Robert Sanders Elementary Comprehensive School Safety (SB187) & Emergency Preparedness Plan

Copy of Plan to be kept in School Office, School Library and posted on Website for public viewing.

Revised 5/12 LCB/StudSvcs
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Introduction

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

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

2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

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

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the main offices and on the District and school website.
Chapter 2

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

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) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Safety Plan Committee

- Patty Pizziol Principal Valle Vista Elementary
- Sue Ambrosini Classified Representative
- Jose Gonzalez Principal, Mt. Pleasant Elementary
- Laurie Clarque Breton Director Student Support Services
- Lisa Kattenhorn Teacher Valle Vista Elementary School
- Laurie Aknin Principal, Robert Sanders Elementary
- Jeremia Cruz Assistant Principal, Robert Sanders Elem.
- Cindy Buell Teacher, Robert Sanders Elementary School
- Mariela Nunez Teacher, Ida Jew Academies
- Trudy Martinez Family Case Manager
Chapter

3

Annual Safety Goals

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

Safety Plan Goals

Introduction
The Mt. Pleasant School District is a small suburban school district located on the east side of San Jose. Mt. Pleasant is composed of a very diverse population with very diverse language and cultural needs. This is evident in the schools’ demographic makeup that is composed primarily of Hispanic, Vietnamese, Caucasian, and Filipino students. Students in the Mt. Pleasant School District also come from very different language and cultural backgrounds. Students from Spanish and Vietnamese speaking homes are two of our largest language groups. Two of our elementary schools, Mt. Pleasant and Robert Sanders, have some of the highest percentages of limited English speaking students in Santa Clara County.

The Safe School Plan was written by a representative group, in consultation with law enforcement, to address the safety concerns identified by students, staff and the community at the three elementary school sites in the district, Mt. Pleasant Elementary, Robert Sanders Elementary, and Valle Vista Elementary. Data used for the plan was obtained from annual suspension and expulsion reports, student and staff surveys including the California Health Kids Survey, and parent concerns. One plan to address the common needs at all three sites would provide for continuity of services and activities for all elementary students in the Mt. Pleasant Elementary School District. In addition the school sites are less than three miles apart. Staff members from each school site participated in the revision of the plan.

The following areas were identified as safety concerns: student attendance and school climate. School climate incorporates issues related to character education, student’s refusal skills and student resiliency. Each area identified was then divided into an overview of the issue, goals and objectives to address the issue, as well as activities to meet those objectives. The committee recognizes that student safety is a community issue and the entire community must be involved in keeping our schools safe.
ISSUE: **POOR STUDENT ATTENDANCE**

**Background Data:** Regular school attendance is crucial for children to learn basic skills and meet educational standards. Students must be present in the classroom when instruction is provided in order to benefit from such instruction. When students are absent or late, they miss out on valuable instructional time. In addition to the educational difficulties an emotional impact, for the student also exists. Research indicates that students who are absent a great deal are more likely to fail academically, drop out of school, and become delinquent over time.

From an educational perspective, poor student attendance makes evaluating the student’s progress, performance, and the instructional program difficult, if not impossible. In addition, poor student attendance affects the school at large in terms of the pacing of lessons, teacher resources and financial loss. Poor attendance further affects our community in terms of increased crime in neighborhoods and support of an uneducated population.

California State law requires that children between the ages of six and seventeen attend school daily, on time, unless the parent gives a valid excuse. A student with five unexcused absences is considered a truant from school. Parents and students may be prosecuted by the District Attorney’s Office. Laws regarding Positive Attendance result in a loss of revenue to the district and school site for any student either excused or unexcused, who is not in attendance. This affects the districts ability to maintain a strong instructional program for all students. Thus one student’s absences can have a negative effect on all of the students learning.

**GOAL:** **INCREASE STUDENT ATTENDANCE.**

**OBJECTIVES:**

1. Decrease the percentage of students with chronic attendance problems by 5%.
2. Reduce the number of truant students by 5% annually.
3. Increase parent education efforts regarding the importance of regular school attendance and compulsory education laws.
4. Increase the number of truant students referred to SARB and District Attorney for prosecution.

**Prevention**

**Prevention activities are focused on improving the climate and culture of the school so that students want to attend.**

Educate parents on Compulsory Education laws. Include notice in school newsletter or Handbook to all parents regarding California State law on Compulsory Education.

- When: Beginning of school year
- Responsible party: Site Administrator
Educate parents on what appropriate circumstances for student absences are: define illness and signs of when a student should stay home; fever, vomiting, etc.
   When: Beginning of School year
   Responsible party: Student Support Services

Encourage parents to make time spent absent from school a time for rest and little stimulation.
   When: Beginning of School year
   Responsible party: Student Support Services

Publicize rewards for students with perfect attendance. Publicize in school newsletters, announcements, etc.
   When: Annually
   Responsible party: Site Administrator

Continue to remind staff of the importance of regular student attendance and consistent enforcement of consequences for all students.
   When: Beginning of year at Faculty meeting
   Responsible party: Site Administrator

Teachers will notify students of importance of good attendance, and expectation that students attend school daily, on time.
   When: During month of September
   Responsible party: Individual teachers

Teachers will touch upon the importance of attendance at open house, back to school activities and parent conferences, emphasizing how missing even one day makes a difference in student achievement.
   When: During month of September
   Responsible party: Individual teachers

Increase awareness of upcoming events and activities by announcing the calendar during the prior week in order to motivate students to attend.
   When: Daily ongoing
   Responsible Party: Site Administrator

Activities shall be held to increase motivation and group support for attendance, i.e., perfect attendance celebrations, non-uniform days, etc.
   When: As classes or students meet goal
   Responsible party: Site Administrator

Distribute award certificates to individual students with perfect attendance at awards assemblies.
   When: At Assemblies
   Responsible party: Secretary and Site Administrator
INTERVENTION

**Intervention activities are focused on improving individual attendance and addressing the needs of students at-risk for attendance difficulties. Intervention activities are conducted to improve student attendance for targeted students.**

Notification to individual student’s parents after 3 unexcused absences with a first Truancy (form letter). Letters may be sent home certified as well as regular mail. Meeting can be held with individual parents or as a group.

- **When:** As needed
- **Responsible party:** Principal

Computer print outs of Attendance Reports for student’s with chronic attendance difficulties, including tardies, to follow students annually from one school to another. This report will assist with tracking students and establishing a pattern of attendance.

- **When:** End of school year
- **Responsible party:** School Secretary

Annual letter sent to parents of children chronically absent or truant. Chronically absent is defined as absent ten percent or more of the school year. The letter will notify parents of student’s attendance history during the previous school year and the District’s intent to continue monitoring the student’s attendance for improvement.

- **When:** Annually prior to new school year
- **Responsible party:** Student Support Services

Student’s Cumulative files taken to the Student Attendance Review Board (SARB) will be labeled with a bright colored sticker indicating the school year in which the student was taken to SARB. Label will notify of need for continued monitoring.

- **When:** As student is referred to SARB
- **Responsible Party:** Student Support Services and School Secretaries

Review necessity of consistent enforcement of truancy violations and monitoring of SARB referrals with administrators.

- **When:** Beginning of school year and periodically at District leadership meetings
- **Responsible party:** Student Support Service

Multi-disciplinary Students Study Team (SST) meeting may be held with parent and student to discuss attendance and other issues and collaborate on strategies to solve problems. If Health problems are an issue, the team will consider doing a Section 504 Accommodation Plan for the student.

- **When:** As Needed
- **Responsible party:** Student Study Team

A student who is found to be legally truant (5 unexcused absences) shall be referred to the Student Attendance Review Board (SARB) after site interventions have failed. The SARB board will meet with the family and set a contract for improved attendance. The SARB Board may recommend referral to community agencies, parent education or law agencies and counseling.
When: SARB Board meeting  
Responsible party: Student Support Services

Notify parents that families receiving financial assistance from Aid to Families with Dependent Children that they may be subject to financial penalties if students do not regularly attend school. This can amount to reduced financial payments.
When: Newsletter  
Responsible Party: Student Support Services

Administrators referring students to SARB will note names of siblings and check attendance in order to identify family and be consistent in efforts across school sites.
When: As occurs  
Responsible Party: Student Support Services

### Enforcement

**Students who continue to have chronic attendance problems or who have not responded to the interventions initiated at the site will be subject to the following consequences as deemed appropriate by the site administrator.**

Students absent without valid excuse or tardy more than thirty minutes may, at the discretion of the principal given the student's age, serve recess or lunch detention or the assignment to the homework center or school service which can include helping in a classroom and school clean up.
When: As Needed  
Responsible party: Teacher or Site Administrator

Students with a high number of excused absences may have a Doctor's note required for continued excused absences over ten percent of the school year. Board policy and regulations maintain students absent over ten percent available at that of the school year require a doctor's note.
When: As Needed  
Responsible party: Site Administrator

The SARB Board will meet with the families referred to discuss student attendance and set a contract for improvement. If the SARB Boards’ efforts have not been successful in improving student attendance, the family will be referred to the District Attorney’s Office for prosecution.
When: SARB Board meets monthly  
Responsible party: Student Support Services & SARB Board

Parents who do not attend SARB meetings and fail to respond to contracts set forth by SARB will be referred for prosecution by the District Attorney.
When: As Needed  
Responsible party: SARB Board

Student Support Services and the school site shall monitor students on SARB contracts for the remainder of the year and the year following.
When: As Needed
Responsible party: SARB Board

Prosecution by the District Attorney’s Office may result in a fine to the parent, assignment of community service or parenting classes. The District Attorney’s Office may also participate in the District’s efforts to mediate with families who are having difficulty prior to prosecution.

When: SARB Board meets monthly
Responsible party: Student Support Services

Families who receive financial assistance through Cal Works may be subject to reduced grants if students are not attending school regularly. Reduction in grants to be determined by CAL Works according to County established policies.

When: As Applies
Responsible party: Cal Works & Student Support Services

ISSUE: SCHOOL CLIMATE

Background  Research in the area of Resilience suggests that students identified as at-risk that have achieved success in school and in life, share certain attributes in their environments. These attributes include feelings of belonging and connection in a supportive environment with high expectations. Success for these students is defined as high school graduation, lack of juvenile delinquent or illegal behaviors, and sobriety. The Safe Schools Committee believes that each school culture must incorporate those attributes that support students and provide high academic and personal expectations. Our goal is to have all students be resilient to outside influences. To accomplish this, we must create a positive school climate with activities that support a strong community, individual differences and appreciation for varying cultures providing high expectations for success for all students. Student belonging for Safe School purposes includes feelings of safety, support, respect, resilience, fitting in and feeling part of a whole where everyone contributes in a positive manner. Areas addressed under school climate include the social environment, reducing vandalism, and student safety to and from school.

GOAL: MEMBERS OF THE SCHOOL COMMUNITY WILL FEEL SAFE, SUPPORTED AND A SENSE OF BELONGING AT THE SCHOOL SITE.

OBJECTIVES:

1. Increase opportunities for parents and community members to be involved in the school. To be measured by parent attendance at parent nights, events, and activities

2. Increase the percentage of students reporting that they feel they “belong at school” as measured on the California Healthy Kids Survey.

3. Decrease the percentage of students having behavioral difficulties as measured by school discipline and suspension reports. SWIS

4. Increase the number of students scoring as proficient on STAR- California Testing and Reporting System
PREVENTION
Prevention activities are focused on improving student to student and student to teacher relationships so that all students, regardless of academic achievement, feel that they belong at school. Prevention efforts further create an environment where diversity of culture, race and language are not only accepted but also incorporated and celebrated.

Increase consistent enforcement of “sign-in” procedures on campus for “visitors”. Educate parents and students on procedures and enforce procedures consistently for all individuals coming onto campus through signs in office, handbooks and newsletters.
   When: Daily
   Responsible party: School secretary and staff

Increase the number of signs and locations that signs are posted instructing visitors to sign in at the school office and wear badges identifying them.
   By: Beginning of School Year
   Responsible party: Maintenance Department

Teach students how to identify people they do not know on campus. Show them how to identify staff and “Visitor’s” badges.
   When: Beginning of school year
   Responsible Party: Classroom teacher

Incorporate the school wide Peace Builders Prevention program as part of the core curriculum to teach students ways to resolve conflicts, address anger and communicate effectively.
   When: Beginning of school year
   Responsible Party: Classroom teacher

Schools will implement school wide positive behavioral supports (PBIS) to provide universal prevention of problem behaviors and improve school climate.
   When: Through out school year
   Responsible Party: All School Staff

Schools will explicitly teach appropriate student behaviors in targeted areas of the school, focusing on “Being Responsible, Being Respectful and Being Safe”.
   When: Through out school year
   Responsible Party: All School Staff

Parents will receive information on social networking and computer use to decrease cyber-bullying, use of inappropriate websites, and texting to increase student safety and privacy.
   When: Through out school year
   Responsible Party: School Administrator

Adults providing student supervision will be trained annually in systematic supervision and positive student interaction.
   When: Through out school year
   Responsible Party: School Administrator
The misconduct notice will be revised to better document issues at the school site and areas of focus.

   When: Through out school year
   Responsible Party: School Administrator

Office staff including site principals will receive training on the SWIS program to collect data on behavioral issues and design plans for addressing areas of concern.

   When: Through out school year
   Responsible Party:

The principles of Peace Builders will be incorporated throughout the curriculum and school day in order to emphasize and model the principles so that students incorporate it into the daily routine of school.

   When: Throughout school year
   Responsible party: Site administrator and Student Support Services

Review school rules with students regarding name-calling and bullying. Help students’ problem solve what to do if called a name.

   When: Beginning of school year
   Responsible Party: Classroom teacher

Conduct bi-annual climate surveys for Single School Plan to determine what areas should be focused on for improvement.

   When: Bi-Annually at end of year
   Responsible party: Student Support Services/ Site Administrator

Train Staff annually in Code Red and Code Blue lockdown procedures to be used in case of an intruder on campus

   When: Annually at beginning of year
   Responsible Party: Site Administrator/ Student Support Services

Conduct at least one Code Red drill per school site per year.

   When: Ongoing
   Responsible party: Student Support Services

Make sure that each classroom is provided with the appropriate materials for emergency preparedness and code red annually.

   When: Annually and as needed
   Responsible Party: Site Administrator & classroom teacher

Annually train new teachers in personal safety strategies, including blood borne pathogens. Provide refresher lessons for returning staff.

   When: Annually and Bi-annually
   Responsible party: Student Support Services

Provide training on mandated child abuse reporting to all new teachers.
Students and parents will be made aware of the camera surveillance utilized at each school site, to help prevent vandalism and crimes on school grounds.

Increase communication with the Middle School to communicate patterns of student behavior and areas for behavior improvement.

Educate parents and students on safety with strangers. Utilize resources from the San Jose Police Department such as inviting the Vanished Children’s Alliance to talk with parents and students.

Continue partnerships with City and community organizations to provide services for students.

Maintain the school as the center of the community by bringing families on campus for guest speakers, school functions, and “family” nights. Enlist the help of the Parent-Teacher-Student Association (PTA) in organizing activities such as a family dance, cultural dinners, reading nights, etc.

Establish clear expectations of what conduct and behavior is expected from both students and staff to agencies that provide extra-curricular activities on our school grounds (Parks and Recreation, All Stars, etc.). Provide copies of student handbook and rules.

Acknowledge the support of individual community members annually through activities and newsletters and encourage more community members to be involved.

Continue to participate in cultural activities and celebrations such as Chinese New Year, Cinco De Mayo, International Cultural Days, or Mexican folk dance in order to acknowledge the richness of our community.
Train staff on student disabilities and learning differences through workshops and hands-on materials.
   When: Ongoing
   Responsible party: Special Education Office & Site Administrator

Continue efforts to involve bilingual parents’ participation in school functions, during the school day and in parent groups, through parent nights, translated newsletters, and translators at meetings.
   When: Ongoing
   Responsible Party: Site Administrator

Increase parent awareness and communication through publicizing the school and district website.
   When: Update as information changes
   Responsible Party: Site Administrator

Continue to research and apply for grants and funding through public and private sources to support students programs and parent training.
   When: Ongoing
   Responsible Party: District Office Staff

Educate parents on the behavioral expectations and rules of the school in order for parents to support and enforce those expectations with their children.
   When: Parent night, Ongoing
   Responsible Party: Site Administrator

Provide clear expectations of what conduct and behavior is expected from students through the Student Handbook. Make sure Handbook is sent home with all students upon enrollment and at the beginning of year.
   When: Beginning of school year & upon enrollment
   Responsible Party: Site Administrator & Secretary

Verbally inform students of school conduct and rules at “Welcome Back” assemblies and teacher provided lessons in the classroom.
   When: Beginning of school year
   Responsible Party: Site Administrator & Classroom Teachers

Briefly discuss with parents school rules and reminders to check backpacks for items that should not be brought to school at Back To School Night.
   When: Beginning of school year
   Responsible Party: Site Administrator & Student Support Services

Staff will continue to communicate with students using vocabulary and expectations appropriate to the child’s age level and language proficiency.
   When: Beginning of School year & Ongoing
   Responsible Party: Site Administrator & District Staff
List hours of site supervision in the Student Handbook so that parents and students know when students will be supervised when on site.
   When: Beginning of school year
   Responsible Party: Site Administrator

Continue to provide opportunities for academic remediation and support for students who are achieving below grade level
   When: Ongoing
   Responsible Party: School site staff

Each school will have an anonymous reporting system for students to report incidents of bullying.
   When: Ongoing
   Responsible Party: Site Administrator

School Staff will be trained in addressing complaints regarding harassment and bullying.
   When: Ongoing
   Responsible Party: Site Administrator

Teachers will receive training on preventing and responding to incidents of bullying addressing the victim, harasser and bystanders.
   When: Ongoing
   Responsible Party: Site Administrator

**ENFORCEMENT**

**Decrease incidents of perceived danger and poor student choices.**

Increase enforcement of school uniform policies. In those cases where a parent has submitted a Waiver opting out of uniforms the modified dress code shall be enforced.
   When: Ongoing
   Responsible party: Site Administrator & Staff

The Student Information System, Powerschool, will be maintained in the individual’s student log section regarding behavior, attendance, and other relevant information that needs to be documented in order to better identify and track students needs and interventions and increase communication between school sites.
   When: Ongoing
   Responsible party: Administrators

Provide mainstream opportunities for students with Special needs.
   When: Ongoing
   Responsible party: Student Support Services

Continue to monitor the lighting needs at the school sites. Increase the lighting in the areas determined to have poor lighting (quad areas, playground, outer walls, picnic area, behind schools).
   When: As soon as possible
Responsible party: Maintenance & Operations Department

Invite the Police and the District Insurance agency to do regular surveys of the sites to help determine any possible areas that may be targets of vandalism.
   When: Beginning of school year
   Responsible party: Student Support Services

Increase student ownership of the school site through clean up efforts, school pride activities and beautification efforts. Let students know that vandalism affects everyone at the school. Encourage students to report incidents.
   When: Semi-Annually
   Responsible party: Site Administrator

Ask alarm company and beat officers to patrol the school sites more often during the night and weekend hours.
   When: Weekly
   Responsible party: Maintenance & Operations

Provide training to teachers and parents on graffiti. These signs may include certain types of drawings on backpacks, notebooks, or miscellaneous papers.
   When: Annually
   Responsible party: Student Support Services

Students caught vandalizing school grounds will be cited by the Police, serve community service, and pay retribution to the school site/district
   When: As occurs
   Responsible party: Site Administrator & Maintenance Office

For graffiti that costs the site up to $100.00 the following may occur: the police will be called and a warning may be given on the first offense (calling the police is at the Principals discretion). Documentation shall be made of all students committing vandalism and reported to the maintenance office.
   When: Ongoing
   Responsible party: Site Administrator

Site Administrator and Maintenance Manager will have a conference with the offender and parents, the student will be suspended and depending on severity, community service will be assigned.
   When: As occurs
   Responsible party: Site Administrator

Sites will contact August Boeger administrators to check if any graffiti (monikers) are known or can be determined in order to track and apprehend offenders.
   When: As occurs
   Responsible party: Site Administrator

Remove all graffiti as soon as possible from walls and all visible surfaces.
   When: As Occurs

SITE COMPREHENSIVE SAFETY PLAN
## STUDENT SAFETY TO AND FROM SCHOOL

Encourage students to walk together to school, where students in the same neighborhood walk as a group to and from school.
- **When:** Beginning of school year
- **Responsible party:** Site Administrator & Classroom Teacher

Encourage parents to establish a buddy system for walking to school. Have children walk with neighbors or in groups to increase safety.
- **When:** As possible
- **Responsible party:** Site Administrator

Encourage parents to have a “check in” location or person for students so that someone will know in a timely manner when a child has not arrived from school on time. This can be done in newsletters, letters home, etc.
- **When:** Beginning of school year
- **Responsible party:** Site Administrator

Continue “Safe Place” program for neighborhoods surrounding schools so that if a student is afraid they have somewhere to go for help before reaching home.
- **When:** Immediately
- **Responsible party:** Site Administrator & Student Support Services

Send information home to parents reminding them of safety tips for children when approached by strangers or walking alone.
- **When:** Annually and as needed
- **Responsible party:** Student Support Services

Distribute phone numbers for emergencies, non-emergencies, Truancy Abatement, and Traffic Safety to appropriate school site staff.
- **When:** Immediately
- **Responsible party:** Student Support Services

Notify parents that the police or Child Protective Services can be called when students are left on school grounds without appropriate supervision to the child’s age range. For example, a second grader left at the school at 7:30 am, thirty minutes before adult supervision of students begins.
- **When:** As needed
- **Responsible party:** Site Administrator

Invite community members to contact the school if they see students that are acting inappropriately or are in any danger on the way to and from school.
- **When:** Throughout School year
- **Responsible party:** Site Administrator
The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- 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.
- If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.

- Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
  - Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies
A. Definition of Child Abuse

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

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

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

B. Mandated Child Abuse Reporting

a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

   The telephone call must be made immediately or as soon as practically possible by telephone. AND
A written report must be sent within 36 hours of the telephone call to the child protective agency.

c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

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

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

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

C. Sexual Activity

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

a. Involuntary sexual activity is always reportable.

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

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

Not Reportable Sexual Activity:

a. Child is 14 years or older and the partner is 14 years or older and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

E. Child Abuse Reporting Number: (408) 299-207

F. Staff Training

New staff are trained annually. Child Abuse reporting procedures are also included in the District Handbook that every staff member receives annually.
The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

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

**Prohibited student conduct includes, but is not limited to:**

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

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

4. Damage to or theft of property belonging to students, staff, or the district
5. Use of profane, vulgar, or abusive language
6. Plagiarism or dishonesty on school work or tests
7. Inappropriate attire
8. Tardiness or unexcused absence from school
9. Failure to remain on school premises in accordance with school rules

10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

**Possession/Use of Cellular Phones and Other Mobile Communications Devices**

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

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

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

A school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures. A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

**Bullying/Cyberbullying**

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

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

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members also may be provided with similar information.
Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level and District procedures.

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

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

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

**Enforcement of Standards**

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

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

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

Policy Adopted: March 2012
The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary technique:


Grounds for suspension which fall under Education Code 48900

a. Caused, attempted to cause, or threatened to cause physical injury to another person
b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal

c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.

e. Committed or attempted to commit robbery or extortion

f. Caused or attempted to cause damage to school property or private property
g. Stolen or attempted to steal school or private property
h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products
i. Committed an obscene act or engaged in habitual profanity or vulgarity
j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia
k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
l. Knowingly received stolen school property or private property
m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
n. Committed or attempted to commit sexual assault
o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
r. Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act, as defined directed towards another pupil or staff
.7 Willfully threatened to commit a crime which will result in death, great bodily injury to another person or property damage (in excess of $1,000) even without the intent of actually carrying out the threat
.4 Harassment, Threats or Intimidation- intentionally engaged in harassment, threats, or intimidation directed at staff or students sufficiently severe or pervasive of materially disrupting class work, creating disorder, and creating an intimidating or hostile educational environment (grades 4-8)
.3 Caused or attempted to cause, threatened to cause, or participated in, an act of hate violence(grades 4-8)

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

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

Expulsion Policies under Education Code 48915:

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

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

Mandatory Recommendation for Expulsion

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

a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
b. Brandishing a knife at another person
c. Unlawfully selling a controlled substance as defined by Education Code
d. Committing or attempting to commit a sexual assault as defined in the Education Code

F. Staff Training

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

Staff Notification of Dangerous Students

B. Staff Training

Staff are notified of students who may be considered dangerous through emails and memos placed in the teacher mailboxes.
CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

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

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

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

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

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

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

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

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

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

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

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

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

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

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

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

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

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

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

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

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

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

Bully Behavior Prevention, Intervention and Discipline Plan

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

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

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

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

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

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

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

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

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

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

**Procedures for Investigating and Responding to Bullying Incidents**

**Reporting**

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

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

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

Reporting any act of bullying:

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

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

3. Any member of the school community who may have credible information about an act of bullying that may have taken place may file a report of bullying either as a witness or a victim.
4. Any student (or a parent or guardian on behalf of the complainant who is a minor) who believes he/she is a victim of bullying, has witnessed an act of bullying, or has knowledge of any incidents involving acts of bullying are strongly encouraged to report the incidents to a school official.

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

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

**Investigation of Complaints**

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

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

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

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

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

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

5. In general, student complainants and/or alleged victims will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.
6. When necessary to carry out the investigation or for other good reasons, and consistent with federal and state privacy laws, the principal/designee or appropriate administrator also may discuss the complaint with any school district employee, the parent of the alleged victim, the parent of the complainant or accused, and/or child protective agencies responsible for investigating child abuse.

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

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

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

Informal Resolution

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

Formal Resolution

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

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

External Investigation

If the act is outside the scope of the District and determined a criminal act, referral to appropriate law enforcement shall be made immediately, the parent will be notified, and the referral documented by the principal/designee in the specified format.
Mt. Pleasant School District

Sexual Harassment Policy

A. Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment

Mt. Pleasant School District
Board Policy

Students

Sexual Harassment

BP 5640

The district is committed to providing a school environment free of sexual harassment. The district maintains a strict policy prohibiting sexual harassment. Unlawful harassment in any form including verbal, physical, and visual conduct, threats, demands, and retaliation is prohibited. Unlawful harassment, as defined by the U. S. Supreme Court and the Education Code, includes but is not limited to:

A. Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.

2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.

3. The conduct has the purpose of having a negative impact upon the academic performance, or of creating an intimidating, hostile, or offensive educational environment. Even if the conduct
or language is not sexual in nature, harassment based on the victim’s sex may create a sexually discriminatory learning environment.

4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available or through the educational institution.

B. Any act of retaliation against a student or employee for reporting violations of this policy or for participating in the investigation of a sexual harassment complaint.

C. A variety of circumstances in which harassment can occur:
   1. The victim as well as the harasser may be a woman or a man, a girl or a boy; the victim does not have to be of the opposite sex.
   2. A student can be the victim of sexual harassment by another student, the victim’s teacher, another teacher, a principal, a counselor, a parent volunteer, a coach, a custodian, an instructional assistant or school secretary, or any other agent or employee of the school district.
   3. The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.

D. Numerous behaviors which are unwelcome:
   1. Physical—leering; winking; throwing kisses; sexual gestures; deliberate touching, pinching, patting, leaning over, intentional rubbing or brushing against another individual’s body; grabbing, fondling; kissing, cornering a person, or blocking a person’s way or other physical interference with normal movement; attempted or actual rape or sexual assault; sexual intercourse.
   2. Verbal—sexual demands, sexual propositions, sexual slurs, sexual jokes, sexual teasing, sexual remarks, sexual questions, sexual telephone calls, catcalls, or whistles. Derogatory comments; too-familiar remarks about an individual’s body parts; repeated, unwanted requests or pressure for dates; requests for sexual activity; remarks or rumors about an individual’s sexual activities; unwelcome compliments; telling about sexual fantasies.
   3. Visual—sexually explicit posters, graphics, cartoons, drawings, objects, sexually suggestive looks or gestures, leers, or gawking.
   4. Written—notes or letters of a sexual nature, displays of sexually explicit literature, posters, or poems.
   5. Threats and demands—to submit to sexual requests in order to obtain a grade or special privilege.

E. Conduct prohibited by this policy need not be sexual in nature but can be harassment carried out because the victim is of a particular sex; for example, referring to women or girls as “chicks,” “broads,” etc.; making statements about women or girls based on stereotypes; suggesting that women or girls should not hold certain positions because they are incapable of carrying out certain functions.
F. Students have a right to redress for protected-basis harassment. In order to secure the right, students must present the complaint to their teacher, counselor, principal, or to a designated complaint officer. When a report is made, the complaint will be thoroughly and objectively investigated with the results to be communicated to the complainant as soon as practical.

If it is determined that unlawful harassment has occurred, the district will take effective remedial action commensurate with the severity of the offense up to and including expulsion or termination. Appropriate action will also be taken to deter any future harassment. Whatever action is taken against the harassment will be made known to the complainant. The district will not retaliate against the person filing a complaint nor will retaliation by any other person be knowingly permitted.

The district encourages all students to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved.

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 its schools.

Information gathered in the course of investigating a sexual harassment complaint shall be kept confidential to the extent possible.


COMPLAINT PROCEDURES ARE POSTED ON THE DISTRICT WEBSITE AND AVAILABLE IN EACH SCHOOL OFFICE

C. Staff Training

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

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

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

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

On-Campus Evacuation/Assembly Location

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

Off-Campus Evacuation/Assembly Location

Each site has established an off site location for assembling students

Prior to an event:
   a. Identify off-campus evacuation site(s).
   b. Establish a memorandum of agreement with the evacuation site(s).

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

School Map with Emergency Evacuation Routes and Off-Campus Evacuation Locations are listed in the back of this plan.
School Discipline
A. Statement of Rules and Procedures On School Discipline

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

B. Notification to Students and Parents

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

GENERAL STUDENT EXPECTATIONS

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

<table>
<thead>
<tr>
<th>PROBLEM AREA</th>
<th>EXPLANATION</th>
<th>POSSIBLE DISCIPLINARY ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSAULT/BATTERY</td>
<td>Willfully engage in or threaten any act which causes or might cause serious physical injury to another person</td>
<td>Suspension, alternate school site or program, expulsion, report to police</td>
</tr>
<tr>
<td>DANGEROUS WEAPONS/INJURIOUS OBJECTS (IMITATION OR OTHERWISE), EXPLOSIVES, LASER POINTERS</td>
<td>Possession or use of a gun, a knife, or any object which might be used to inflict bodily injury to another person. This includes laser pointers and toy weapons</td>
<td>Suspension, expulsion, report to police</td>
</tr>
<tr>
<td>EXTORTION/ROBBERY</td>
<td>The solicitation of money, or something of value, in return for protection, or in connection with a threat to inflict harm</td>
<td>Suspension, expulsion, report to police</td>
</tr>
<tr>
<td>ARSON</td>
<td>Willfully, maliciously, or recklessly igniting or being party to igniting a building, school, or personal property</td>
<td>Suspension, expulsion, report to police</td>
</tr>
<tr>
<td>EXPLOSIVE DEVICES/PEPPER SPRAY</td>
<td>The use, possession, or sale of any explosive device</td>
<td>Suspension, expulsion, report to police</td>
</tr>
<tr>
<td>POSSESSION OF DRUGS, ALCOHOL PARAPHERNALIA</td>
<td>Use, possession, or sale of drugs, narcotics, alcohol or other controlled substances</td>
<td>Parent involvement, suspension, alternate school site or program, expulsion, report to police</td>
</tr>
<tr>
<td>FIGHTING</td>
<td>Mutual combat not resulting in serious physical injury</td>
<td>Informal talk, conference, alternate school site, suspension, expulsion</td>
</tr>
<tr>
<td>SEXUAL HARRASSMENT</td>
<td>Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the educational setting. Creates an intimidating environment</td>
<td>Informal talk, conference, parent involvement, suspension, expulsion, alternate school site</td>
</tr>
<tr>
<td>HATE VIOLENCE (4-8 grade)</td>
<td>Cause, attempted to cause, threatened to cause or participated in an act of hate violence, including race, religion and sexual orientation</td>
<td>Suspension, expulsion, report to police</td>
</tr>
<tr>
<td>DISORDERLY CONDUCT, INCLUDING PROFANITY, VERBAL ABUSE, AND OBSCENE BEHAVIOR (4-8 grade)</td>
<td>Conduct or behavior which is disruptive to the orderly educational procedure of the school; vulgarity or acts which are considered obscene</td>
<td>Office referral, conference, suspension, parent involvement, alternate school site program, expulsion</td>
</tr>
<tr>
<td>UNEXCUSED ABSENCE OR TRUANCIES</td>
<td>Any absence which has not been excused both by a parent or legal guardian and approved by the appropriate school official</td>
<td>Parent conference, detention, alternate school site program, SARB referral, referral to District Attorney, written parent notice, truancy citations</td>
</tr>
<tr>
<td>DEFIANCE OF AUTHORITY</td>
<td>Refusal to comply with reasonable requests of school personnel</td>
<td>Informal talk, office referral, detention, suspension, parent involvement, alternative school site or program., expulsion</td>
</tr>
<tr>
<td>TARDINESS</td>
<td>Arriving late to school or class</td>
<td>Informal talk, detention, parent involvement, office referral</td>
</tr>
<tr>
<td>UNIFORM DRESS CODE</td>
<td>Not complying with the District uniform policy. No student is permitted to attend school if his/her appearance is disruptive to the operation of school</td>
<td>Informal talk, conference, detention, suspension</td>
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</tr>
<tr>
<td>FORGERY</td>
<td>Writing and using the signature or initials of another person.</td>
<td>Parent involvement, detention, suspension.</td>
</tr>
<tr>
<td>CHEATING</td>
<td>Using or allowing use of unauthorized material other than the student’s own, to complete tests or class assignments and claiming that the work was original.</td>
<td>Informal talk, detention, no credit for the assignment or test, parent involvement, suspension, drop from class.</td>
</tr>
<tr>
<td>GAMBLING</td>
<td>Participation in games of chance for the purpose of exchanging money or something of value.</td>
<td>Informal talk, parent involvement, suspension, expulsion.</td>
</tr>
<tr>
<td>THEFT/POSSESSION OF STOLEN PROPERTY</td>
<td>Taking or attempting to take property that does not belong to oneself, or possession of stolen property.</td>
<td>Informal talk, conference, parent involvement, suspension, expulsion, restitution, report to police.</td>
</tr>
<tr>
<td>SMOKING/USE OF TOBACCO</td>
<td>Use or possession of tobacco on school property or during school activities.</td>
<td>Informal talk, conference, parent involvement, detention, suspension, alternate school site.</td>
</tr>
<tr>
<td>DESTRUCTION OR DEFACEMENT OF PROPERTY</td>
<td>Destroying, damaging or mutilating property or materials belonging to school, school personnel or other persons</td>
<td>Informal talk, conference, suspension, expulsion, restitution, report to police, alternate school site.</td>
</tr>
<tr>
<td>INTERNET USE</td>
<td>Any use of Internet for purposes other than those specified by the school.</td>
<td>Informal talk, conference, suspension, expulsion.</td>
</tr>
<tr>
<td>TERRORISTIC THREATS</td>
<td>Any threat to commit a crime that would result in serious injury or damage. Even if there is no intent.</td>
<td>Threat Team investigation, intervention, suspension, expulsion, report to police.</td>
</tr>
<tr>
<td>HARRASSMENT, THREATS OR INTIMIDATION</td>
<td>Engages in harassment, threats or intimidation directed towards students or staff that creates substantial disorder, invades the rights of others and creates an intimidating or hostile environment.</td>
<td>Informal talk, conference, parent involvement, suspension or expulsion</td>
</tr>
<tr>
<td>BULLYING</td>
<td>Any act of bullying, including but not limited to bullying committed by means of an electronic act.</td>
<td>Informal talk, conference, parent involvement, suspension or expulsion</td>
</tr>
</tbody>
</table>

**D. Staff Training**

Each staff member is provided with a copy of the District Handbook annually at the beginning of the school year.
Mt. Pleasant School District maintains a uniform dress code for students. Listed below are the school uniform requirements. Modifications may be made annually to this list.

A. Provisions of dress code.

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

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

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

Individual School Spirit Shirts:
Each site administrator will determine when Spirit Shirts may be worn.
If an undershirt /tee shirt is worn, it must be white and free of logos or designs and be tucked in.
Polo shirts must be long enough to cover the top of the pant pocket. Not too long, tight or baggy

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

SWEATSHIRT   Hoods may not be worn in the classroom
Grade K-5th Forest Green   Grades 6-8th gray (any shade) or white
Hooded or non-hooded
Pull on or zipper style
School logo or plain
Free of other logos or designs
All Stars or Walden West Sweatshirts—Must be size appropriate—not too big or too small.
Site administrators will determine when spirit shirts, Walden West and All Star sweatshirts may be worn.

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

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

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

**SOCKS**
White or black.
One pair of socks maybe worn
Tights may be worn
Socks are not to be stuffed under the tongues of shoes.

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

**HAIR**
Hair should be clean and neatly groomed.
Hairspray or mousse is not allowed at school
Hair styles should be appropriate in length and color; not distracting to other students and disruptive to the learning process. Violators will call home to make the necessary arrangements to correct the situation.

**MAKE-UP, PERFUME, GROOMING PRODUCTS**
*Make up is not appropriate for the K-5 setting.*
Spray deodorant or perfumes are not allowed

**JEWELRY**

* Long earrings and large hoops are not permitted.

* Jewelry that may offend community sensibilities is not allowed.

* Students with body piercings (lip, eyebrow, nose, tongue, etc.) are not permitted to wear jewelry in those piercings to school. * Chain wallets are not permitted.

**HATS, SUNGLASSES, AND ACCESSORIES**

* Head coverings may be worn on school grounds only for protection from weather or religious reasons.

* Head coverings or hair decorations that are gang-like in nature or color are not allowed including bandanas.

* Sunglasses may not be worn at school.

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

**BACKPACKS Grades 6-8**

* Black, brown, white, or dark green

* Backpacks must be solid color.

* Patches are not permitted.

* Backpacks with print fabric, cartoon characters, or other logos are not appropriate for junior high school and are not permitted.

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

**BACKPACKS Grades K-5**

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

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

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

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

**DRESS CODE/NON-UNIFORM DAY GUIDELINES:**

These are days identified by the school administration. On non-uniform days, students must dress within acceptable standards of cleanliness and modesty. All clothing should be clean, neat, in good repair, non-distracting, non-offensive and safe for school activities. Students who violate the non-uniform guidelines will call home to get the appropriate clothing. Students who are ineligible for the non-uniform day and do not wear their school uniforms will also call home to have their uniform brought to school.

**The following items are not permitted:**

SITE COMPREHENSIVE SAFETY PLAN
* Skirts and shorts that do not reach your fingertips when arms are at their sides.
* Low cut tank tops or shirts, vests and jackets with large or gaping arm holes.
* Crop tops, bare midriff blouses, cut-offs, or see-through jerseys
* Straps less than 1 inch wide
* Revealing clothing that is distracting or disruptive to the learning process.
* Clothes, jewelry, or pins that advertise products that are illegal or off limits to minors, or that may offend community sensibilities and/or interfere with students doing their best work.
* Sandals, flipflops, or high-heeled shoes.
* No Red or Blue clothing or items with insignias from non-school clubs, organizations, or gangs.  

[EC 35183,35183.5]

**DRESS CODE VIOLATIONS**

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

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

**PARENT WAIVER**

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

**B. Staff Training**

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

Earthquake Drills

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

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

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

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

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

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

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.
Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

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

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

**Standards for a Successful Earthquake Drill:**

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

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

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

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

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

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

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

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

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

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

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

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

Standards for a Successful Fire Drill:

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

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

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

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

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

For sites that have had Code Red training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools conduct drills every year. Drills are scheduled with Student Support Services.

There are a number of steps that are recommended in the Code Red Active Shooter Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
   a. Locking doors
   b. Covering windows
   c. Turning off lights
   d. Building barricades
   e. Reviewing classroom and all clear procedures
   f. Reviewing off site evacuation locations.

2. Send a follow-up reminder memo to your staff

3. Organize your assessment team.

4. Conduct the assessment.

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

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

Requirements

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

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
• Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
• Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
• Provide for interface and coordination between sites and the County or city EOC in which they reside.
• Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References
State of California
California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).
The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

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

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

The law has two ramifications for School District employees:

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

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

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

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

**California Civil Code, Chapter 9, Section 1799.102**

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

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

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

**California Emergency Plan**

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

### Definitions: Incidents, Emergencies, Disasters

**Incident**

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

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

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

**Emergency**

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

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

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

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

**Disaster**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Earthquake Size Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptive Title</strong></td>
</tr>
<tr>
<td>Minor Earthquake</td>
</tr>
<tr>
<td>Small Earthquake</td>
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<tr>
<td>Moderate Earthquake</td>
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<tr>
<td>Major Earthquake</td>
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<tr>
<td>Great Earthquake</td>
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</tbody>
</table>
Levels of Response

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

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

Response Level 3 - Local Emergency

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

Response Level 2 - Local Disaster

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

Response Level 1 - Major Disaster

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

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

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

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

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

Preparedness Phase

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

Response Phase

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

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

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

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

First Things First

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

Staff member needs

To prepare their family and home for earthquakes and other emergencies

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


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

This means the school staff will need to stay with the children. You must feel that your family can activate your Family Plan without you.

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

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

**District and Parent Responsibilities for Students**

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

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

1. Until regular dismissal time and released only then if it is considered safe, OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
   a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
   b. If students are on their way home from school, they are to continue home.

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

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

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

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district’s stated policy on retention at school and authorized release in case of a severe emergency.
Chapter 7

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

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

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

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:
   a. Fire
   b. Peacetime Bomb Threat
   c. Chemical Accident
   d. Explosion or Threat of an Explosion
   e. Following an Earthquake
   f. Other similar occurrences that might make the building uninhabitable
   g. At the onset of an Active shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER
Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

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

Action TAKE COVER is appropriate for, but not limited to, the following:
   a. Severe Windstorm (short warning)
D. Action: DROP

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

Action: DROP consists of:

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

b. Outside of School Buildings
   • Earthquake: move away from buildings
   • Take a protective position, if possible

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

E. ACTION: DIRECTED MAINTENANCE

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

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

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

F. ACTION: DIRECTED TRANSPORTATION

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

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

a. Fire
b. Chemical & Biological Gas Alert
c. Flood
d. Fallout Area
e. Blast Area
f. Specific Man-Made Emergency (shooting, fire, etc.)

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

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

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

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

**While in a vehicle or school bus**, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.
Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

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

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

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

c. Teachers will close doors upon evacuating.

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

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

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

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

Fire Near School

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

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

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

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

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

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

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

**PREPARING FOR AN OUTAGE**

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district’s PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

Have flashlights & replacement batteries available for the restrooms and other locations with no windows.

Ask your staff and students to have seasonal warm clothing available.

Use surge protectors for all computer equipment, major appliances and electronic devices.

If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to the Telephone Company, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

Use a buddy system when going to the restrooms.

DO NOT USE barbeques, Coleman-type stoves, hibachis, and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

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

Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

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

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

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

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

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

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

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

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

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

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

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

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

THE PERSON RECEIVING THE BOMB THREAT WILL:

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

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
  - Your name
  - Your call-back phone number
  - Exact street location with the nearest cross street
  - Nature of incident
  - Number and location of people involved and/or injured
- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance.
<table>
<thead>
<tr>
<th>Questions to Ask:</th>
<th>Exact Wording of Threat: “</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When will the bomb explode?</td>
<td><strong>Caller’s Voice:</strong> (circle all that apply) <strong>Caller’s Language:</strong> (circle all that apply) <strong>Background Sounds:</strong> (circle all that apply)</td>
</tr>
<tr>
<td>2. Where is the bomb right now?</td>
<td>Calm</td>
</tr>
<tr>
<td>4. What kind of bomb is it?</td>
<td>Excited</td>
</tr>
<tr>
<td>5. What will cause it to explode?</td>
<td>Slow</td>
</tr>
<tr>
<td>6. Did you place the bomb?</td>
<td>Rapid</td>
</tr>
<tr>
<td>7. Why?</td>
<td>Soft</td>
</tr>
<tr>
<td>8. How did the bomb get in the school?</td>
<td>Loud</td>
</tr>
<tr>
<td>9. Where are you calling from?</td>
<td>If voice is familiar, who did it sound like?</td>
</tr>
<tr>
<td>10. What is your name, address, phone</td>
<td><strong>Other Observations:</strong></td>
</tr>
</tbody>
</table>
The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

**Low Level:**

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

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

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

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

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

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

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

- **If and when possible, call Administration and/or 9-1-1.**
Lockdown: Active Shooter

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

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:
- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- Notify administration
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration notifies the Superintendent

Intermediate activities:
- Place a red card under the door/in a window if you have a serious injury in the classroom.
- Take roll
- Conduct anxiety-reducing activities

Evacuation:
- Prepare students and yourself for a quick evacuation
- Follow directions of law enforcement when they arrive
Poisoning, Chemical Spills, Hazardous Materials

POISONING:
If a student ingests a poisonous substance:
- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.
Following any emergency, notify the District Superintendents' Office

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

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

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

**Spill Clean Up**

Chemical Spills may not be cleaned up by school personnel. Call the District Office at Maintenance Department, extension 70117 or from outside 223-3763 The cleanup will be coordinated through a designated contractor.

**HAZARDOUS SUBSTANCES**

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

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

Always call for assistance and:

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

If the spill is too great to handle, contact the District Office Maintenance
Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

**VEHICLE FUEL SPILL**

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

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

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

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

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

In an Emergency Building Evacuation all employees will:

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

In an Emergency Building Evacuation teachers will also:

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

Emergency Campus Evacuation

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

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

**Medical Emergencies**

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

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

**Rescue Breathing**

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

**To Stop Bleeding**

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

**Treatment for Shock**

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

**Choking**

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

**Triage Guidelines**

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

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

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

<table>
<thead>
<tr>
<th><strong>Second Priority - YELLOW TAG</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Burns</td>
</tr>
<tr>
<td>2. Major multiple fractures</td>
</tr>
<tr>
<td>3. Back injuries with or without spinal cord damage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Third Priority - GREEN TAG</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fractures or other injuries of a minor nature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lowest Priority - BLACK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Obviously mortal wounds where death appears reasonably certain</td>
</tr>
<tr>
<td>3. Obviously deceased</td>
</tr>
</tbody>
</table>
S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

- **Initial contact** Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

**Assess respiration (normal, rapid, absent)**

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

**Assess perfusion (pulse, bleeding)**

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

**Assess Mental Status (commands, movement)**

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

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Suicide

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

**Do’s**

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

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

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

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

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

**Don’ts**

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

Don’t act shocked or be sworn to secrecy.

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

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

Don’t take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.
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.
- Contact Superintendent to determine need to send students home
# Mass Casualty

## PATIENT TRACKING SHEET

<table>
<thead>
<tr>
<th>PARAMEDIC</th>
<th>VICTIM NAME</th>
<th>STUDENT ID #</th>
<th>TIME OF DEPARTURE</th>
<th>Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGH – LOS GATOS</td>
<td>STH – SANTA TERESA</td>
<td>ECH – EL CAMINO</td>
<td>OCH – O’CONNOR</td>
<td>SUH - STANFORD</td>
</tr>
<tr>
<td>GSH – GOOD SAMARITAN</td>
<td>SJH - SAN JOSE</td>
<td>Other</td>
<td>VMC – VALLEY MED</td>
<td></td>
</tr>
<tr>
<td>KSC – KAISER SANTA CLARA</td>
<td>SLH – STE. LOUISE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signed</th>
<th>Date</th>
</tr>
</thead>
</table>

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SITE COMPREHENSIVE SAFETY PLAN 84
Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential.”
- Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as “Anthrax”

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health
authorities and law enforcement officials for follow-up investigations and advice.

**Envelope with powder or powder spills out onto a surface**

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

**Possible room contamination by aerosol**

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- **Move upwind, uphill, or upstream.**
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

**DO NOT PANIC**

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special
equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

**Botulism**

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

**Foodbourne Botulism**
The bacterium is ingested with the contaminated food source.
- Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.
- Double or blurred vision, drooping eyelids, slurred speck, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.
- These symptoms may be proceeded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

**Inhalational Botulism**
Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable form those of foodbourne botulism, except that the gastrointestinal signs sometimes associated with foodbourne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

**Smallpox**

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970’s, and the World Health Organization recommended governments cease routine vaccinations in 1980. Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980’s, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.
Immunization & Mass Prophylaxis

Pandemic & Bio-Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Santa Clara County Public Health Department San Jose and Mt. Pleasant School District officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).
Responsibilities for a School Disaster
Everyone at a school will have some responsibilities in an emergency based on their job, 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) can be adapted to your school.

Major Concepts and Components

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

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

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

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

How ICS Functions

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

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

Incident/School Commander (The “leader”)

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

Operations Section (The "doers")

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

Planning/Intelligence Section (The "thinkers")

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

Logistics Section (The "getters")

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

Finance and Administration Section (The "collectors")

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

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

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.
Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

**Advantages of using Unified Command**

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

**Pre-Designated Incident Facilities**

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

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

**COMPLETE THE FOLLOWING CHART:** School ICS charts in back of plan. Plan will be updated annually by September 30th, Inserted in Plan, posted in Office and a copy submitted to Student Support Services
Staging Areas — Available in Office

- Command Posts

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Evacuation Centers

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Command Posts

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Operations

Each site has a Incident Command System developed at the school and updated annually.
District Emergency Operations Center

Emergency Communications

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

**Emergencies within a school:**

Internal communications will be via:

- Public address systems.
- Radio
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- Radio
- News bulletins, as needed, by appointed personnel only.

**Emergencies affecting two or more schools:**

In-district communications will be via:

- Telephone, if operable.
- District internal Radio communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.
- A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.
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, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."

- Unit to Base
  - Identify yourself: “This is ______NAME____, ______POSITION____, from ______SITE____.
  - Base will respond.

- Give message, after transmission is complete. Base will end with (base number)clear

- Unit to Unit
  - Use unit number to begin and end transmissions.

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

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

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

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.

- Keep secretaries briefed on situation changes and what to tell people who phone the School District.

- Hold briefings with employees, labor association leaders, Board President student leaders and other key communicators.

- Enact telephone tree in order to communicate updates.

- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.

- Supply Superintendent's office and public information offices with a copy of each bulletin.
**Working with the news media:**

Only pre-assigned personnel will 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 are to report any news media personnel that appear elsewhere on campus.

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**Media Contact Information**

<table>
<thead>
<tr>
<th>Television Stations</th>
<th>Fax Numbers</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPIX Channel 5 (ASSIGN. EDITOR)</td>
<td>415-765-8916</td>
<td>415-765-8610</td>
</tr>
<tr>
<td>KRON Channel 4 (BONNIE HITCH)</td>
<td>415-561-8136</td>
<td>415-561-8907</td>
</tr>
<tr>
<td>KGO-TV Channel 7</td>
<td>408-261-6413</td>
<td>408-261-6410</td>
</tr>
<tr>
<td>KQED TV Channel 9</td>
<td>415-553-2456</td>
<td>415-864-2000</td>
</tr>
<tr>
<td>KNTV Channel 11</td>
<td>408-538-1530</td>
<td>408-286-1111</td>
</tr>
<tr>
<td>KOFY TV (PS Announcement only)</td>
<td>415-641-1163</td>
<td>415-821-2020</td>
</tr>
<tr>
<td>KICU Channel 36</td>
<td>408-953-3630</td>
<td>408-953-3636</td>
</tr>
<tr>
<td></td>
<td>(408-383-2100)</td>
<td></td>
</tr>
<tr>
<td>KSTS Channel 48</td>
<td>408-434-1046</td>
<td>408-435-8848</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Newspapers</th>
<th>Fax Numbers</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose Mercury News</td>
<td>408-288-8060</td>
<td>408-920-5541</td>
</tr>
<tr>
<td>Evergreen Times</td>
<td>408-494-7078</td>
<td>408-484-7000</td>
</tr>
<tr>
<td>Bay City News</td>
<td>408-294-7745</td>
<td>408-294-2793 or 415-552-8900</td>
</tr>
<tr>
<td>El Observador</td>
<td>408-295-0188</td>
<td>408-295-4272</td>
</tr>
<tr>
<td>La Alianza</td>
<td>408-272-9395</td>
<td>408-295-9394 or 408-270-2457</td>
</tr>
<tr>
<td>LaOferta Review</td>
<td>408-729-3278</td>
<td>408-729-6397</td>
</tr>
<tr>
<td>La Voz Latina</td>
<td>408-297-1428</td>
<td>408-297-1553</td>
</tr>
<tr>
<td>East (Jeff Butler)</td>
<td>408-928-1757</td>
<td>408-928-1750</td>
</tr>
</tbody>
</table>

Mt. Pleasant School District

<table>
<thead>
<tr>
<th>EOC Message Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Check One</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A #_____</td>
<td></td>
<td>Fatalities</td>
</tr>
<tr>
<td>B #_____Minor</td>
<td></td>
<td>Injuries Minor: In need of First Aid attention only</td>
</tr>
<tr>
<td>C # of Injured</td>
<td>#_____Major</td>
<td>Injuries (Ambulance)</td>
</tr>
<tr>
<td></td>
<td>#_____Moderate</td>
<td>Major: Unable to treat on site, i.e. airway &amp; breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moderate: Burns, major multiple fractures, back injuries with or without</td>
</tr>
</tbody>
</table>
spinal cord damage

**Property Damages**

- **Major damage:** building collapse, building leaning, major ground movement causing large cracks in ground.
- **Moderate damage:** Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).
- **Minor damage:** Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.

**Resources Needed**

___ Other: (describe)

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

**Additional Information:**

**Disposition:**

**Action Requested By:**

**Time Action provided:**

**Recovery**

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

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

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

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

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

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

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

In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.
Annual 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 use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Steps</th>
<th>Who</th>
<th>Done</th>
</tr>
</thead>
</table>
| Review employment screening policy & procedure     | • Does your screening process include volunteers, cafeteria workers, , and security, in addition to educational staff?  
• Does your procedure allow for actual searches of courthouse records  
• Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked?  
• Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who visit? | Security  |      |
| 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  |      |
| Review access control procedures and heighten employee awareness | • Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well.  
• Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property?  
• Has a visitor log and ID badge system been implemented? | Everyone  |      |
| Train everyone to recognize and report suspicious activities on campuses. | • Are persons taking pictures or filming campus activities questioned?  
• Are specific individuals assigned to inspect the outside of campus buildings?  
• Have you developed a plan to handle reports of suspicious activity? issue placed on routine checklists for maintenance and custodial personnel?  
• Do personnel know what to do if a suspicious package is found?  
• When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts? | Everyone  |      |
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 you have a zero tolerance for verbal threats of any kind?
- Do all members of the school community know that any threat, or information about a potential threat, must be reported? Do they understand that there is no such thing as a threat intended as a joke?
- Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?

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

Work closely with local law enforcement and health officials.

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

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

Train staff on identifying and handling suspicious packages and letters.

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

<table>
<thead>
<tr>
<th>Mail room</th>
<th>Secretarial Security</th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL
Safety Plan Annual Emergency Plan Checklist
School Year: ____________________________

Site: Site Checklist
Due By: October 1 Each Year
Submit To: Student Support Services

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

Check Requirement

1. Read the District Disaster Plan, and know the responsibilities of the site manager
2. Designate a second-in-command and a backup
3. Orient staff to District Disaster Plan, review site procedures (staff meeting)
4. Update site plan, assign staff responsibilities (complete staff roster sheet)
5. Schedule necessary training (First Aid, CPR, Search & Rescue)
6. Schedule drills: Fire, Earthquake, Active shooter, Communications
7. Complete site map, post as required, and forward a copy to Maintenance Department
8. Complete Site Hazard Survey
9. Complete Classroom Hazard Survey Summary
10. Submit Classroom Hazard Survey Summary to Maintenance Department
11. Participate in test of District Radios
12. Check battery-operated radios
13. Check location and condition of 2 meter radio antennae and the base for installing the antennae if appropriate.
14. Complete supplies and equipment inventory to include classroom emergency kits
15. Order supplies and equipment as necessary
16. Evacuation areas/alternative identified for all classes
17. Communications to parents and students about disaster procedures
   Mt. Pleasant District Student Release Policy and School Emergency Information Cards
18. Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
19. Assess food supplies as applicable.
20. Meet with child care provider and coordinate disaster preparedness plans
21. Identify hospitals and clinics in school’s area that have back-up emergency power that would be able to handle casualties in an emergency.

Principal’s Signature Date
SCHOOL

Annual Site Hazard Survey

Year ______________________

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the Director of Student Support Services by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

☐ 1. Proximity of toxic, flammable, corrosive, chemical, or reactive materials
☐ 2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
☐ 3. Likelihood and possible effects of flooding or landslides
☐ 4. Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
☐ 5. Water heaters are strapped
☐ 6. Objects that restrict people from moving to a safe place (tables, computers and desks in hallways) etc.
☐ 7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
☐ 8. Storerooms: heavy items stored on bottom shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
☐ 9. All computers and peripherals should be situated so as not to create a tipping hazard
☐ 10. Machine shop and woodshop: equipment should be bolted down
☐ 11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
☐ 12. Sound system speakers and spotlights: secure
☐ 13. Compressed gas cylinders: secured top and bottom with a safety chain
☐ 14. Weight room/motor development room equipment: racks anchored and weights properly stored
☐ 15. Laboratory chemicals on shelves: restrained
### General Guidelines

<table>
<thead>
<tr>
<th>Category</th>
<th>OK</th>
<th>Needs Attention</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signs Posted, Controlled Access</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic review, parking, fire lanes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate surfacing, lighting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Postings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assembly Rooms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exits clear, exit &amp; emergency lights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floors, seating maintained</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage: clean, clear exits, wiring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen: clean, safe food storage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Play Ground</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stairs, ramps, walkways, gates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surfacing in common areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rooms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazardous material storage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate ventilation, fume hoods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety signs posted, enforced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emergency Preparedness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire extinguishers checked monthly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire and Earthquake drills conducted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid Equipment in place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evacuation routes posted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Training on Emergency Procedures</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Non-structural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her classroom for hazards and correct any hazards he/she can; items he/she cannot correct will be submitted to the principal on this form by September 30. The principal shall submit a completed copy of the school needs with the principal’s checklist by October 30 to Maintenance Department with appropriate Work Orders.

<table>
<thead>
<tr>
<th>ROOM NUMBER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deficiencies to be corrected by maintenance staff:</strong></td>
<td></td>
</tr>
<tr>
<td>Free standing shelves over 4 feet tall secured to floor or wall</td>
<td></td>
</tr>
<tr>
<td>File cabinets bolted to wall</td>
<td></td>
</tr>
<tr>
<td>File cabinet drawers have latches</td>
<td></td>
</tr>
<tr>
<td>Paints and chemicals restrained on shelves</td>
<td></td>
</tr>
<tr>
<td>Wall-mounted objects are secured</td>
<td></td>
</tr>
<tr>
<td>Sound system speakers are secured to building</td>
<td></td>
</tr>
<tr>
<td>TV securely fastened to platform or cart</td>
<td></td>
</tr>
<tr>
<td><strong>Deficiencies to be corrected by school personnel:</strong></td>
<td></td>
</tr>
<tr>
<td>Heavy objects removed from high shelves</td>
<td></td>
</tr>
<tr>
<td>Aquariums located on low counter or restrained</td>
<td></td>
</tr>
<tr>
<td>Computers fastened to work station</td>
<td></td>
</tr>
<tr>
<td>Desks and tables cannot block exits</td>
<td></td>
</tr>
<tr>
<td>Cabinets or equipment on wheels cannot block doorway</td>
<td></td>
</tr>
</tbody>
</table>
# ANNUAL DISASTER SERVICE WORKER SURVEY  Year________________

## General Information

1. Name
2. Position
3. Location
4. Work Phone/Ext.
5. Home Phone

## Specialized Skills

| Skill                          | Knowledge | Language(s) | Expiration Date | Training
|-------------------------------|-----------|-------------|-----------------|----------
| 1. Bilingual?                 | If yes    | Language(s) |                 |          
| 2. CPR Certified?             | If yes    | Expiration Date | Yes          |
|                               | If no     | Yes to be trained |          |
| 3. First Aid Certified?       | If yes    | Expiration Date |                 |          
|                               | If no     | Yes to be trained |          |
| 4. CERT (Trained?)            | If yes    | Expiration Date |                 |          
|                               | If no     | Yes to be trained |          |
| 5. Simple Triage/Rapid Assessment Trained? | If yes    | Expiration Date |                 |          
|                               | If no     | Yes to be trained |          |

## Personal Responsibilities

1. Children? If yes, ages:
2. Special needs? If yes, please describe:
3. Elderly parents? Comments:
4. Pets? Comments:
5. Other caregivers available? Comments:

## In an Emergency -- Confidential

1. Anything you want us to know?
   - Special Needs?
   - Medications?
2. Other:
AMERICAN RED CROSS
RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS
Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Storage
Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies
The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food
Water
  - ½ gallon per person per day times two days, with small paper cups

First Aid
  - Compress, 4 x 4": 1000 per 500 students
  - Compress, 8 x 10": 150 per 500 students
  - Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
  - Triangular bandage: 24 per campus
  - Cardboard splints: 24 each, small, medium, large
  - Butterfly bandages: 50 per campus
  - Water in small sealed containers: 100 (for flushing wounds, etc.)
  - Hydrogen peroxide: 10 pints per campus
  - Bleach, 1 small bottle
  - Plastic basket or wire basket stretchers or backboards
  - Scissors (paramedic): 4 per campus
  - Tweezers
  - Triage tags: 50 per 500 students
  - Latex gloves: 100 per 500 students
  - Oval eye patch: 50 per campus
  - Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
  - Dust masks: 25 per 100 students
  - Disposable blanket: 10 per 100 students
  - First Aid books: 2 standard and 2 advanced per campus
  - Space blankets
  - Heavy duty rubber gloves: 4 pairs

Sanitation Supplies
  - 1 toilet kit per 100 students/staff, to include:
    - 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
    - Soap and water, in addition to the wet wipes, is strongly advised.

Tools per School
  - Barrier tape, 3" x 1000": 3 rolls
  - Pry bar
  - Sledge hammer
  - Shovel
  - Pliers
  - Hammer
  - Screwdrivers
  - Utility knife
  - Broom
  - Utility shut off wrench: 1 per utility

Other Supplies
  - Folding tables, 3' x 6': 3-4
  - Identification vests for staff, preferably color-coded per school plan
Clipboards with emergency job descriptions
Office supplies: pens, paper, etc.
Signs for student request and release
Alphabetical dividers for request gate
Copies of all necessary forms

Food
The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment
Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member
Hard hat, OSHA approved
Identification vest
Leather work gloves
Safety Goggles
Dust mask
Flash light, extra batteries
Duffel or tote bag to carry equipment

Gear per S&R Team
Backpack with First Aid supplies
Master Keys
Homeland Security Advisory System
Homeland Security Advisory System

(Adapted for Santa Clara County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

### Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

### Low General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
• Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
• Develop visitor identification and sign in procedures.
• Arrange for staff members to take a First Aid/CPR course.
• All school keys should include the provision for “Do Not Duplicate”
• Review and update the Emergency Call-in List.

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

**Guarded General Measures**

• Communicate the change in threat level to all staff members.
• Check and test emergency communications, coordinate with all school sites and staff.
• Review and update emergency response procedures.
• Provide parents or guardians with any information that would strengthen a school’s ability to respond to a terrorist threat.
• Mark keys with “Do Not Duplicate”. (See Condition Green)
• Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
• Review and update current emergency call-in list.
• Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
• Test your generator once per week.

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

**Elevated General Measures**

• Communicate the change in threat level to all staff members.
• Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
• Implement, as appropriate, contingency emergency response plans.
• Identify and monitor government sources for warnings.
• Review mail handling, and delivery of packages procedure with staff.
• Consider escorts for building visitors.
• Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
• Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
• Test your generator once per week.

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

**High General Measures**

• Communicate the change in threat level to all staff members.
• Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
• Be alert to parent, staff, and student concerns to determine when/how to communicate.
  a. Communication should focus on reassurance that school is a safe place
     i. Reminder – schools have existing safety plans
     ii. Reminder – schools practice their safety procedures
     iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
• Evaluate school events and take additional precautions, if necessary.
• Consider assigning mental health counselors for students, staff, and faculty, if needed.
• Discuss student’s fears concerning possible terrorist attacks and offer available resources.
• Consider reducing site ingress and egress points to an absolute minimum.
• Refuse access to people who do not have identification or a legitimate need to enter the site.
• Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
• Consider parking controls or special restrictions at all sites
• Test your generator once per week.

A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Santa Clara County Emergency Operations Center, located at 4985 Broader Blvd. Dublin, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-needed basis.)**

The Santa Clara County Office of Education will provide staff at the Santa Clara County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated...
as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

<table>
<thead>
<tr>
<th>Severe Measures</th>
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<tbody>
<tr>
<td>• Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.</td>
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<tr>
<td>• Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.</td>
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<tr>
<td>• Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.</td>
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<tr>
<td>• Communicate the change in threat level to all staff members.</td>
</tr>
<tr>
<td>• Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.</td>
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</tbody>
</table>
| • Gather and provide related information to students, staff and parents.  
  A. review communication guidelines under Orange Threat Level  
  B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Santa Clara County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students. |
| • Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed. |
| • Consider canceling special events. |
| • Consider closing campuses, if necessary. |
| • Maintain close contact with your local Emergency Manager. |
| • Monitor all deliveries and mail to your buildings. |
| • Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility. |
| • Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered. |
| • Ensure mental health counselors are available for students, staff and faculty. |
Listed below are websites that provide additional information.

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

http://www.whitehouse.gov White House


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

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

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

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

http://www.fbi.gov/ Federal Bureau of Investigation

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