders to act to ensure safety and support.
- Contains written District emergency procedures and evacuation sites
- Capable of alerting parents/guardians
- Assists with reunification of students and parents/guardians

Maintain personal emergency supplies at work or in your car: change of clothes, shoes, snacks, flashlight, prescription medication, etc. (www.redcross.org/services/disaster). Notify family and childcare that in an emergency, you are an Emergency Worker and may need to remain on campus until released. Make necessary plans for family members and pets.

Definitions & Announcement procedures:

Lockdown - Active, possibly armed intruder ON School Site - Response: RUN- HIDE-DEFEND (evacuate, lockdown or fight to save lives if in imminent danger). Hide in secured location until released.

Shelter in Place - Danger near site - Response: EVERYONE stay inside, can continue normal business, away from windows, quiet, remain inside until released.

Who can call a Shelter in Place or Lock Down? *- Anyone who sees an urgent threat to student and staff safety can make a schoolwide announcement through Catapult EMS or "All Call".*

MEDICAL EMERGENCY

The following procedures should be activated for any Medical Emergency at a school or district site. **IF A MEDICAL EMERGENCY EXISTS, IMMEDIATELY CALL 911**. If first aid, more than minor injury, is required take the student to the campus office where the school nurse or designee will administer first aid, as required.

TREATING A STUDENT – LIFE THREATING
1. Stay calm and DO NOT move the student unless there is danger of further injury. • Give your name, telephone number, campus, room number and location of student. • Describe the nature and severity of the medical emergency. **2.** Ask someone to dispatch a first aid/CPR-trained employee to the student. **3.** Determine if student may be having an allergic reaction, experiencing anaphylactic shock, overdoes severe asthma attack or heart attack, if so notify office request assistance and emergency medication or AED. **4.** DO NOT give the student anything to eat or drink. **5.** When an ambulance arrives, request information as to which hospital the student will be taken to notify the parents. **6.** Give the ambulance driver the student's emergency numbers and guardian name(s). **7.** If possible, assign a staff member to accompany a student to the hospital. **8.** Work with staff to complete DISTRICT Report of Student Injury form, which can be obtained at the campus main office, and return to **Principal.**
TREATING A STUDENT – NOT LIFE THREATING
1. In case of a minor injury or illness, take the student to the office where the school Health Clerk will administer first aid, as required. 2. Work with staff to complete District Incident Report of Student Injury form, which can be obtained at the campus main office, and return to **Principal**.
TREATING A DISTRICT EMPLOYEE OR OTHER – LIFE THREATING
1. Follow steps 1 through 7 above. 2. Complete the District Report of Employee Incident/Injury form which can be obtained and returned to your Supervisor.
TREATING A DISTRICT EMPLOYEE OR OTHER – NOT LIFE THREATING
1. Report to the campus office where the school Health Clerk will administer first aid, as required, or get minor first aid supplies from your campus first aid box. **2.** Complete the District Employee Incident/Injury form which can be obtained and returned to your reporting Supervisor.

- *If student has a significant disability, ensure program support staff remains with the student and those working with the student understand any impact of the student's disability.*

SHELTER IN PLACE

The following procedures should be activated for Shelter-In-Place, at a school or district site. **IF A SHELTER-IN-PLACE IS REQUIRED**, immediately enter into Catapult EMS or **Call Principal or office** and supply any known details.

Shelter-in-Place simply means seeking immediate shelter inside or remaining inside a building. This action may be taken during a release of toxic chemical or materials to the outside air or other emergency on or near campus. If the outside air quality is threatened or compromised, sheltering in place keeps you inside an area offering more protection. Shelter-in-Place events can last from ten minutes to a few hours. If a situation escalates Shelter-In-Place can become a Lockdown so it is important to listen carefully to instructions and remain inside until "ALL CLEAR" is called"

IMMEDIATE SHELTER-IN-PLACE	DELAYED SHELTER-IN-PLACE
When the release is nearby and the need to seek shelter is immediate do the following: • Stay inside a building. • If outside, enter nearest building. • Remain in place until **Principal** provides an "ALL CLEAR" it is safe to leave.	When a release occurs off campus and there is time (30 minutes or more), move people to large, enclosed areas and do the following: • Follow directions of emergency activation personnel to move quickly to Shelter-In-Place location. • Remain in place until notified that it is safe to leave.

ADDITIONAL PROCEDURES

Shelter-In-Place in an interior room without windows or with the least number of windows.

Close all blinds. Shut and lock doors. Limit use of telephones to emergency calls only.

Follow instructions of Instructor.

- Follow instructions of **Principal/site safety team.**
- Continue teaching or other normal operations.
- Make yourself comfortable. Look after each other.

If Outside: Reenter building at closest location and follow Shelter-In-Place procedures

ALL CLEAR

1. **Principal** will advise the campus of an "all clear condition".
2. Open doors and windows and return ventilation systems to normal operations.
3. Go outside until building has been vented.

INFORMATION SOURCES

Principal will receive status and updates and emergency directives via campus telephone, intercom system, or e-mail via Emergency Personnel or the Principal or designee in case of emergency.

LOCKDOWN- INTRUDER ON CAMPUS

The following procedures should be activated for an Intruder or dangerous situation on or near campus that poses a threat to the safety to staff and students**. Staff or local law enforcement may call a Lockdown. IF A LOCKDOWN IS REQUIRED**, immediately **activate Catapult EMS** or call Principal/Office and supply any known details. The following procedures will be activated for a Campus or Site Lockdown**.** This procedure is implemented to ensure the safety of students and staff from intruders or incidents in the community near campus.

IF A LOCKDOWN IS REQUIRED, immediately **activate Catapult EMS** or **Call Principal/Office** and supply any known details.

DURING A LOCKDOWN IF YOU ARE OUTSIDE A BUILDING – RUN-Evacuate

- Review notification and/or listen to determine where intruder/danger is located
- Quickly determine if it is safer to evacuate based on location, any needs of students (physical, language, etc.)
- Evacuate students off campus if danger is obvious and evacuation is the safest option. Evacuate away from where danger to safe location off campus.
- If safe to do so, move students to nearest available safe location, without drawing attention, If doors are locked, continue to look for a safe area.
- If evacuating, run in a zig-zag pattern.
- Quickly move students to the closest pre-determined safe building and continue to follow lockdown procedures outlined below.
- If student(s) has a disability that impacts mobility or cognition/compliance and are unable to safely evacuate, lock down in nearest room during incident.
- If sheltering in a room, follow procedures for LOCKDOWN INSIDE BUILDING.
- Identify location and account for who is present in Catapult EMS
- Using Catapult EMS notify the site Safety team of location.
- Maintain order in all areas of shelter or assembly.
- Do not release students unless instructed by Incident Commander or Police.
- Wait for directions or, if ALL CLEAR announcement is issued, and further direction on Catapult.

- If a student(s) has a disability that impact mobility or cognition/compliance and are unable to safely evacuate, take cover in nearest room during incident.

DURING A LOCKDOWN IF YOU ARE INSIDE A BUILDING

LOCKDOWN continued.

1. Quickly lock doors and turn down lights to not draw attention.
2. Keep away from windows and doors sitting/hiding against a "Safe Wall", sit behind an internal barricade (turned over tables or large furniture)
3. Maintain a quiet environment. Do not draw attention to location.
4. Use device(red sleeve)or strap over classroom door hinge to stop intruder from entering if possible (ensure students know how to remove device)
5. Limit cell phone activity, no outgoing messages or calls, phones on vibrate.
6. Contact the **Office** only if you have an additional emergency situation or information.
7. Use Catapult EMS for communication through the website or App.
8. Remain in classrooms and in containment until notified via Catapult or all call.
9. NO one is to enter or exit a locked room, once locked
10. Keep students calm and engaged in quiet activities. Do NOT resume normal activities.
11. Take attendance in Catapult EMS for all students and staff accounted for.
12. Maintain safe room containment.
13. Lock Down may last a few minutes to a few hours, if students MUST use the bathroom, empty the trash can, keeping bag, and allow students to use the trash can to go to the bathroom. Have other students stand shoulder to shoulder to surround the student in a circle with their backs to the student in order to provide a privacy curtain.
14. If you need to report something to site safety team, use Catapult. Do NOT call or text office to ask questions; Incident Command will send out periodic updates through the Catapult EMS app/website.
15. Wait for "ALL CLEAR" instructions from **Principal** or Emergency Responders.

Principal & Site Safety Team Will

- Coordinate with police regarding incident
- Work with Emergency Responders to prevent students and others from re-entering campus.
- Will maintain communication with local law enforcement.
- Will communicate with staff via Catapult EMS

ALL CLEAR, LOCKDOWN OVER

The **Principal or Site Safety Team** will provide notification over Catapult EMS and the intercom of an "ALL CLEAR" condition when the danger has been resolved and normal activities may resume.

THREAT/HOSTAGE SITUATION

Think First

No matter where you go or what you do, have a plan as to what you would do in case you encounter trouble…"What would I do if…?" Consider precautions before they're needed can help eliminate confusion during a panic situation.

IF THREATENED OR ASSAULTED BY AN ARMED OR UN-ARMED PERSON ON CAMPUS

Immediately Scream "Help Me" and Resist Restraint by your attacker – Your voice is one of your best weapons and may attract attention and fighting back may cause the attacker to give up and flee. If possible, never agree to be a willing victim.

If being physically attacked and/or being held against your will, use your best judgment to talk your way out of the situation or fight back when you have the most physical advantage for your release. Save your energy for your best attack. Be smart and hit your attacker in vulnerable points such as: under nose, under chin, windpipe, solar plexus, groin, knee, and instep to name a few. Again, save your physical power and high energy for a smart fight with your attacker for your release. Never give up. If you decide to fight and try to get out of your attacker's physical control, when you succeed, run fast and hard for help.

Upon your physical release run as fast as you can, while screaming for help.

CALL 911, use Catapult EMS, contact Principal/office for help.

The Principal/ staff may initiate LOCKDOWN PROCEDURES.

HOSTAGE SITUATION

Immediately Scream "Help Me" and Resist Restraint by your attacker – Your voice is one of your best weapons and may attract attention and fighting back may cause the attacker to give up and flee. If possible, never agree to be a willing victim. If you or a student or both have been placed under the control of your attacker and have become a hostage, STAY CALM at all times and cooperate completely with the hostage taker. Let Officials handle all negotiations.

EARTHQUAKE

The following procedures should be activated for an Earthquake. **IF AN EARTHQUAKE OCCURS**, immediately, "Duck, Cover and Hold".

DURING AN EARTHQUAKE IF YOU ARE INSIDE

DUCK or DROP down on the floor.	• Take **COVER** under a sturdy desk, table or other furniture. If that is not possible, seek cover against an interior wall and protect your head and neck with your arms. • Avoid danger spots near windows, hanging objects, mirrors or tall furniture.	• If you take cover under a sturdy piece of furniture, **HOLD** on to it and be prepared to move with it. • Hold the position until the ground stops shaking and it is safe to move. • Do not run outdoors. • Follow directions of emergency personnel

DURING AN EARTHQUAKE IF YOU ARE OUTSIDE	
In a Multi-Purpose Room or Open room with a lot of people	**In an Open Area**
Stay in your seat and protect your head and neck. Do not rush for the exits. Follow directions of emergency personnel.	Move to a clear area if safe to do so. Avoid falling hazards. Duck, cover and hold in an open area. Protect your head and neck. Follow directions of emergency personnel.

- *Support getting any student unable to do independently so under a safe surface to "Duck" and Cover". Each Special Ed Program should practice assisting students as part of drill process.*

EARTHQUAKE

AFTER THE SHAKING STOPS

If Inside a Campus Building

- DO NOT EVACUATE AUTOMATICALLY. Outdoor hazards may be greater than indoor hazards.
- Determine if it is safe to evacuate to assembly areas, move swiftly.
- Grab keys, personal items and emergency supplies only if convenient and safe to do so.
- Check yourself and others for injuries.
- Account for staff and students in Catapult EMS
- Report any injuries in Catapult EMS and/or 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 hazards on Catapult and to **Principal/Site Administrator.**
- Phone systems may be severely impacted.
- Limit phone use to emergency calls only.
- Follow directions of emergency responders.

If Outdoors On Campus

- Stay clear of buildings, trees or other falling hazard areas.
- Move to evacuation assembly areas.
- Check yourself and others for injuries.
- Account for staff and students in Catapult EMS
- Report any injuries in Catapult EMS and/or to **Administrator.**
- Use your training to provide first aid, use fire extinguishers, clean-up spills, etc.
- Assess your surroundings, check for damage and hazardous conditions.
- Follow directions of emergency personnel.

When To Go Home

- In the event of a major earthquake, be prepared to stay on campus.
- Do not try to get home until emergency personnel say it is safe, the streets are cleared for travel and most emergency conditions have been stabilized.
- The campus is prepared to provide emergency care and shelter in accordance with DISTRICT Emergency preparedness plan.

- Students with disabilities will be supported with duck and cover and safely escorted out

FIRE

Fire Drill Procedure

1. **Know your exit route from the building (map posted near door)**
2. **Turn off all utilities.**
3. **Walk in single file line while exiting through regular classroom doors. Do not run.**
4. **Select one student leader to lead the class to the evacuation area.**
5. **Check to see if everyone is out of classroom**
6. **Windows and doors should be closed upon exiting.**
7. **Direct students to be quiet throughout the evacuation or drill**
8. **Walk to the evacuation assembly area.**
9. **Take roll**
10. **Do not return to the building until all clear signal is given.**
11. **Principal will give "all clear" announcement. Principal will record date and time if drill, and time taken to evacuate school.**

IF A FIRE ERRUPTS, immediately **CALL 911**. Activate Catapult EMS

Any time there is a fire on campus, of ANY size, the Fire Department must be called. The following procedures should be activated for a Fire at a school.

TREAT ALL ALARMS LIKE A REAL EMERGENCY. DO NOT ASSUME IT'S A FALSE ALARM. THE ALARM MAY NOT SOUND CONTINUOUSLY. IF THE ALARM STOPS, CONTINUE TO EVACUATE.

Fire Evacuation:

Know the correct exit route from the building. (Map posted near door)

WHEN FIRE OR SMOKE IS DISCOVERED IMMEDIATELY:

R	A	C	E
Rescue/Remove Persons in Immediate Danger	Activate Alarm and **CALL 911**	Confine/Contain the Fire. Close Door After Exiting Area.	**Extinguish with Fire Extinguisher if Possible, or Evacuate

Continued Next Page

FIRE Continued

- Walk, **DO NOT RUN**, to the nearest safe exit. **DO NOT PUSH OR CROWD**.
- Feel doors bottom to top for heat using the back of your hand. **IF HOT DO NOT OPEN DOOR**. If not hot, open the door slowly standing behind and to one side. Be prepared to close quickly if fire is present.
- Proceed to Evacuation Assembly Area and take roll. Refer to Exit Routes"

WHEN FIRE OR SMOKE IS DISCOVERED FOLLOW THE FOLLOWING PROCEDURE:

1. Sound the School Alarm
2. Follow procedures for Fire drill
3. Notify 911, Activate Catapult EMS
4. Students remain under direct control of teachers until released
5. Render first Aide if necessary
6. Fight incipient fires without endangering life. (fire extinguisher)
7. Keep parking lot and access rods open for emergency vehicles
8. Take attendance, account for all students and staff present, identify any injuries
9. Notify Superintendent's Office
10. Students and staff should not return to the building unless directed

Fire Near School-

1. Determine need to evacuate the school if nearby poses an immediate threat to students in the building
2. Notify 9-1-1, activate Catapult EMS
3. Determine if students and staff should leave the school grounds. If the situation poses immediate danger, students and staff should evacuate for a safe location.

Using A FIRE EXTINGUISHER

P	A	S	S
Pull Pin from handle	Aim at base of fire	Squeeze handle completely	Sweep from side to side

**Additional Fire Extinguisher notes:	If caught in smoke:
• After extinguishing a fire, back away. Watch for re-ignition. • Use fire extinguishers on small fires only – trash cans or smaller. • Use the appropriate extinguisher for the type of fire.	• Drop to hands and knees and crawl to exit. Hold breath as much as possible. Breathe shallowly through nose and use dry clothing (shirt, jacket, other) as filter.
If trapped in a room:	**If forced to advance through flames:**
• Place cloth material around or under door to prevent smoke from entering. • Retreat and close as many doors as possible between you and the fire. • Be prepared to signal from window but do not break glass unless absolutely necessary.	• Hold your breath. • Move quickly. • Cover head and hair. • Keep head down and eyes closed as much as possible.

If clothing catches fire: Stop, Drop, Roll

OPIOID OVERDOSE

An opioid overdose can be fatal and can occur for a variety of reasons, including: an overdoses on an illicit opioid drug, accidentally mixing medications, accidental overdose or ingesting something laced with Fentanyl. Children are particularly vulnerable to accidental overdoses.

RECOGNIZING SIGNS OF A OPIOID OVERDOSE

- Opioid overdose is life-threatening and requires immediate emergency attention. Recognizing the signs of opioid overdose is essential to saving lives.
- Call **911 immediately** if a person exhibits **ANY** of the following symptoms:
- Their face is extremely pale and/or feels clammy to the touch
- Their body goes limp
- Their fingernails or lips have a purple or blue color
- They start vomiting or making gurgling noises
- They cannot be awakened or are unable to speak
- Their breathing or heartbeat slows or stops

TREATING OPIOID OVERDOSE

If you suspect someone is experiencing an opioid overdose immediately:

1. **Call 911**
2. **Have someone contact School Office for assistance**
3. **If the person has stopped breathing or if breathing is weak, begin CPR (best performed by someone who has training)**
4. **Treat the person with naloxone nasal spray to reverse opioid overdose (located in Health Clerk Office in AED Cabinet) as soon as possible**

ADMINISTRATION OF NALOXONE/ NARCAN

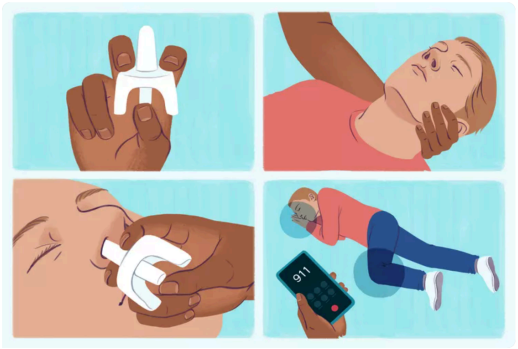


Illustration by Mira Norian for Verywell Health

1. Peel off the back of the Narcan package and remove the device. Hold the device in one hand. Place your thumb on the bottom of the plunger and your index and middle fingers on the base of either side of the nozzle.

2. Lay the person on their back, face up. Make sure their head is straight. Support their head with your hand.

3. Place the tip of the nozzle into one nostril until your fingers touch the bottom of the person's nose. Hold the device steady, firmly press the plunger with your thumb. This will release a spray of the medication into the person's nose.

4. Wait two to three minutes for the medicine to work. If you haven't yet called 911, this is a good time to do so. Put the person in a "recovery position." Roll them on their side, with their head resting on their hands and one knee bent out to the side to prevent them from rolling onto their stomach.

5. Until the person is breathing normally or EMS arrives, you can give them "rescue breaths." Lay them on their back, tilt their chin up, and pinch their nose. Place your mouth on theirs to make a seal and give them two slow breaths. Repeat this every five seconds.

If the person's breathing does not return to normal, or they continue to have difficulty breathing, they may need another dose. You may need to repeat this every two to three minutes until breathing returns to normal.

Stay near the person and closely watch them until medical help arrives. Dispose the Narcan device in an area away from children.

CIVIL DISTURBANCE

The following procedures should be activated for any Civil Disturbance: Riot, Gang Fight, at a school or district site. **IF A CIVIL DISTURBANCE, RIOT, OR GANG FIGHT** breaks out at a school or district site, immediately activate Catapult EMS or Call Principal/Office and supply any known details.

CIVIL DISTURBANCE, RIOT	FIGHT
1. **Notify site safety team through Catapult EMS and Call Principal or Designee**. 2. Have students and school personnel leave the immediate area of disturbance. 3. Alert the campus by implementing the secure building signal and **follow LOCKDOWN procedures**:	In the event of a fight, immediately remove uninvolved students , spectators, from the disturbance area. Report the incident to **Principal or Designee**. Attempt to de-escalate the situation verbally, **do not physically intervene**. Maintain safe distance. Monitor and wait for additional personnel. Principal will dispatch campus personnel to break up the disturbance or if necessary call 9-1-1 to the campus.

VICIOUS ANIMAL

The following procedures should be activated for any Vicious or Venomous Animal, at a school or district site. **IF A VICIOUS OR VENOMOUS ANIMAL is reported at a school or district site**, immediately activate Catapult EMS or Call Principal/office and supply any known details.

In the case of a bite or other injury caused by a wandering or venomous animal, immediately

CALL 911 for dispatch of emergency medical assistance and report the incident to **Principal**. Untrained persons should not attempt to approach animals. Only trained animal technicians should handle animals. Any direct physical contact with an unknown animal, especially if it results in a bite or scratch, could have serious consequences.

Wandering Animal	Vicious or Venomous Animal
Any animal that is wandering loose on campus should be reported immediately activate catapult or call **the Office**. If an animal such as a bat or a raccoon is inside a building, try to safely isolate it in a room by closing doors behind it and keeping people away. If you are unable to isolate the animal, clear the area and wait for Animal Control Services to handle the situation.	**Bob Cat, Black Widow, Brown Recluse Spider, Mountain Lion, Rattle Snake, or Others.** Be prepared to give your name, location, and type of animal involved. Try to remove the affected person and yourself from danger. Go indoors and take roll. If someone is injured/ bitten, help the victim immobilize the bite area, and make the victim as comfortable as possible until medical or other assistance arrives.

GUN ON CAMPUS

The following procedures should be activated for a Gun On Campus, at a school or district site.

IF A GUN IS ON CAMPUS, immediately activate Catapult EMS or call Principal/office and supply any known details. Do not attempt to remove gun. Wait for support.

If a hostile person(s) is causing deadly harm or there in an imminent threat of harm

FOLLOW Run Hide Defend - LOCKDOWN PROCEDURES:

- Lock door and prevent entry into room if possible. Once door secured, get behind internal barricade, turned over tables. Stay away from windows and lie flat on the floor. Stay calm and quiet.
- Activate Catapult EMS silent alert
- **DO NOT** stay in an open hall and **DO NOT** sound the fire alarm. A fire alarm would signal the occupants in the rooms to evacuate the building and place them in potential harm as they attempted to exit.

If you are caught in an open area such as a hallway or multi-purpose room type area, you must decide what action to take. Here are **some action suggestions**.

- **Try to hide**, ensure it is a well-hidden space or you may be found as the intruder moves through the building looking for victims.
- **Run! Evacuate *only* *If you think you can safely make it out of the building***. If you decide to run, **DO NOT** run in a straight line. Keep any objects you can between you and danger while in the building. Use trees, vehicles or any other object to block you from view as you run. When away from the immediate danger, summon help and warn others.
- **Defend** -if caught in an open area or in a corridor, **fight back or "defend"**. This is dangerous, and a last resort if faced with imminent threat.
- **If you are caught** by the intruder and are not going to fight back, **follow their directions and don't look the intruder in the eyes.**
- Once the police arrive, obey all commands. This may involve your being handcuffed or made to put your hands in the air. This is done for safety reasons and once circumstances are evaluated by the police, they will give you further directions to *follow.*

- *Staff working with **students with disabilities** will evaluate known information and make decisions regarding evacuation or lockdown based on how safely students can be moved and or follow directions, based on the situation. Staff will remain with students at ALL times.*

HAZARDOUS MATERIALS

The following procedures should be activated for any Hazardous Materials found or suspected, at a school or district sites. **IF ANY HAZARDOUS MATERIALS ARE FOUND OR SUSPECTED**, immediately Call Principal/office, activate Catapult EMS and supply any known details. An uncontrolled spill or release of any hazardous material is defined as any amount that is greater than what you are normally equipped to deal with.

SPILL	AIRBORNE RELEASE
1. Get out of the area. Move upwind and uphill of the spill. Assess persons in and around the affected area for any sign of exposure. **2.** **IF the 911 emergency responders deploy the *Santa Clara County Hazmat Team***, they will determine the appropriate action to seal the room or area. **3.** If a building emergency exists, activate the fire alarm. Evacuate the building to the nearest available exit. **4.** Move to evacuation assembly areas. Take roll and follow directions of emergency responders. **5.** **DO NOT** return to an evacuated unless authorized by the **Principal/ site safety team.**	**1.** **Activate Shelter-In-Place Procedure.** **2.** Close all doors to the outside and lock all windows. **3.** Turn off fume hoods, range hoods, air handlers, and all air conditioners and switch inlets to the "closed" position. Seal any gaps around window type air conditioners. **4.** Seal off all vents, grills, or other openings to the outside to the extent possible. **5.** If the gases bother you, hold a wet cloth or handkerchief over your nose and mouth. **6.** **DO NOT** evacuate the building unless told to do so by the **Principal/ site safety team.** **7.** The **Principal** will advise the campus or site of an **"ALL CLEAR"** condition when the danger has been resolved and removed from the vicinity and exiting the building is safe.

EXPLOSION OR FALLEN AIRCRAFT

IF AN EXPLOSION or FALLEN AIRCRAFT OCCURS, immediately **CALL 911.** The following procedures should be activated for an explosion, or threat of explosion, at a school or district site such as those caused by chemicals, leaking gas, faulty boilers, falling aircraft or other.

IF AN EXPLOSION OF ANY TYPE OCCURS, **Call 9-1-1, activate Catapult EMS, Call Principal/office,** and supply any known details.

IF YOU ARE INSIDE A BUILDING

Give **DROP** command. Seek cover under a desk, table or other heavy furniture to help provide protection from flying glass and debris.

- Sound building fire alarm. Immediately **Call Principal.**
- Be aware of possible further explosions.
- Watch for falling objects.
- Follow directions by **Principal.**
- Account for all students and staff in Catapult EMS
- Remain inside the building until you receive instructions or can determine it is safer to exit.
- If an evacuation is in order, leave the building immediately.
- **DO NOT** move seriously injured persons unless they are in obvious immediate danger (of fire, building collapse, etc.).
- Feel doors for heat from bottom to top using the back of your hand before opening. If hot, do not open.
- If **NOT** hot, open door slowly standing behind and to one side. Be prepared to close door quickly if fire is present.
- If caught in smoke drop to hands and knees and crawl to exit. Hold breath as much as possible. Breath shallowly through nose and use dry clothing (shirt, jacket, other) as filter.

Proceed to your evacuation assembly area or other safe area.

- Account for all students and staff in Catapult EMS

IF YOU ARE OUTSIDE THE BUILDING

1. Follow **DROP, COVER & HOLD** command.

2. Proceed to your evacuation assembly area or other safe area. Account for students and staff in Catapult EMS.

3. Follow directions of emergency response personnel.

UTILITY FAILURE/ FLOOD

The following procedures should be activated for a Utility Failure/Flood, at a school or district site, such as those caused by Gas Leaks, Ventilation, Plumbing/Flooding, and Electrical Failure or other. **IF A UTILITY FAILURE/FLOOD OF ANY TYPE OCCURS**, immediately activate Catapult EMS or Call Principal/office and supply any known details.

STUDENT SAFETY

1. If you smell gas or burning odors, evacuate the area immediately and take roll.
2. If students are in danger by rising water caused by faulty plumbing, water main break, or severe weather, immediately move the students to a dry area or higher ground and take roll.
3. Remain calm and follow directions by **Principal**. They will contact the Safety Director at Facilities Maintenance for information regarding the scope and expected length of the utility failure. If required, **Principal** will coordinate the early release of students to parents following proper release procedures.
4. Do not re-enter area/building unless you are told it is safe.
5. **If you are responsible for an area with a critical back-up generator** and it does not begin to operate, contact DISTRICT Facilities Maintenance.

UTILITY PROBLEMS

Call DISTRICT Facilities Maintenance at 408-223-3763 or AFTER HOURS 9-1-1 or 3-1-1

Gas Leaks	Vacate area.
Ventilation	If smoke or strong burning odors occur, evacuate immediately.
Plumbing/Flooding	If personal safety allows, shut off electrical equipment and evacuate area.
Electrical Failure	If personal safety allows, shut off electrical equipment and follow directions by **Principal**.

FLOODING

1. **Principal** will direct the immediate shut off electrical equipment located in or around the area being flooded.
2. Follow Student Safety guidelines 1 to 6 above.

BOMB THREAT

The following procedures should be activated for a Bomb Threat, at a school or district site.

IF A BOMB THREAT OF ANY TYPE OCCURS, immediately activate Catapult EMS or call Principal/office and supply any known details.

Follow these steps:

- Listen carefully and get information and **DO NOT** interrupt the caller.
- Complete checklist and report bomb threat to Principal.

BOMB THREAT CHECKLIST

DO NOT Interrupt The Caller Except To Ask The Following Questions:	
When will it go off?	
Where is it placed?	
What does it look like?	

Sex	**Background Noises**	**Characteristics of Voice?**
☐ Male ☐ Female ☐ Don't Know	☐ Airplanes ☐ Animals ☐ Boats ☐ Factory Machines ☐ Music ☐ Office Machines ☐ Quiet ☐ Street Traffic ☐ Trains ☐ Voices ☐ Other _____ _____ ☐ Is Caller Familiar with Building?	
Age		**Voice Accent?**
☐ Under 21 ☐ 21-40 ☐ Over 40 ☐ Don't Know		
Manner		**Use of Certain Words or Phrases?**
☐ Rational ☐ Coherent ☐ Incoherent ☐ Angry ☐ Nervous ☐ Other_____		

Printed Name of Person Taking Call:
Location: **Telephone Number:**

SUSPICIOUS PACKAGE- BOMB THREAT

The following procedures should be activated for any Suspicious Package/Mail received at a school or district site. **IF YOU RECEIVE OR DISCOVER A SUSPICIOUS PACKAGE, LETTER OR OBJECT,** at a school or district site, immediately activate Catapult EMS or call Principal/ office and supply any known details.

DO NOT UNDER ANY CIRCUMSTANCES TOUCH, TAMPER WITH OR MOVE item.!

Characteristics of Suspicious Letters and Packages
• **Origin-Postmark doesn't match the city of the return address, name of sender is unusual or unknown, or no return address is given.** • **Balance-The Letter is lopsided or an unusually thick weight – the letter or package seems heavy for its size.** • **Protruding wires, strange odors or stains.** • **An unusual amount of tape.** • **Buzzing, ticking or a sloshing sound.** • **Irregular shape, soft spots or bulges.** • **Excessive weight for its size.** • **Letter bombs may feel rigid or appear uneven or lopsided.**

A. Even though 90% of threats are hoaxes. The chance remains that a threat is authentic. Appropriate action should be taken to provide for the safety of personnel and to locate the device so it can be neutralized.

B. If an anonymous phone call or written message is received regarding placement of bombs or explosives in a building or on the campus, certain procedures shall be followed immediately.
   1. If the message is a phone call, collect as much specific information as possible about the device and the person calling. Hang up and notify the Principal immediately.
   2. If the message is in the form of a letter or email, the manner in which is arrived, who received it, and where found should be noted. Care should be handling the message so possible fingerprints can be detected.

C. The Principal shall take appropriate action which shall include:
   1. Determine whether or not to evacuate the site (a minimum of 300 feet)
   2. Call 9-1-1
   3. Notify Superintendent's Office
   4. Assist Police with search as necessary

D. Appropriate action may include
   1. Preliminary visual search by volunteer staff person in their own areas
   2. Search of outside premises.
   3. Evacuation of site.

E. If suspected explosive device is found:
   1. DO NOT TOUCH ITEM!
   2. Report it to the Police
   3. Evacuate to a safe location
   4. Open doors and windows to reduce potential damage.

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

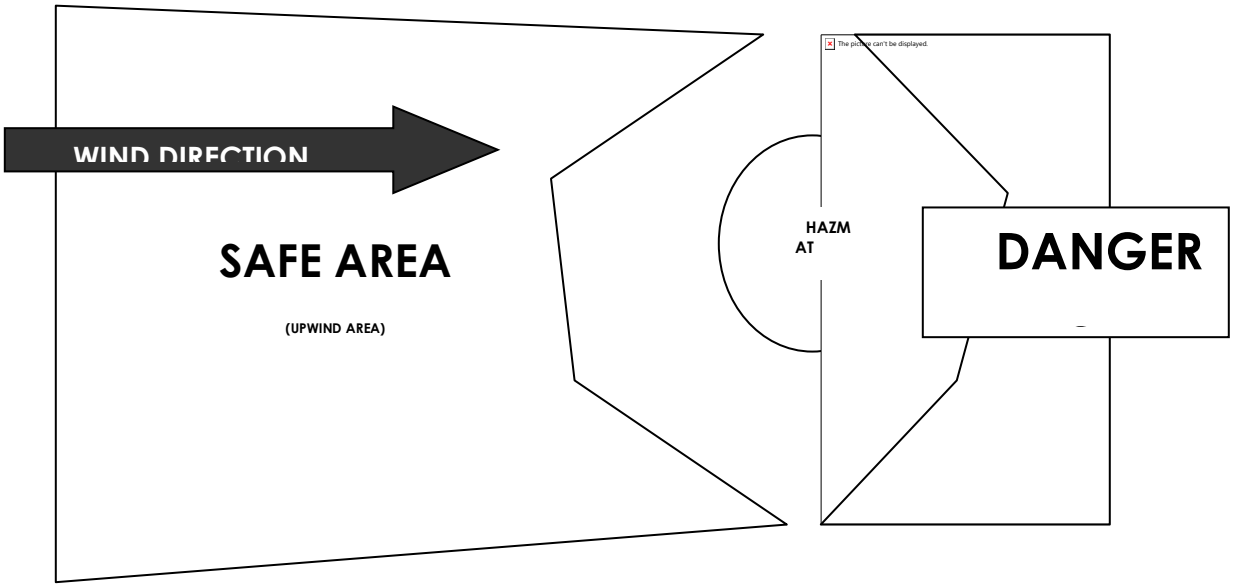
Hazardous Substances include the following, but is not limited to the following:

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.

How COVID/ Infectious Diseases Spreads

Infectious Diseases spreads very easily from person to person

How easily a virus spreads from person to person can vary.

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 is ill were infected were in the same space during the same time or shortly after the person
- it is much more common to spread through close contact with a person who has COVID-19 than through airborne transmission.
- 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

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 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 and has signed MOU.

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 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 are asked 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 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.

Family Reunification Process

The overarching goal of a Family Reunification is to reunite children with verified and authorized family members. In the event of an emergency whether there is an emergency where students must evacuate their classroom or school. The school will have a process for safely and securely reunify students with their family/ caregivers. Each school has two to three identified evacuation locations within walking distance of the school, as well as an onsite evacuation location.

In the event of an emergency the school's primary method of communicating with families will be through text/phone message and recorded blast. We highly encourage parents/caregivers to regularly keep emergency contact information updated with all schools, as well as the list of people that caregivers are allowing us to release their students to in an emergency situation.

It is critical that the school has the name and current phone number for each parent/guardian so that they may reach you in case of an emergency.

We will only release students to pre-identified parent/guardians or emergency contacts listed on the emergency card.

If the school is in a lockdown or Shelter In Place, no student will be released during the Lockdown or Shelter in Place. Once it is safe to release students, students will be released in an orderly manner.

A message will be sent out as soon as feasible during an emergency providing updates on the status and location of students. Once it is safe to do so a message will be sent indicating where the parent/caregiver will go to be reunified with their child(ren), on campus, or at one of the pre-identified locations (not released for tactical response).

Arrival at the reunification site:

1. Upon arrival the parent/guardian/emergency contact must go to the identified reunification location/ table
2. Identify the student(s) picking up
3. School staff will verify the identity of the person picking up the student using the student's emergency card, and a photo id/ license.
4. The adult picking up the child will sign the student out
5. School staff will call for the student to be brought to the parent/guardian.
6. The student will be brought to the parent / caregiver and released

The School/District staff will account for all students and identify any students missing or injured and ensure appropriate notification and support.

We recognize that these may be upsetting conditions that we can not fully anticipate but please be assured the school has a plan for safety. All students should be picked up as soon as feasible, in an orderly manner, to ensure the safe reunification.

Students will not be released to anyone not on the emergency card or without identification, ideally photo identification, to anyone under the age of 18, or anyone who is believed to be under the influence of alcohol or a controlled substance.

Even if the parent or caregiver is familiar to the School Office Staff, identification must be presented. School staff members will remain with students until all students are safely reunified with parents/ caregivers. No student will be left unattended.

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.

TRIAGE CONTINUED

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**
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- ❑ 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)

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."

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:

- ❑ Catapult EMS
- ❑ Public address systems.
- ❑ Radio set to site/district channel
- ❑ Emails
- ❑ Texts to staff
- ❑ 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:

- ❑ Catapult EMS District Safety Team
- ❑ Internal Radio
- ❑ Telephone, if operable.
- ❑ Public Address System
- ❑ 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 blasts 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	▪ Does your screening process include volunteers, cafeteria workers, and security, in addition to educational staff? • Does your procedure allow for actual searches of courthouse records • Do your searches do Social Security Number traces to identify any out-of-state venues that should be checked? • Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who visit?	Security Human Resources	
Review the adequacy of physical security in and around campus buildings	• Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. • Are keys to campus and administration buildings adequately controlled? • Are alarm pass codes changed when an employee leaves the school district? Is exterior lighting working and is illumination adequate? • Is interior lighting (night lighting) working and is illumination adequate?	Security Operation	
Review access control procedures and heighten employee awareness	• Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. • Are staff members trained to approach and to "assist" strangers of any age who are observed in and on school property? • Has a visitor log and ID badge system been implemented?	Everyone	
Train Staff to recognize and report suspicious activities on campuses.	• Are persons taking pictures or filming campus activities questioned? • Are specific individuals assigned to inspect the outside of campus buildings? • Have you developed a plan to handle reports of suspicious activity? issue placed on routine checklists for maintenance and custodial personnel? • Do personnel know what to do if a suspicious package is found? • When large attendance events occur on campus, are security measures in place and	Everyone	

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

Implement a "tip-line" program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.	• Do all members of the school community know that any threat, or information about a potential threat, must be reported? Do they understand that there is no such thing as a threat intended as a joke? • Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?	Student Services Security Human Resources	
Work closely with local law enforcement and health officials.	• Have you made local law enforcement a partner in your district plans? • Are parking regulations, particularly fire zone regulations, strictly enforced? • Does local law enforcement have copies of building blueprints that include the ventilation system, and electrical plans? • Have you determined contact protocol with local health officials if bio-terrorism is suspected?	Security Clinical Staff Crisis Management Team	
Train staff on identifying and handling suspicious packages and letters.	• Have you downloaded and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? • Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov?	Mail room Secretarial Security Parents Students	

SAFETY PLAN EMERGENCY PLAN CHECKLIST

Site: Site Checklist SITE: AB IJA -VV MP RS 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 (Catapult EMS, First Aid/CPR, AED/ Emergency medications, Triage,)
6.	Schedule drills: Fire, Earthquake, Active shooter/Intruder, Communications
7.	Complete site map, post as required, and forward a copy to Maintenance Department
8.	Participate in test of District Radios
9.	Identify any students with disabilities needing additional supports and determine plan to be followed with program staff
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 update in Catapult EMS
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
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 overheard, 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			

ANNUAL CLASSROOM HAZARD SURVEY

SCHOOL AB IJA-VV MP-ALAS RS 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	

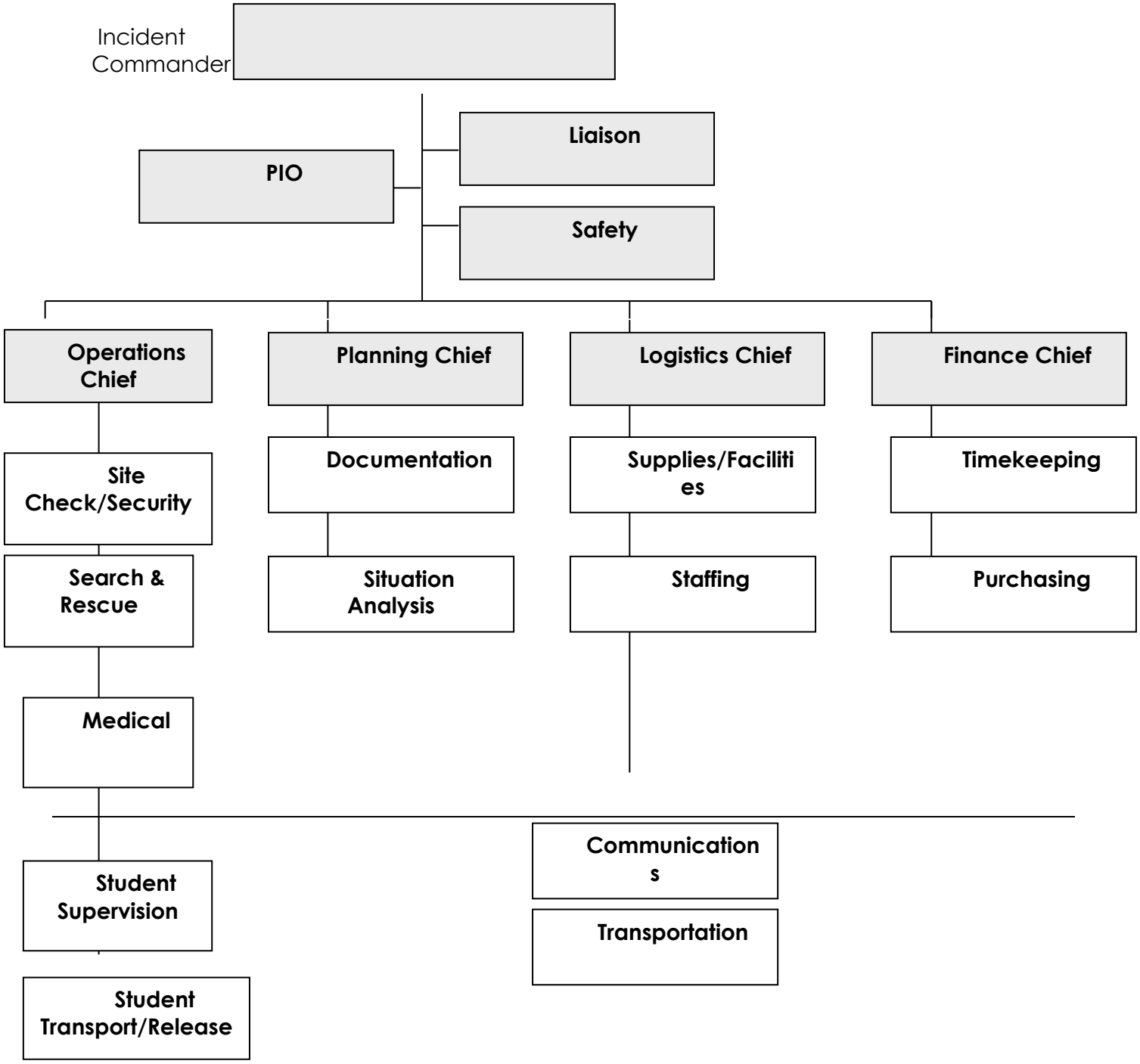
ANNUAL DISASTER SERVICE WORKER SURVEY Year_____ AB IJA-VV MP-IJA ALAS RS

Emergency Service Worker questionnaire- Skills & Release- optional form		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
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?
Personal Responsibilities - that may impact your ability to complete your duties as a EmergencyService Worker		
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		
In an Emergency – Confidential		
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
dhs.gov	Federal Department of Homeland Security
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

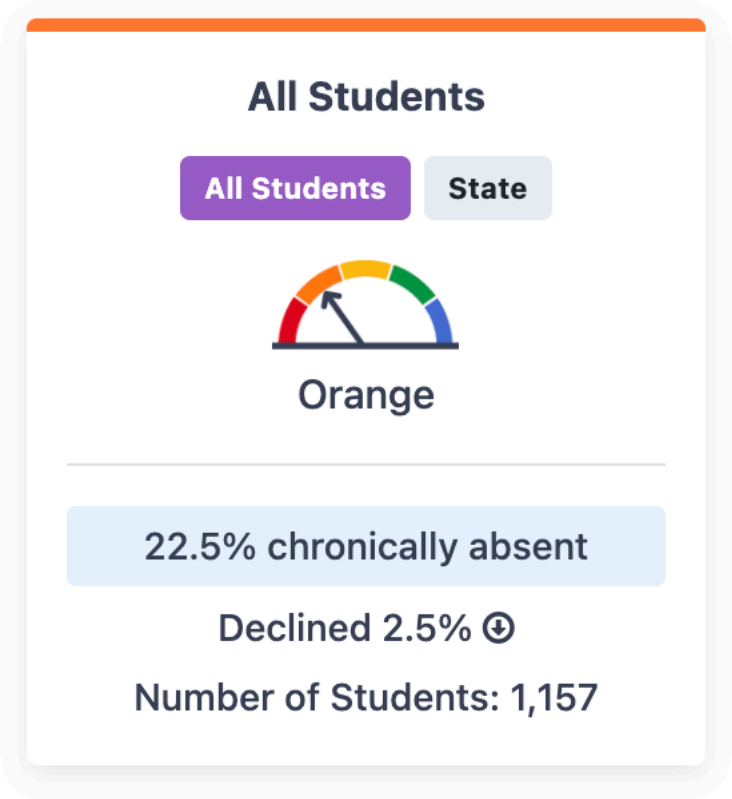
Command Posts

Intentionally left bank

Operations

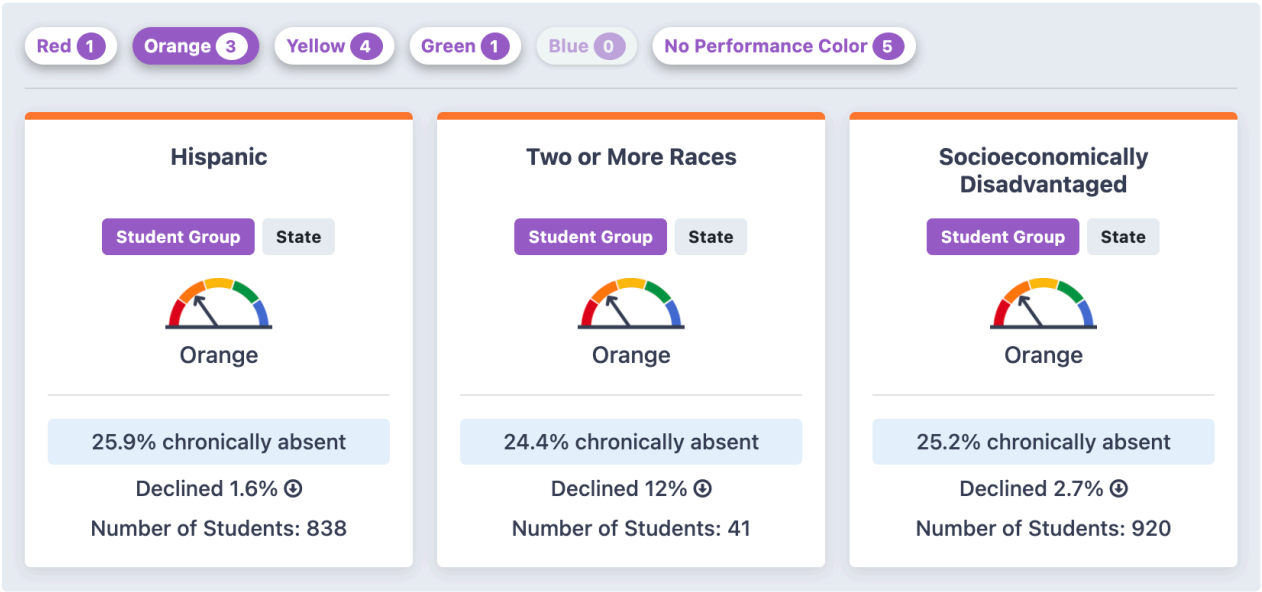
Each site has an Incident Command System (ICS) developed at the school and updated annually.

California Department of Education (CDE) Dashboard 2024-2025



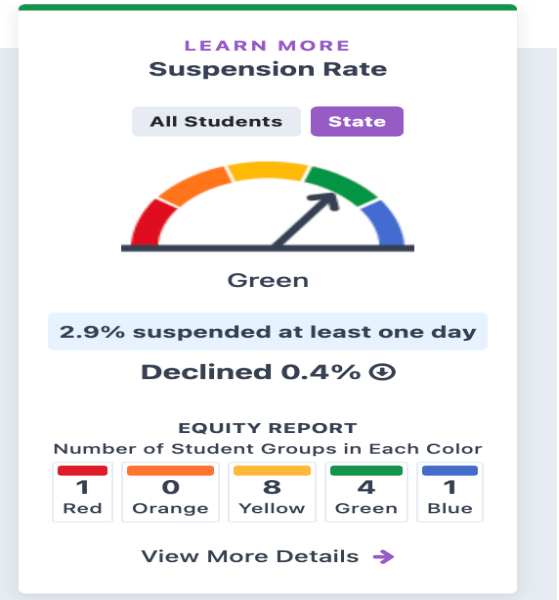
22.5% Chronically Absent, compared to State 17.1%

Explore Groups By Performance Level



Suspension Rate

1.7% Suspension Rate, Compared to State 2.9%



Red

No Student Groups

Orange

White

Yellow

Long-Term English Learners

Green

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

Blue

Asian

English Learners

Two or More Races

No Performance Color

African American

American Indian

Filipino

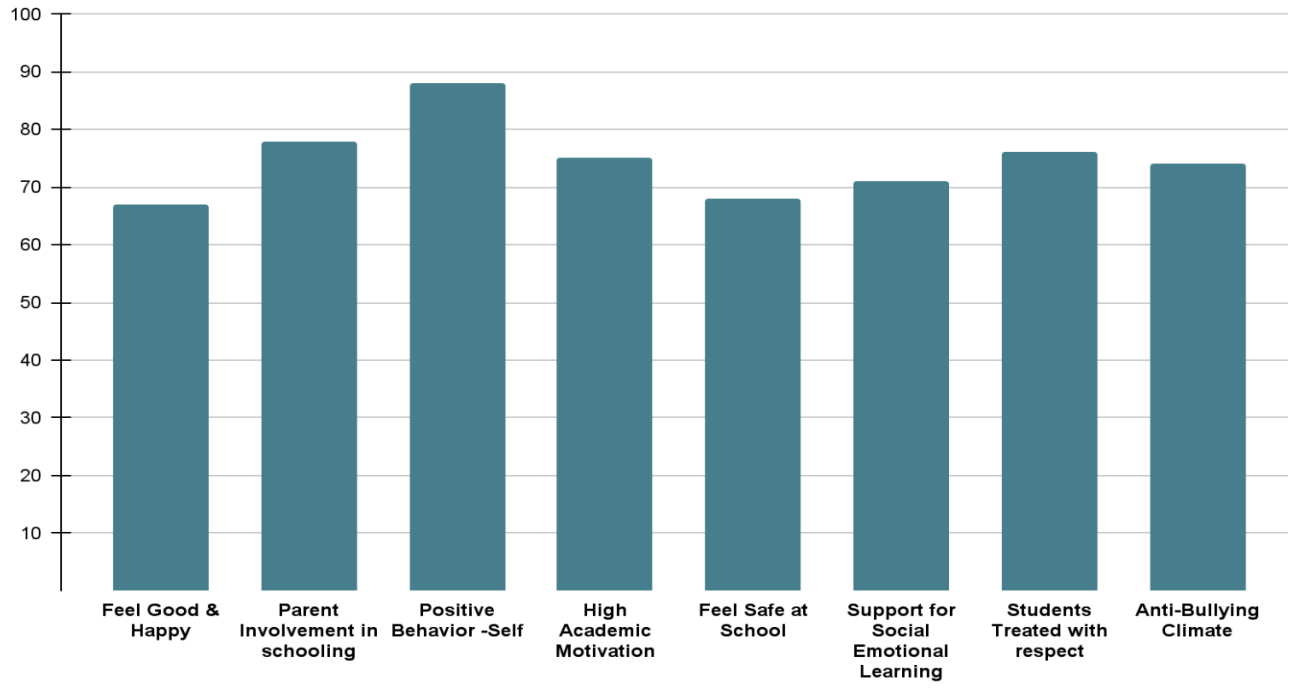
Foster Youth

Pacific Islander

California Healthy Kids Survey

Fifth Grade Key Indicators	2016	2018	2019	2021	2022	2024	2025	State Average
1. Tobacco Use (-) Have ever smoked a cigarettes/ vaped ⇩	1%/ 2%	1%/ 2%	0%/ 1%	0%	0%/ 1%	2%/ 4%	**0%/ 0%**	
2. Drug Use(-) Have ever used marijuana ⇩	1%	1%	0%	0%	0%	2%	**0%**	
3. Safe Schools and Violence(+) Feel safe at school ⇧	77%	71%	73%	N/A	83%	73%	**68%**	
4. Protective Factors (+) Have high level of caring relationships with a teacher or other adult at their school ⇧	61%	72%	69%	75%	73%	67%	**67%**	70%
5. Report high levels of expectations from a teacher or other adult at their school ⇧	60%	82%	83%	81%	85%	79%	**84%**	85%
6. Report high levels of opportunities for meaningful participation at their school ⇧	26%	45%	42%	45%	43%	44%	**41%**	41%
7. Report high levels of school connectedness at their school (Total School Assets) ⇧	63%	70%	69%	N/A-	73%	69%	**67%**	72%

5th Grade Social-Emotional Results



Key Indicators - 7th Grade School Engagement & Supports

Question	2016	2018	2019	2021	2022	2023	2024	2025	State average
Protective Factors (+) Caring relationships with teacher or other adult (P1) ⇧	72%	65%	60%	62%	58%	61%	52%	**62%**	60%
2 High expectations from teacher or other adult (P1) ⇧	82%	78%	76%	75%	72%	70%	64%	**79%**	70%
3 Opportunities for meaningful participation (P1) ⇧	45%	30%	30%	20%	29%	30%	23%	**32%**	23%
4 Total School Assets (School Connectedness) (P1) ⇧	72%	67%	63%	43%	62%	56%	49%	**65%**	54%
5 Academic Motivation (High) ⇧	82%	77%	82%	65%	70%	69%	61%	**72%**	62%
6 Promotion of Parental Involvement ⇧		68%	66%	56%	54%	53%	50%	**60%**	51%

7th Grade- Alcohol, Tobacco & Other Drug	'16	'18	'19	'21	2022	2023	2024	2025
Current Cigarette Smoking- ⇩	2%	0%	1%	1%	1%	1%	1%	**0%**
Current Cigarette(Vape) use ⇩		4%	3%	3%	5%	1%	3%	**1%**
Current Tobacco vs Marijuana Vaping use					2% & 1%	0% & 1%	3%/ 2%	**1%**
Current marijuana use (Smoke, Vape, Eat, Drink)	7%	3%	2%	1%	1%	1%	3%	**1%/ 1%**
Current Alcohol or drug use	7%	6%	6%	1%	6%	5%	6%	**2%**
Very drunk or "high" 7 or more ↓times	0%	1%	2%	1%	1%	0%	1%	**1%**
Current binge drinking	0%	1%	3%	1%	1%	0%	3%	**1%**

	2024	2025	State Average
Have high academic motivation ⇧	61%	73%	
No Substance Use	96%	99%	95%
Perceived School Safety	55%	73%	52%
No harassment or bullying	60%	71%	60%
Did not Experience Cyberbullying	64%	78%	
No mean rumors or lies	52%	72%	62%
No Social Emotional Distress	71%	82%	
Low School Violence Victimization	67%	78%	68%

Social- Emotional Distress Middle School

	'19	'21	'22	'23	2024	2025
Considered Suicide in past 12 months	12%	18%	15%	4%	14%	**6%**
Experienced chronic sadness /hopelessness	29%	38%	35%	21%	33%	**23%**
Social-Emotional Distress					29%	**18%**

Instructional Continuity Plan
Requirements of Comprehensive Safe School Plan Met

- Training on Emergency Procedures- Beginning of year at staff meeting annually
- Plan Reviewed by District Comprehensive Safe School Committee Committee met twice in December, reviewed draft
- Committee members listed in Plan.
- Planning Committee consulted with Representative from a Law Enforcement agency- 2025 sent Plan to Chief of Police and Fire Marshall requesting feedback
- Final Approved Plan sent Chief of Police and Fire Marshal
- Current assessment on status of school safety- data included
- Appropriate Strategies and programs – Safe School Plan, Threat Assessment included
- Child Abuse Reporting Procedures including Policy on Maintaining Appropriate Adult-Student Conduct
- Disaster Procedures, routine and emergency procedures, includes standardized Emergency Management Procedures
- Earthquake Procedures
- Fire Drill
- Emergency Procedures
- Red Cross Procedures
- Suspension & Expulsion Procedures
- Procedures to Notify Teachers of Dangerous Students
- Discrimination & Harassment Policy
- Schoolwide Dress Code
- Procedures for Safe ingress & Egress
- Maintain a Safe & Orderly Environment
- Rules and Procedures on School Discipline
- Procedures for Tactical Response
- Coordination with other school site committees- Brought to site School Site Council or PTA. January - February, 2026
- Plan reviewed amended annually by March 1- Presented at public School Board meeting January and February 2026
- Bullying prevention Policy and Procedures
- Guidelines for School Counselors
- Plan shared with Bargaining Unit Presidents

- Plan submitted to COE after approval
- Posted on District Website
- Procedures to respond to Opioid Overdose
- Procedures to respond to dangerous, violent or threat of dangerous or violent acts
- Consideration of Students with Disabilities in responding to emergencies- Included in emergency procedures as appropriate
- Procedures to Notify Parent of Immigration Enforcement is on Site
- Notification of Emergency medications on site
- Instructional Continuity Plan

Instructional Continuity Plan (ICP)

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Mt. Pleasant Elementary School District (MPESD)	Mount Pleasant Elementary School District	Laurie Breton, Director Student Support Services	lbreton@mpesd.org 408-223-3740

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on **February 11, 2026** and adopted by Mount Pleasant Elementary School District on **February 11, 2026** to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Mount Pleasant Elementary School District will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.
The following communication protocols will be implemented:

Emergency Communication Protocol (Within 5 Calendar Days)

Objective: Establish timely, two-way communication with 100% of students and families within five calendar days of a school closure or emergency.

Activation Trigger:
This protocol will be activated when a significant emergency (e.g., natural disaster, public health crisis, utility failure, or safety threat) disrupts in-person instruction for one or more school days.
Steps and Timeline:
Day 0–1: Initial Notification
Superintendent or designee issues an emergency closure announcement via:

- District website and emergency alert banner
- Mass email and SMS alert through Parent Square
- Social media (Facebook and Instagram)
- Local news media (TV, radio) if relevant

Day 2–3: Staff Briefing and Outreach Begins

- School site principals hold a virtual or phone briefing with staff to review communication responsibilities.
- Homeroom teachers, case managers, and/or assigned staff contact students/families individually:
- Prioritize students with IEPs, English Learners, homeless/foster youth
- Utilize all methods of communication: phone calls, texts, emails, or home visits as needed
- Log all contact attempts in the Student Information System (SIS) PowerSchool, or an accessible communication tracker

Day 4–5: Follow-Up on Unreachable Students

- Identify students who have not been reached; escalate to the Community Schools Coordinators or the Family Case Managers.
- District deploys additional outreach activities:
- Robo-call to all non-responding families
- School site staff conduct home visits (if safe and feasible)

1. Provide support or referrals as needed based on family responses (e.g., device delivery, mental health check-in)
   Ongoing:
   Maintain a shared tracker (Google Sheet or SIS log) of all student contacts, including method, result and any resources shared

2. Monitor for engagement and flag students who remain unresponsive after Day 5. Continue outreach efforts Communication Tools Used:
   - Parent Square / Remind / Talking Points
   - Infinite Campus / PowerSchool Messenger
   - Google Voice / Staff mobile numbers
   - Bilingual staff or interpreters for non-English-speaking families

Sample Message Template (Day 0 Alert):
“Due to [type of emergency], all schools in Mount Pleasant Elementary School District are closed until further notice. We are working to resume instruction as soon as
possible. Please expect direct contact from your child’s school within the next few days. Visit [district website] for updates or call [hotline number] with urgent questions.”

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls Email

- School Portal Social Media Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

To ensure instructional continuity during unforeseen events such as power outages or infrastructure damage, Mount Pleasant Elementary School District (MPESD) has developed proactive strategies to maintain teaching, learning, and two-way communication with families.

Continuity of Instruction
In the event of a disruption to physical facilities or digital connectivity:
Flexible Learning Models will be activated, allowing for a transition between in-person and remote instruction based on safety and access conditions. Printed grade-level Learning Packets will be distributed to students without internet access, ensuring continued engagement in core academic content. Essential Standards in ELA and Math will be prioritized to maintain academic focus during shortened or modified instructional schedules.

Teachers will plan lessons that can be delivered both online and offline, ensuring seamless instructional transitions.

Two-Way Communication Plans
MPESD recognizes that clear and consistent communication is critical during emergencies. The district will use multiple channels to maintain two-way communication, including:

- Phone Calls and Text Messaging: For families affected by internet or power outages.
- District and School Websites will be updated regularly with announcements, learning materials, and support resources.
- Emails and platforms such as Parent Square: To provide updates and receive feedback.

Translated Communication: All critical updates will be provided in families' home languages to ensure equitable access to information.

- Emergency Communication Chain
  Site administrators, district leadership, and the technology department will coordinate to respond to localized outages.
- Schools will have designated staff responsible for tracking student and family connectivity needs.
- A communication protocol will be activated to escalate urgent needs (e.g., relocation, loss of devices) and deploy appropriate supports.

Technology Support

- Helpdesk Services will remain available via phone during outages.
- Device Lending and Replacement procedures will prioritize students experiencing loss or damage to their primary learning devices and occur from central locations In-person support will be made available by appointment
- Paper-Based Instructional Resources will be used as a backup in areas with extended service disruptions.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Mount Pleasant Elementary School District (MPESD) is committed to supporting the whole child—academically, socially, and emotionally—especially during times of disruption. The district has established a multi-tiered system of supports to identify and address the social-emotional, mental health, and academic needs of all students, with particular attention to those most vulnerable during emergencies.

- Social-Emotional and Mental Health Supports
  MPESD ensures students have access to social-emotional learning (SEL) and mental health resources throughout emergency closures or disruptions.
  - Counseling Services: School counselors and mental health staff will maintain regular contact with identified students and offer virtual, teletherapy, or in-person support as needed.
    Wellness Check-Ins: Staff will conduct outreach to students who may be experiencing emotional distress, isolation, or trauma using virtual meetings, phone calls and email, involving caretakers in the support.
  - SEL Curriculum Integration: Teachers incorporate SEL practices into daily instruction to promote resilience, connection, and emotional regulation. Online resources supporting SEL will be shared.
    Referral Process: Families and staff can refer students for additional mental health support through the online referral system or a classroom teacher.

- Academic Intervention and Monitoring
  Academic needs will be proactively identified and addressed through formative assessment, teacher feedback, and parent communication.
  - Targeted Interventions: Students demonstrating academic gaps will receive small-group or one-on-one support from teachers, intervention specialists, or instructional aides.
    Progress Monitoring: Teachers will track student performance and engagement to ensure all learners are progressing toward grade-level standards.
  - Accessible Curriculum: Assignments and instructional materials will be adapted to meet diverse learning needs, including English Learners and students with IEPs or 504 Plans.
- Family Engagement and Communication
  Two-Way Communication: Teachers and staff will use multiple platforms (email, phone calls, messaging apps, and video conferences) to maintain regular contact with families and respond to individual concerns.
  Family Support Services: MPESD will continue to connect families with resources such as food services, housing support, and community mental health agencies during emergencies.
- Language Access: All communications will be available in the home languages of families to ensure equitable understanding and participation.
  - Specialized Support Services
    Special Education: Students with disabilities will continue receiving services aligned with their Individualized Education Programs (IEPs) Emergency Learning Plan, including teletherapy or modified instructional support, as needed.
  - English Learners: Designated and integrated ELD instruction will continue via digital platforms or printed packets, supported by bilingual staff and EL specialists. Homeless and Foster Youth: The district's liaison(s) will coordinate with families to ensure continuity of learning, access to technology, and connection to wraparound services.

Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Mount Pleasant Elementary School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency. MPESD staff will engage parents and families within 5 instructional days, and provide access to in-person or remote instruction

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

Evacuation orders lifted

- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

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

All district families will receive Independent Study documents at the start of the school year, with the District Handbook and start-of-year forms. Consent forms for each student will be collected in advance for short-term independent study contracts. Having signed Independent Study Contracts on file will prevent any delays in initiating short-term remote instruction and will allow the district to collect ADA for Independent Study consistent with Board Policy.

Remote instruction will begin within ten instructional days of the emergency. Teachers will work with students utilizing Google Meet using Google Classroom. Instructional Delivery

- Provide access to instruction via:
  Independent study (aligned with EC sections 51747 and 51749.5)
- Instruction will include daily assignments consistent with Independent Study requirements.
- Students will be provided with grade-level assignment packets, either printed or online, to ensure that there is no loss of instructional time.
- Teachers will track student attendance and engagement.
- Student credit and grades will be based on participation, submission of assignments established in the independent study contract
- Remote learning using online platforms (Google Classroom, Google Meet, Clever)

- Remote instruction will continue until school is reopened or relocated to an alternate in-person facility when conditions, listed above, are met to resume in-person instruction

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Families will be notified via identified communication methods of distribution locations, and hours for digital and non-digital materials pick up. Materials will be distributed at school sites, or a centralized location based on availability of school site.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Assignments for independent study will be posted online via Google Classroom and if necessary printed for students to pick up during materials distribution. Once in- person instruction resumes assignments will be available in-person as well as Google Classroom for any students who may need to attend via a hybrid model.

Assignments will be collected for evaluation through Google Classroom email and hard-copy.

Assignments will be differentiated based on student's identified needs and need for accommodation.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Mount Pleasant Elementary School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

If a school site is not operational based on the identified criteria, students may be reassigned to another school within the Mount Pleasant school district that is operational. The district will work with neighboring school districts and charter schools to provide space to operate Mount Pleasant classrooms and educational programs should Mount Pleasant facilities be non-operational. Neighboring districts have a number of closed schools as well as declining enrollment with space available.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

The MPESD will engage with students and families within five days of an event using the established communication protocols.

A Communication Protocol will describe how the district will communicate with families and staff in the event of an emergency. The communication Protocol will include emergency communication methods as well as ongoing communication and where families and staff can find information.

The Communication Protocol for families, students and staff will be made available through the following:

- District Handbook distributed at the start of school year and upon enrollment
- Posted on District Website- ongoing, updated semi-annually
- District Newsletter
- District Social Media

Emergency Communication Protocol (Within 5 Calendar Days)

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Steps and Timeline:

Day 0–1: Initial Notification

- Superintendent or designee issues an emergency closure announcement via: District website and emergency alert banner
- Mass email and SMS alert through ParentSquare Social media (Facebook and Instagram)
- Local news media (TV, radio) if relevant

Day 2–3: Staff Briefing and Outreach Begins: School site principals hold a virtual or phone briefing with staff to review communication responsibilities. Homeroom teachers, case managers, and/or assigned staff contact students/families individually: Prioritize students with IEPs, English Learners, homeless/foster youth

Use phone calls, texts, emails, or home visits as needed Log all contact attempts in SIS or the communication tracker

Day 4–5: Follow-Up and Unreachable Students Identify students not yet contacted; escalate to the Community Schools Coordinators or the Family Case Managers. District deploys additional outreach:

- Robo-call to all non-responding families
- School site staff conduct home visits (if safe and feasible)
- Provide support or referrals as needed based on family responses (e.g., device delivery, mental health check-in)

Ongoing: Maintain a shared tracker (Google Sheet or SIS log) of all student contacts, including method and result of communication. Monitor for engagement and flag students who remain unresponsive after Day 5.

Communication Tools Used:

- Parent Square / Remind / Talking Points PowerSchool / PowerSchool Messenger Google Voice / Staff mobile numbers
- Staff will utilize Bilingual staff or interpreters, as well as Google Translate, other technology options and remote language support, for non-English-speaking families.

Sample Message Template (Day 0 Alert):
"Due to [type of emergency], all schools in Mount Pleasant Elementary School District are closed until further notice. We are working to resume instruction as soon as possible. Please expect direct contact from your child's school within the next few days. Visit [district website] for updates or call [hotline number] with urgent questions."

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The Mount Pleasant School District staff is ready to pivot from in-person to remote learning as necessary. All teachers will utilize Clever and the instructional applications and resources available on Clever. Each certificated staff member is assigned a laptop computer, communication with staff is done primarily through the district email and grading of student work is done online through Power grade.

Each student in the district has an assigned device, iPads for primary grades and Chromebooks for grades 3-8. Students have been trained in the use of their devices and use them regularly. For Independent Study, each school has printed copies of weekly Independent Study packets available for distribution.

This Technology Readiness Plan ensures that the school District's critical technology systems, student learning resources, and communication tools remain operational during disruptions.

The plan covers:

- Technology Systems: Learning Management Systems (LMS), Student Information Systems (SIS), communication tools, and cloud storage.
- Device Distribution: Ensuring all students have access to District-issued Chromebooks and iPads.
- Services Covered: IT support, data backup, emergency remote learning solutions, and alternative instructional methods outlined in the District's instructional goals.

II. Objectives

The primary objectives of this plan are:

1. Ensure student learning continuity by maintaining access to current apps such as Clever, SEIS, as well as updated operating systems and 1-1 iPad distribution to PK-2nd grade students and Chromebook distribution to 3rd-8th grade students.

2. Minimize disruption to educational and administrative functions by providing laptops with updated OS and virus protection tools.
3. Maintain clear and effective communication with students, staff, and parents by using ParentSquare and PowerSchool as appropriate.
4. Protect data integrity and security by continuing to utilize Backupify and established recovery procedures.
5. Ensure equitable access to technology resources, including devices and internet connectivity by providing hotspots to families who request them and work closely together with East Side UHSD.

III. Roles and Responsibilities Teachers:

- Utilize digital platforms to provide remote instruction and support students.
- Communicate with students and parents regarding assignments and expectations.
- Report any technology issues or access barriers to Alex Heredia and/or via IT Help Desk. Principals:
- Ensure staff and students have the necessary tools and training in Google Classroom, Zoom, Google Meets, and educational publishing companies
- Coordinate with the IT department to distribute resources and technical support and/or training. IT Department:
- Maintain and oversee technology systems, including LMS and SIS.
- Manage Chromebook and iPad distribution and internet access solutions, vis-à-vis hotspots and/or internet connectivity via ESUHSD.
- Ensure data security, backup, and disaster recovery plans are in place.
- Provide training and technical support to staff and students.

IV. Implementation Procedures

1. Communication Protocols
    - Emergency Alerts: Use automated text, email, and phone alerts to inform stakeholders of disruptions.
    - Website and Social Media: Regular updates posted on the District website and social media platforms.
    - Teacher-Student Communication: Use ParentSquare, Google Classroom, Google Meets, and PowerSchool.
2. Chromebook Distribution and Support
    - Maintain an inventory of Chromebooks and iPads for all students.
    - Establish a checkout system to track device distribution.
    - Provide technical support using IT helpdesk where they can assist either remotely or in-person.
    - Deploy Wi-Fi hotspots for students needing internet access.
3. Data Backup and Recovery
    - Daily and weekly backups of SIS, LMS, and administrative systems.
    - Cloud-based storage solutions for secure remote access.
    - Disaster recovery protocols to quickly restore critical data.

V. Testing and Maintenance

To ensure the plan remains effective:

- Conduct regular drills and simulations to test remote learning capabilities.
- Evaluate feedback from teachers, students, and parents to identify areas for improvement.

- Update protocols based on technological advancements and past disruptions.
- Review and maintain hardware and software to prevent failures.

VI. Stakeholder Communication During Disruptions IT Department will support:

- Parents and Students: Provide clear instructions on accessing remote learning resources and troubleshooting common technical issues.
- Teachers and Staff: Regular briefings via email, video calls, and internal messaging platforms.
- Community Partners: Collaborate with ESUHSD, San Jose Public Library to provide additional support, such as internet access and alternative learning spaces.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

To ensure a consistent and equitable learning experience during unforeseen disruptions, Mount Pleasant Elementary School District (MPESD) has established clear protocols for instructional continuity, communication, and assessment. The plan emphasizes standards-based instruction, regular monitoring of student progress, and timely support for all learners.

Prioritization of Essential Learning

Instruction will focus on high-priority standards to ensure continuity of core academic progress:

Essential Standards: Grade-level teams have identified essential California content standards in ELA and Math to guide instruction during disruptions.

Clear Learning Objectives: Teachers will communicate daily or weekly standards-aligned learning goals through Google Classroom, printed packets, or phone/email if needed.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Access to instruction for all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students, will continue initially through differentiated independent study assignments appropriate to meet short-term needs. As soon as possible, instruction will resume through a combination of printed materials and one-to-one devices, iPads or Chromebooks, depending on the grade level of the student, until in-person instruction can resume.

Students who are experiencing Homelessness or are Foster Youth will have priority in receiving technology, including “hot spots” to access the internet and instructional resources. Once a safe location is identified, students will be provided with on-site adult supervision to complete school work and access online instruction. As soon as feasible, in-person instruction will resume.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with IEPs will continue to receive their IEP services based on the “Emergency Learning Plan” included in each student’s IEP. Annually, the Emergency Learning Plan is updated as part of the student’s Annual IEP Plan review. In the event students are not able to attend in-person, students will continue to receive their IEP services as identified through the “Emergency Learning Plan”. Services are individualized and can include;

- Remote Instruction
- Differentiated assignments
- Scheduled meetings, calls or emails with the Specialists
- Personalized Learning Packets

The majority of students with IEPs, those with mild to moderate support needs, will be able to access their services in the same manner as other students through Google Classroom, differentiated assignments, and remote instruction. Students with more extensive support needs and in preschool will be provided with more individualized support and will have first priority in returning to in-person instruction or in-person appointments to receive identified therapies and services. Specialists and instructional assistants will work collaboratively with families to ensure that each student is receiving the services indicated in the student’s Emergency Learning Plan to address the individual student’s IEP Goals.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English Learners will continue to be supported in alignment with the California English Learner Roadmap through the inclusion of assignments during Independent Study, and when remote instruction begins, in the same manner that they currently receive English Language Development with both integrated and 30 minutes designated ELD for elementary school age students and a designated period of ELD for students in middle school. Bilingual staff will continue to support instruction and student needs, including the provision of materials in Spanish.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Each certificated staff member is assigned a laptop computer. At the beginning of the school year, all newly hired certificated staff as well as any teachers who would benefit from a refresher will receive training on Clever, including its instructional and assessment applications, as well as PowerGrade, Google Classroom, and video conferencing tools. Mount Pleasant School District will ensure that these trainings are recorded and shared with new staff and that additional training is provided through the course of the year as needed to ensure all teachers can utilize the resources available. In addition, we

will train, or provide recorded training, for different classified groups so that they have the knowledge needed to access the resources for their specific positions.

Teachers will receive information and training in the requirements of the independent study contract and how to evaluate work submitted for credit. Staff will also receive training in trauma-informed practices and engagement strategies for connecting with students remotely following an emergency.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

School District staff will continue to provide physical education assignments during Independent Study and remote instruction. In addition, the Mount Pleasant After School program(MPAS) will provide additional remote sessions of guided physical activities. If outdoor facilities can be utilized, MPAS may also provide additional opportunities for physical activities or sporting events to support both physical and mental health of students. Other programs under the Extended Learning and Opportunities program, such as the Mindful Life Project or other extra-curricular activities, will continue to be provided remotely or in-person as permitted.

District mental health providers, including counselors, psychologists and community partners, will continue to provide individual and small group counseling services through teletherapy as well as in-person when necessary. District providers will also conduct outreach to families to identify any additional students that may be struggling given the emergency event and provide families with an online referral system as well as outside resources for students needing more intensive supports. The online referral system and outside resources will be posted on the District website and shared via newsletters in English, Spanish and Vietnamese. Mental health providers who are bilingual will be assigned to provide primary support for students who speak another language.

Support services for students who speak a language other than English will be provided by District staff who are bilingual in Spanish or through the use of primary language translators. In addition, District staff can utilize technology such as personal translation devices, “Pocket talk”, which are available at each school site, Google Translate, or a Language Line (remote translator) for translation of less common languages.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

MPESD plans to ensure the continuity of support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special Education services will continue according to each student's individual "Emergency Learning Plan". Students with IEPs identified as having as extensive support needs or students in preschool will be prioritized to return to in-person instruction as soon as feasible.

Counseling services will continue through scheduled teletherapy or in-person appointments.

After-school programs will continue to operate with remote hours until in-person operations resume.

Extended learning staff will assist in supervising students prioritized to attend in person.

District nutrition staff will utilize school kitchens or switch to site kitchens that are operational to ensure that universal meal service continues. Families will be notified via the communication methods identified, of which sites are distributing meals. Where possible, and following current guidelines, families will be provided with both breakfast and lunch at the same time, or meals for multiple days, so only one pickup is necessary. Staff will distribute meals at designated locations and hours.

Site-Based Collaboration

Conditions that must be met prior to returning from disruption including reopening sites.

The following conditions must be met before returning to site-based learning:

- Local authority clearance
- Facility safety confirmed (no structural or safety risks)
- Safe air quality
- Availability of fresh water
- Working plumbing
- Working utilities- electricity
- Working kitchen or ability to bring food services to students
- Staff ratios to provide for student safety
- Safe ingress and egress from site(s)
- Consultation with District collective bargaining units, MPEA and CSEA
- Communication of transition plans to families and staff.
- Consultation or planning for any mental health or necessary support needs for students and families returning after an emergency event.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Mount Pleasant Elementary School District's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Mount Pleasant Elementary School District's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153.

The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Once adopted the ICP will be attached as a new section of the District's Comprehensive Safe School Plan and revised and adopted by the Governing Board annually by March 1.

The ICP will be reviewed in light of current guidance and any lessons gleaned from different types of emergencies that have occurred within or outside the District in order to reflect best practices in continuing instruction under emergency circumstances.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The ICP will be reviewed annually by the District's Safe School Committee as part of the Comprehensive Safe School Plan review process. The Safe School Plan including the ICP will be shared with each School's School Site Council, PTA and go to the Mount Pleasant Governing Board for adoption by March 1, annually.

Mount Pleasant Elementary School District
Comprehensive School Safety Plan- SB 848 ADDENDUM

Childhood Sexual Assault Prevention Safeguards

Safeguards and Prevention Strategy	Description	Date(s)
Mandated Reporter/AB 1913 Trainings	Child abuse/prof. boundary prevention trainings	Annually in August & within first 6 weeks of school year or hire date
BP 4119.24- Adaptation 4219/4319	BP on professional boundaries on staff and student interactions	Adopted by Governing Board April 2026
See Something Say Something	Reporting system for students, staff and families	Implemented September 2025
Child Abuse Reporting Procedures	• Reporting guidelines and expectations for staff in District Handbook • BP 5141.4 • All required roles trained • Procedure posted in staff room	Implemented • Updated 2022 • Ongoing • Annually To be completed within the 6 weeks of start of school year or during the onboarding process (for new hires)
Physical Environment	Classroom Safety Requirements shared with Administrators and Teachers	March 2026
Commitment to Protection Statement	Website commitments to safety of students from CSA	Posted Spring 2026
Maintenance and Operations	Doors with windows installed in spaces where student services are provided	August 2024
Volunteer Background Checks	All volunteers working with students must pass background check	
IT/Tech Policies	Technology Use Agreement- Employees' responsibilities for the	To be completed within the 6 weeks of start of school

	appropriate use of technology. BP 4040	year or during the onboarding process (for new hires)

2026-27 **Safeguards and Prevention Strategy**	**Description**	**Date(s)**
Mandated Reporter/AB 1913 Trainings	Child abuse/prof. boundary prevention trainings	August 2026- ongoing
Professional Boundary Training-District and School Leadership	Training on identifying professional boundaries violations, reporting, and supporting staff and student safety.	August 2026
KnowGO Elementary Awareness Curriculum	Age-appropriate curriculum to help students identify safe and unsafe situations/people	Piloting Spring 2027 Grades 1 and 3
Volunteers/ Hourly & Employees & Community Based	Fingerprint Clearance Code of Conduct document provided to all Volunteers, hourly employees and community-based agency personnel & Posted	August 2026
Professional Boundary Acknowledgement Form- All staff	Form for staff to acknowledge understanding and awareness of BP 4119 on professional boundaries.	Implemented with mandated Reporter Training- August 2026-Ongoing
Trauma-informed Victim Response	Identifying support staff and community resources to provide trauma-informed responses to students reporting CSA	September 2026

Protection Statement to be posted in Handbooks and on website

The Mount Pleasant Elementary School District does not tolerate mistreatment or abuse of students in our programs. All MPESD employees are Mandated Reporters and required to report any reasonable suspicion or known abuse to Child Protective Services and to law enforcement. Any mistreatment or abuse by an employee or volunteer will result in disciplinary action, up to and including termination of employment and cooperation with law enforcement.

Supporting Documents

- Employee Acknowledgement form: Professional Boundaries
- Professional Boundary Violation Response
- Classroom Safety Requirements
- Volunteer, Hourly & Community Prohibited Behavior Code of Conduct

Board Policies

- Child Abuse Prevention & Reporting BP 5141.4
  Revised Draft before Board June 2026

- Professional Standards 4119.21, 4219.21, 4319.21
  Adopted April 2026

- Maintaining Appropriate BP Adult-Student Interactions BP4119.24, 4219.24, 4319.24
  Adopted April 2026

Employee Acknowledgment Form: Professional Boundaries

I, [Full Name) _____, acknowledge that I have received and reviewed Board Policy 4119.24 on ***Maintaining Appropriate Adult-Student Interactions***. Boundary violations and childhood sexual assault, i.e., adult sexual misconduct, are not tolerated in Mt. Pleasant Elementary School District; student safety is a district priority, and safe environments are sustained through the implementation of robust safeguards.

I understand that the Governing Board expects employees to maintain the highest professional and ethical standards when interacting with students. District employees must maintain an atmosphere conducive to learning through appropriate guidance, support, and respect. I understand the importance of maintaining professional boundaries with students and avoiding boundary-blurring behaviors that could intrude on a student's physical or emotional boundaries (see specific boundaries listed below):

- Initiating inappropriate physical contact
- Being alone with a student outside of the view of others
- Visiting a student's home or inviting a student to visit the employee's home
- Maintaining personal contact with a student by phone, letter, electronic communications, or other means, without including parent/guardian or the principal
- Creating or participating in social networking sites for communication with students other than those created by the district without the prior written approval of the principal or designee
- Inviting or accepting requests from students or former students who are minors to connect on personal social networking sites (e.g., "friending" or "following" on social media)
- Singling out a particular student for personal attention, friendship, and gifts
- Addressing a student in an overly familiar manner, such as using a term of endearment or nickname
- Socializing or spending time with students outside of school-sponsored events
- Sending or accompanying students on personal errands unrelated to legitimate educational purposes
- Transporting a student in a personal vehicle without authorization
- Encouraging students to confide their personal or family problems and/or relationships
- Disclosing personal, family, or other private matters to students or sharing personal secrets

I acknowledge my responsibility to report any concerns or observations of professional boundary violations. I am aware that as an employee if I have knowledge or suspicion of inappropriate employee conduct but fail to report it, I will be subject to disciplinary action. Failing to report such incidents enables the inappropriate behavior to continue unchecked, which is unacceptable.

I understand that any employee, including myself, found to have engaged in conduct that violates professional boundaries, the law, Board policies, or other applicable codes of conduct shall be subject to disciplinary action up to and including dismissal.

By signing below, I affirm my commitment to upholding the standards set forth in BP 4119.24, 4219.24, 4219.24 and maintaining appropriate professional boundaries with students at all times.

Signature: _____ **Date:** _____

Professional Boundary Violation Reports

Response Recommendations:

1. Immediate Response (School Administrator)

- Prompt response is necessary for reports communicated from all channels (verbal, anonymous, third-party, written, verbal)
- Reassure student that they have been heard and appropriate measures/help will be provided
- Ensure student is safe (no contact with accused adult or peer)
- Notify all site administrators or designated authority at location
- Report to CPS/law enforcement if suspected abuse (within 24 hours)
- Consider taking student to School Counselor, Psych, Nurse, Social Worker SW for triage of mental health or possible medical needs

2. Notifications (School Administrator and/or Human Resources)

- Notify Assistant Superintendent Human Resources and/or Title IX Coordinator to assess response level and investigation plans
- Determine whether admin leave is substantiated/necessary-communicate with Unions
- Notify parent/guardian of student (unless parents are suspect)
- Notify Risk Management who may report to ASCIP as incident or claim
- Identify and assign a staff member at school or district office to serve as liaison with parents/caregivers to provide assistance and information
- Notify law enforcement if criminal conduct is suspected -designate school contact as liaison
- Notify CTC if applicable (for credentialed employees)
- Communicate (as appropriate) with school staff or community – ASCIP PR assistance available

3. Interim Measures to Consider

- Separation and protection- Remove or reassign alleged adult/peer to prevent potential contact with reporting student for both short and long term (classroom, bus, activities, Google classroom)
- Enforce no-contact orders if applicable
- Ensure confidentiality and privacy practices are being followed (need to know only)
- Refer student of concern to district- based counseling for check-in and referral to community resources (District may offer to cover costs of counseling-document refusals)
- Offer an on-site, check-in or safe person for student and/or extra supervision if needed upon return to campus

4. Investigation- Must be timely-immediate

If the conduct does not rise to level of mandated reporting, the school must still investigate under BP 4119.24 and Title IX when applicable

- Consult with Title IX –pause until their investigation is completed (employee should be on leave)
- Assign an investigator (HR or outside investigator depending on the violation)
- Assign a liaison/contact person with law enforcement – to assist with coordination of investigations
- Conduct interviews with students, staff, witnesses, previous administrators (maintain sensitivity)
- Collect documentation (confiscate computer, screen for digital evidence i.e. texts, emails, social media and school records and reports)
- Review prior incidents or patterns, connect with previous administrators
- Maintain investigation log/record of actions

5. Administrative Decisions (Human Resources)

- Determine findings (Substantiated/Unsubstantiated)
- Determine if the violation is intentional or inadvertent and low-level boundary violation vs. intentional, targeted grooming
- Determine if the violation is prof. boundary violation or egregious misconduct
- Implement corrective or disciplinary action
- Report to CTC or other required agencies for all levels of misconduct
- Continue to communicate with Unions

6. Documentation & Follow-Up (Human Resources/School Administrator)

- Document outcome in HR file- retain investigative records, evidence, statements, MR report
- Enter into SB 848 misconduct database (once operational for both certificated and classified)
- Provide student/family with closure or continued support

The information provided herein is intended for general informational purposes only and does not constitute an

exhaustive list of all possible risks, scenarios, or recommendations. If you need additional guidance or clarification, please contact the Mount Pleasant Elementary School District Personnel Office.

<u>The Document below has been shared with staff. The underlined items specifically protect against professional boundary violations and prevent abuse</u>

Mount Pleasant Elementary School District

Classroom Safety Requirements

Maintaining safe, orderly, and transparent learning environments is essential to protecting students, staff, and the school community. The following requirements are aligned with fire codes, safety regulations, and best practices for student supervision and well-being. Compliance is required at all times.

Fire Safety and Environmental Hazards

- Maintain a **minimum clearance of 24 inches** between combustible materials and the ceiling. Items should not be stored on top of high cabinets or shelves.
- Ensure **at least 24 inches of clearance** in front of all heating, ventilation, and air conditioning (HVAC) vents at all times.
- Maintain a **36-inch unobstructed clearance** around all electrical panels.
- Do not suspend paper, fabric, string, or other combustible materials from ceilings, light fixtures, or sprinkler systems.
- Limit paper and decorative displays. Excessive decorations increase fire risk and may obstruct visibility or emergency exits. Fire marshals' guidelines: Only 25% of the wall space can be covered with instructional materials.
- Exit doors and windows **must not be covered or obstructed** by paper, posters, or other materials.

Electrical Safety and Appliance Use

- Non-standard or non–school-approved lighting (e.g., string lights, floor or desk lamps) is **not permitted** due to fire risk.
- Kitchen or household appliances—including coffee makers, hot plates, toaster ovens, microwaves, and refrigerators—are **not allowed in classrooms**. These devices can overload circuits and significantly increase fire hazards.
- Damaged or malfunctioning electrical outlets must be **reported immediately** for inspection and repair.
- **Daisy chaining power strips** (plugging one power strip into another) is prohibited, as it can cause circuit overloads, overheating, and electrical fires.

<u>Visibility and Student Safety</u>

- **Classroom windows must remain unobstructed. Do not cover windows with paper, fabric, or other materials.**
- **Blinds or window coverings should remain open while students are present, particularly during one-on-one staff–student interactions, to ensure visibility and transparency.**
- **Oversized or non-instructional furniture (e.g., couches, large multi-seat chairs) is not permitted, as it may compromise supervision, blur professional boundaries, and increase safety concerns.**
- **Pets are not allowed on campus, except for approved instructional activities (e.g., show-and-tell) with prior administrative approval and consideration of student allergies. Pets may not be left unattended or kept overnight due to safety and liability concerns.**

General Safety and Cleanliness

- Fire extinguishers must remain **clearly visible and accessible** at all times.
  All pathways to doors and emergency exits must be kept **clear of furniture, boxes, or other obstructions**.
- Food may not be left unattended in classrooms overnight, as it can attract pests such as rodents and insects.
- Hazardous materials, including cleaning products and instructional chemicals, must be stored in **approved, secure locations** and kept **out of reach of students** at all times.

Compliance

Consistent adherence to these requirements is essential to maintaining a safe, secure, and supportive learning environment. Thank you for your attention to these expectations and for your continued commitment to student and classroom safety.

Mount Pleasant Elementary School District

Volunteer (includes hourly employees, Contactors and Community Based Agencies)

Code of Conduct Prohibited Behavior See also Board Policy 1313

- Behavior construed as discriminatory, harassing, bullying, intimidating or is in anyway unlawful is prohibited.
- Refrain from proselytizing in regard to relation or politics on District property.
- Refrain from sharing observations of students with anyone other than the teacher or administrator
- Do not post pictures of students that were taken during volunteering.
- Refrain from sharing confidential information about students or staff.
- Do not loiter in front office, staff room or any location where confidential information may be discussed.
- Do not remain on campus unsupervised by teacher or administrator after duties have concluded.
- It is the policy of the Governing Board to prohibit any type of close personal relationship or inappropriate socialization, written, verbal or physical, between adults and students that may reasonably be perceived as unprofessional and/or inappropriate.
- Adults shall not entertain, socialize or spend an excess amount of time with students in such a manner as to reasonably create the impression to District staff, other students, their parents, or the public that an unprofessional and/or inappropriate relationship exists,
- Other examples of unacceptable behavior include, but are not limited to, meeting with a student alone and with the doors closed. Doors shall remain open at all times.
- Refrain from sexually oriented conversations or discussions about sexual activities.
- Refrain from private messages between employees and volunteers and students.
- It is prohibited to have any type of sexual relationship, sexual contact, or sexually nuanced behavior between adult and students regardless of the student's age. This includes all social media platforms or similar web sites/technologies, cell phones, and all other forms of electronic or other types of communication. This prohibition applies to students of the same or opposite sex of the adult. It also applies regardless of whether the adult initiated the sexual behavior, and whether the student welcomes the sexual behavior and/or attention,

Both adults and students are encouraged to report any perception, question, or concern that an unprofessional or inappropriate relationship may exist to the school principal, manager or supervisor.

All volunteers are mandated reporters and required to report suspected child abuse.

Suspected Child Abuse and Neglect, BP 5141.4 Should be reported to the teacher and or administrative designee immediately as well as to Child Protective Services at

Child Protective Services (CPS)	Phone: (408) 299-2071 Hotline **Santa Clara County 24 hour Hotline: 1-833-SCC-KIDS (833-722-5437)**	https://capc.sccgov.org/reportig-child-abuse
San Jose Police Department	Imminent danger call 911	https://www.sjpd.org/reporting-crime/child-abuse