

# Comprehensive School Safety Plan

**LEA:** Mt. Diablo Unified School District  
**School:** Bancroft Elementary School  
**CDS:** 07 61754 6003966  
**Principal:** Linda Schuler  
**Contact Person:** Principal  
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**Phone Number:** (925) 933-3405  
**School Year:** 2014-2015  
**Public Hearing Date(s):** April 14, 2015

The school certifies completion of this safety plan.

**School Site Council Approval:** April 14, 2015

**Board of Education Approval:**

## Introduction

The Comprehensive School Safety Plan shall be used to provide details regarding each school's strategies, programs and procedures to support a safe school environment. The California Education Code sections **32280-32289** outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. Requirements are:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The information contained in a school's safety plan may be supplemented by information not specified in the California Education Code sections **32280-32289**.

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**School's Vision Statement EC 32282 (a)(2)(H)**

Your school's vision statement should mention a safe and orderly environment conducive to learning.

The Bancroft learning community offers inclusive and coordinated programs to educate the mind and encourage the heart and spirit of every individual.

Bancroft implements a rigorous Common Core State Standards curriculum with research-based strategies and technologies that actively engage all students while examining, monitoring, and reporting student achievement data to target and sustain growth towards College and Career Readiness. Teaching, learning, friendships, and wellness are achieved in a safe, welcoming, and positive school atmosphere that promotes community engagement, personal responsibility, mutual respect, and appreciation for others.

**Safety Plan Development and Review EC 32282(e)**

<b>School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members</b>	Principal or Designee	Classified Employee	Certificated Employee	Other School Staff	Law Enforcement	Parent	Community Member	Student	Other
	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	
1. Linda Schuler	X								
2. Linell Rooney		X							
3. Jose Cancio		X							
4. Deanne Giffin			X						
5. Stefamie Lee, Director Diane Adair Day Care						X	X		
6. Peggy Grunert			X						
7. Janet Gay			X						
8. Jen Winbery			X						
9. Nancy Hagen			X						
10. Melissa Horgan						X			
11. Kaori Hornbaker						X			
12. Brenda Walsh						X			
13. Stepahie Hall						X			
14. Officer Godinez, WCPD					X				
15.									
16.									

The SSC/Planning Committee reviews and addresses, as needed, the school's procedures for complying with existing laws related to school safety. Record the date of the review(s).

## **Assessment of the Current Status of School Crime EC 32282(a)(1)**

Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment. Identify the specific data sources used in your assessment.

### Suspensions for 2013-2014

Arson- 0  
Assault- 3  
Defiant, disrespectful- 8  
Bullying- 3  
Leaving class w/o permission- 1  
Disruption of School Activities- 1  
Harassment/Bullying- 1  
Theft- 1  
Threats to student and others- 1

### Suspensions for 2014-2015

Assault- 6  
Assault on School Employee- 1  
Behavior- defiant / disrespectful- 11  
language- obscene or vulgar- 1  
Property damage- 1  
Racial Slur- 2  
Threats to Students, others- 4

### 2014-2015

Weekly CARE Team meetings to monitor behavior, services, supports  
Annual SST' s held in 2014-2015- 21  
Climate Meetings- 8  
Life Skills Assemblies- 9

### Attendance rates

2012-2013- 95.75%  
2013-2014- 96.63%  
2014-2015:- 96.87%

Suspensions are issued as a result of dangerous, unsafe behaviors that effect student safety, the school climate and learning in classrooms and or when all other means to correct behaviors have failed. A high average percent of daily attendance continues to be a hallmark of the Bancroft School Community. Families are contacted for excessive and unexplained absences and may receive a referral to an SST, SART, and SARB with support from the district CWA. Every means is used to help support attendance in order to promote the best possible advantages for every student.

A Coordinated Care Team is in place and provides on-going monitoring of students receiving Tier 3 interventions for behavioral and or academic needs. Collaborative Care Team meetings are held with classroom teachers to review achievement data and teacher led RtI supports. Teacher led teams provide tier 2 supports and enrichment based on student learning outcomes. Students needing more support academically, emotionally, behaviorally or socially are provided next steps using school wide systems of support including the SST pre-referral process. SST (Student Success Team) meetings are planned as the need to elevate the tier of support occurs. The SST provides an action plan of supports and interventions that are monitored and reviewed every six weeks. Response to

Intervention (Rtl) model provides supports academically to students based on Common Formative Assessments (CFA) used at the grade level to monitor learning of grade level concepts and skills. Benchmark formative assessments using the iReady formative assessment tool is administered two times a year to monitor growth towards end of year grade level standards. Students not on target to meet grade level proficiency are given academic and behavioral support intervention targeted to close learning gaps in essential foundational skills that are preventing them from making new grade level gains. Students exceeding expectations are provided more challenge.

The Bancroft Learning Center is staffed with one full time Resource/Intervention Teacher, and one 30 hour per week resource assistant. In addition, the Bancroft PFC allocates funding to support additional instructional assistants that are deployed at strategic times each day to K-3 grade levels in the school. The Learning Assistants also support the Science Lab set up and keeping the school Library open at Lunch recreation times and to support a Kindergarten Library Media period for all four Kindergarten classes each week. The Instructional Assistants support the tiered supports occurring based on the grade level Professional Learning Community (PLC) work focused on data analysis of student learning.

Teachers are given professional development opportunities in Math, Writing, and Reading Comprehension. Training with technology is provided and technology provided into the classroom supports instruction and learning.

A school counselor was added as part of the Comprehensive Safety planning in 2011-2012. The counselor was funded through our school SLBIG funds. This was not continued as site funding was shifted to providing more whole school supervision during recreational times, campus supervision during the instructional day and having the school library open during the grade 1-5 lunch periods four days per week. A school Counselor position is being considered for the 2015-2016 school year funded by the PFC. Additional, the MDUSD is considering Elementary Counselor support.

As part of a positive school climate Bancroft uses the Building Effective School Together (BEST) program. A school behavior matrix was developed and is reviewed annually. The Bancroft Best 3 B's program includes the use of Bancroft Best Life Skill slips that are given to students for demonstrating expected behaviors. Students get a prize or an award for every 10 slips earned and collected. A school wide system to monitor the slips is managed centrally. In 2014 – 2015 the Soul Shoppe program was introduced school wide using the Tools of the Heart, Peacemaker and Respect workshops. Selected student leaders in grades 3-5 were given specialized training to become Bancroft Peacemakers. These students support the Tools of the Heart "I Message" and "The Clean Up" for their peers if appropriate.

Students needing more behavioral supports to acquire expected behaviors or to learn replacement behaviors are supported with Behavior or Learning Contracts developed with the principal. Daily check in and check outs are part of the contract support for students. Data is collected to monitor response and growth over a 2-6 week period of time. Students who are not responding to school wide systems of support may be referred to the district Positive Behavior Team (PBT) or referred for a Behavioral Specialist observations and supports. Suspensions are used in the event that student behaviors create a liability to the safety of the child and or other students and staff and significantly disrupt the learning environment and or that all other means of correcting the behaviors have failed.

Coordinated student wellness is addressed through on going trainings by our district school nurse and enhanced through a variety of schedules and activities that include two recreational periods per day for students in grades 1-5, 200 minutes of PE programming every ten school days, non-food recognitions, celebrations and prizes, healthy food menus at classroom celebrations held periodically throughout the school year.

Annually, a School Site Safety Committee meets to review safety components and inspects the grounds and facilities for safety improvements.

Local law enforcement is invited to visit on campus and have been given the school master key and all staff member cell phone numbers in the event that a school emergency necessitates communication between law enforcement and staff.

School security procedures include limited entrance and exit points at arrival and dismissal times. Beginning at 8:00 am, the last entrance in and out of the school is locked. A posted sign at this entrance welcomes visitors and directs them to call the office or ring the doorbell in order to be allowed access into the front office. Once visitors are approved in, they must check in and obtain id badge via the front office or show a district security badge. No one without an ID badge is allowed into classrooms, Pod centers, or the grounds of the school. Teachers or staff in classrooms only are permitted to open doors and approve anyone into the classrooms/pods, etc. Students are trained never to answer the door and that the adult in charge is solely responsible. Two entrances to the campus are re-opened 5 minutes prior to dismissal times to allow parents access to the main courtyard until they are able to walk to classrooms at the dismissal bell.



Student restrooms are clearly marked and signs are posted that adults are not permitted to use student restrooms. Adult restrooms are located in the school office.

On-going reviews with law enforcement and the staff are conducted to ensure safe and secure procedures are used and emergency planning is based on homeland security and local law input.

Annual review of all safety changes are provided to the community and at School Site Council meetings and at Parent Faculty Club (PFC) meetings. Information regarding site security and safety are provided via the handbook, web site, newsletters, Constant Contact emails, and recorded phone messaging systems.

{i\_SchoolCrime}

### **Conclusions from Assessment of Current Status of School Crime**

Your assessment conclusions should reflect input from staff, students, parents and community members, as appropriate. The Bancroft Site Safety Team (BSST) met February 8, 2013 to review and overhaul the safety plan and update the disaster preparedness plan. Based on the review, physical grounds and facility walk through, and recommendations of the safety team, new site security and safety measures were implemented beginning in February 2013 with a phase in approach to additional security measures and changes. Student and staff surveys were conducted in May 2013 around bullying. In the areas that teachers felt were areas of concern for bully, the students surveyed in grades 1-5 also showed similar concerns? A notable gap between student and teacher surveys from May 2013 was that teachers noted bully occurring on the playground\*, restrooms\*, and cafeteria\* daycare, and courtyard ( \*indicates highest percentages). Student however, noted bullying occurring in 15 out of 15 areas with playground, restroom and car pool areas at the highest percentages. Classrooms and pod centers were noted by students to be an area of concern as well as in the school office. Another significant area of concern from student surveys is how students are teased. Student's survey data revealed most of the teasing occurring around hair and clothing at 37 %. The next significant ratings were teasing about either being a boy or a girl and skin color at 22%. Bancroft is a diverse school population with many nationalities represented. Data revealed to us a need to do more education around bully behaviors and to recognize both bully and stand by bully behaviors. A school wide assembly "The Power of One" was provided in September 2013. Education around bully behaviors and reviewing and posting the Power of One Pledge (anti-bullying pledge).

Teaching staff has requested a conversation around school uniforms to address the need to reduce pressures around clothing and to help focus students towards a mental approach of "dressing for success" at your job. The topic of uniforms will be explored and will include parent, teacher and staff and student voice. Soul Shoppe program was introduced for the 2014-15 school year and will continue over the next two years with new workshops and review of skills. Data also has led to increased and more consistent campus supervision and to provide an alternate setting each day away from the playground at the lunch time recreational periods for grades 1-5. Funding to have the school library open for this purpose M, T, TH, and F from 11:20-12:30 was established. Library use averages about 50 students per day. Students can play board games, engage in crafts, read, write, visit, and can use the computers at the Thursday lunch period.

A recess time "growing time" was introduced for the 2014-15 school year where students who need to do some reflection on behaviors are able to do so away from the main office area with supervision and support. Student reflection time is limited to one minute per age (i.e. 6 years old do a 6 minute growing time, 10 year olds do a 10 minute growing time reflections. Students at attending Growing Time still have a portion of their recess time or are given a separate recreational time after peers return to class). Walnut Creek Police Chief and Tactical officer met with the principals of the Northgate feeder pattern schools and superintendent of schools in January 2013. At the meeting important information about live shooting incidents were provided. Law enforcement patrols have been implemented for all Walnut Creek Schools and officers are expected to do drive arounds about every 2 weeks. Law enforcement continues to provide immediate assistance when called to Bancroft School regarding safety or student well-being issues.

The Bancroft Safety Team reviewed areas of pride and addressed areas of concern. Significant concerns were raised over site security in light of children abductions and the December 2012 shootings at Sandy Hook Elementary School. These events affected all of us. A balanced review of site security and maintaining a welcoming sense of community was addressed. Changes were implemented immediately and will be reviewed for effectiveness as well as to increase a phase in of more site security. The MDUSD maintenance and operations department will be providing upgrades to fencing, and parking lots by 2014. All door locks are in compliance with the security upgrades being implemented district wide. The door locks are all Columbine locks. On going review of procedures and practices will be conducted at least two times each school year. Community publications and communications have addressed changes as well as presentations to the Parent Faculty Club, and School Site Council. During the 2012-2013 school year 12 surveillance cameras were installed with software by MDUSD. Cameras operate 24/7 and are maintained or replaced by the district. Law enforcement has made a recommendation that the school install a lock box at the entrance of the school. Inside the lock box will be the key to open the school. Walnut Creek PD will install the outer padlock to the box with to a key to match that they carry to open such boxes in the event they need to enter the school under an emergency situation.

## **Provide and Maintain a High Level of School Safety EC 32282(a)(2)**

Identify appropriate strategies and programs that provide and maintain a high level of school safety.

Data used to determine areas of pride and areas of improvement:

Information from Aries around attendance, discipline and counseling.

Bancroft School Safety Team (BSST) meeting February 25, 2015 to review areas of pride, and addressed areas for growth in our practices that promote a positive and safe learning environment. Updates were made to the physical and social climate of Bancroft School BSST based on an initial physical inspection of the grounds and facilities on February 8, 2013 noting all areas for physical or procedural improvements and or refinements. This inspection is updated annually.

Safe School Team review the following areas were noted as areas of pride:

- Great school and community to work in and sense of welcome and belonging.
- High Achieving School
- Professional development on: Reciprocal Teaching, Singapore Math, Board Math and Language, Being a Writer, Writers Workshop, Common Core State Standards, Close Reading, Google Classroom,
- BEST (Building Effective School Together) training and implementation of positive behavior expectations for students.
- The Bancroft School Climate Handbook- outlining all BEST practices including student recognitions and progressive consequences aimed at supporting learning safe, respectful and responsible replacement behaviors when students exhibit need for practicing and learning expected behaviors.
- A well established Life Skills program and student recognition assemblies each month
- Soul Shoppe Program started in 2014-15
- Bancroft has an experienced faculty and staff.
- Teachers work in PLC (Professional Learning Community) team to analyze student achievement data in order to adjust instruction and provide interventions and or enrichment to students. Instruction and time are the variables that equal successful learning for all students.
- High level of parent involvement and engagement
- Students, staff and parents care about one another. High level of respect and support for all members of the community
- Strong relationship between school and on site day care program
- Visiting teachers and other MDUSD employees who work or visit at Bancroft consistently praise our positive school culture.
- Parent Faculty Club that supports the input and needs of instructional programming.
- Annual upgrades in technology for classroom instruction and student learning
- Centralized Library/media/ Computer Lab
- PFC funded Art Program and Science Lab ( Lab opened in August 2013)
- Learning Center instructional assistants funded annually by the PFC.
- Focus on student well being, health and fitness such as daily PE, Wellness Wednesday, 45 minute lunch and recreational times, sports equipment for students to use at recesses, after school enrichment classes, and annual school musical and grade level events/celebrations. Annual Science Festival.

Area of focus:

1. To maintain a Learning Center support model and to increase student well being, attendance, academic achievement, and language development.
2. Upgrade use of technology and innovation for instruction and learning
3. To provide upgrades to site for comfort, school pride & security in an ongoing effort to ensure community safety, and improve the physical learning and play environments for the students and staff.

## **School Interventions and Support Systems BP 5144; AR 5149**

MDUSD BP 5144

Discipline

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, positive conflict resolution techniques, and positive behavioral support strategies whenever possible.

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Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website. [www.MDUSD.org](http://www.MDUSD.org). Click on Departments, then Superintendent. Click on Board Policies then GMAUT online. Enter user name: public. Enter password: mdusd. Select section 5000 Students. Scroll to:  
BP 5144 Discipline

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Prior to completing this section, review the MDUSD Student Behavior Expectations manual and the MDUSD Crisis Intervention manual.

List and describe interventions and support systems that are in place as a deterrent to suspension and expulsion.

Soul Shoppe programming

Principal/Student support check ins and check outs

Positive Behavior contacts

Behavior Intervention Plans

Counseling

Friendship groups and social Skills training

Alternative recess activities, games, locations

Fund extra instructional assistants for the Learning Center to support academic and behaviors achievement

Month Life Skills assemblies to recognize student accomplishments

Climate Meetings with parents to address needs and supports

Student Success Teams

Collaborative Care Team

Buddy classes and pairing students up with teacher mentors

Wellness and health check ins done by the school nurse or CWA.

Describe the guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, counselors, school resource officers and police officers on your campus.

The school counselor visits classrooms and conducts academic and social skills counseling. Mental Health referrals are conducted through the school psychologist. The Walnut Creek Police resource office is available to and visits the school campus periodically or as requested.

**Ensuring a Safe and Orderly Environment AR 0450**  
**Component I: The Social Climate, People, and Programs**

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

Component I The Social Climate People and Programs	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
<b>Goal #1:</b> To maintain the integrity and inclusiveness of the Bancroft Learning Center delivery of services to support all students.				
<b>Objective:</b> Maintain parent requested referral for Special Education testing to , 0.5 % of each school year				
<b>Activities</b>				
1.0 maintain funding for instructional assistants in the Learning Center	Principal, Learning Center Teacher	June 2016. PFC funding	Instructional assistants, funding from PFC.	Schedules, staffing, achievement data,
2.0 continuation of the CARE Team and weekly meetings to monitor supports. Hold Collaborative CARE team meetings every 6-7 weeks to include teacher collaboration	CARE Team-	June 2016	RS, Counselor, school psychologist, principal program specialist, behaviors, Speech therapist, outside agencies include WCPD or social services or mental health providers	Data collections, SST referrals, Assessments, Rtl monitoring
3.0 School counselor to provide support for identified students for building resiliency and coping skills, for making friends, managing emotions and improving academic achievement	Principal. CARE team	June 2016	LCFF, PFC	Schedules, referrals
4.0 Continue Soul Shoppe Programming through 2018	Principal	June 2016	LCFF, PFC	student workshops, Peace Maker trainings and meetings/schedules budgets, schedules
5.0 Support for Rtl with bilingual teachers and assistants for the Two Way Dual Immersion enrichment program	Principal, Director of Language Development, District departments	June 2016	LCFF, district funding	budgets, schedules

Component I The Social Climate People and Programs	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
<p><b>Goal #2:</b> To increase the consistent use of safety procedures and practices . To maintain the use of the Life Skills, and Soul Shoppe to promote a safe, respectful and responsible learning environment</p>				
<p><b>Objective:</b> To hold a community type forum to obtain input and voice for continuing and improving safety, well-being, recreation, and involvement , one time per school year.</p>				
<b>Activities</b>				
<p>1.0 bring outside presenters for school assemblies for safety and curriculum based learning</p>	<p>Principal Staff Parents Students Comprehensive school site safety committee. School Site Council</p>	<p>June 2016 Grants PFC Site Funds</p>	<p>Trained teachers, personnel Communications for meetings, newsletters, information, signs, repairs Awards,</p>	<p>Purchase orders Yearly and published calendar of programs, meetings, assemblies Share survey results</p>
<p>2.0 Provide on going recognition for attendance, The 3-B's awards, Science Festival, Odyssey of the Mind, Student Council, and Student Focus groups</p>	<p>Principal Teachers Students</p>	<p>Fund raised through picture money or donations</p>	<p>Scheduled time each month</p>	<p>Web site Calendar Newsletters Grade level and school wide safety and curriculum based assemblies.</p>

<p>3.0 Maintain site security and safety at arrival and dismissal time by having only two entrances: one at the car pool lane (locked by 8:00 am and reopened at dismissal time each day) and the front of the school at the main courtyard entrance (closed by 8:00 am). Kindergarten gate open only between 7:30-7:45. All other outside gates closed and locked.</p> <p>B. Maintain parking lot on non-school side of Parish Drive as staff parking only- with no access for a separate exit driveway. New signs are displayed at the entrance for staff parking only- no student drop off or pick up and to only allow students drop off and pick up at the CAR POOL LANE located next to the campus.</p> <p>Install lock box at entrance of school with MDUSD per Law Enforcement recommendations.</p>	<p>Principal Annual school site comprehensive safety committee. Walnut Creek PD School Site Council</p>	<p>June 2016 , PFC, district and site funding</p>	<p>PFC safety budget LCFF site general funds Donations Grants signs New parking lot striping and closure of one driveway. Lock box installations via Capital Outlay or work order.</p>	<p>School handbook, School publications and school messenger broadcasts</p>
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<p>4.0 Distinguish use of restrooms for students only and Adults only.</p> <p>b. All classroom, Pod and program doors are closed and locked. No admittance without security or visitors badge. The teacher or staff assistant will be allowed to open doors to anyone. The office door is unlocked during school and office business hours.</p> <p>c. Maintain a buzz-in or call in system for approved admittance to school office.</p>	<p>Principal Custodian Teachers/staff</p> <p>Office staff</p>	<p>June 2016 PFC, LCFF, district and site funds</p>	<p>LCFF PFC Donations</p>	<p>Posted signs Informational communications include the school handbook</p>
<p>5.0 Continue to provide adequate supervision and training for all recreational periods including high end walkie- talkies and replacement walk talkies.</p> <p>b. Use a variety of home to school communications systems to improve safety, convey school and classroom news and information, promote feeder pattern activities, PEAK, community events.</p>	<p>Principal</p>	<p>June 2016- site funds, PFD funds,</p>	<p>Duplication costs Release time or over time pay for trainings</p>	<p>Schedules Procedures provided and reviewed in publications, staff meetings and trainings. Bobcat Tracks, Principal Message, Bobcat Blasts, School Messenger ( phone all out system)</p>

**Ensuring a Safe and Orderly Environment AR 0450**  
**Component II: Physical Environment**

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Component II Physical Environment Place	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
<p><b>Goal #1:</b> To provide more upgrades to site facility and grounds for safety, technology, comfort, school pride and security in an on-going effort to ensure community safety, decrease vandalism, and to improve the physical learning and social environments for all students.</p>				
<p><b>Objective:</b> By Spring of 2017 , 75 % of classrooms and or campus locations will have received additional technology improvements including upgrades through Measure C Phase 1 and Phase 2 Technology.</p>				
<p><b>Activities</b></p>				



<p>1.0 Replace as needed sun shade for the courtyard tables. Explore improvement to play ground areas with games, events, equipment. Build more school pride areas into the campus using the volunteer process. Bobcat pawprints,inspirational quotes as outdoor wall murals, improvements to bells, PA system, heating, lighting for all school locations</p> <p>Improve or replace classroom and outdoor water faucets and drinking fountains.</p> <p>Replace all broken or missing ceiling tiles</p> <p>Explore improvements to site security systems and school wide safety including emergency preparedness supplies.</p>	<p>Principal School site leadership-PFC, SSC, PLC</p>	<p>June 2016. PFC, Grants, Site Fund, District funds</p>	<p>PFC Donations SLBIG Grants M and O support</p>	<p>Purchase orders Capital outlay requests Volunteer process including the Walnut creek Community Service Day Projects.</p>
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<p>2.0 Purchase replacement and new technologies for instructional presentation and student learning. Refer to Bancroft Technology Plan.</p> <p>Maintain Site Tech I support funding for at least one day per week. Explore additional days for support.</p> <p>Build and maintain a school based web site with monthly maintenance.</p>	<p>Principal Teachers Site tech District Measure C</p>	<p>June 2018- Measure C, site funds, district funds, PFC</p>	<p>Measure C funds PFC LCFF Donations Site tech Teacher Instructional Leader (TIL) School Loop training and lead web master</p>	<p>Purchase orders Assets inventory Personnel requisitions for Site Tech I School Loop for school web site</p>
<p>3.0 Monitoring and upkeep of safe hooks, white boards</p>	<p>Principal</p>	<p>Site funds, PFC- June 2018</p>	<p>District M/O</p>	<p>Capital Outlays</p>

<p>4.0 Explore replacement of accordion walls with permanent solid walls (total of 9 walls)</p> <p>B.-paint exterior doors, frames, walls and benches. Paint interior locations as needed.</p> <p>C, Upgrade or replace the school marquee.</p> <p>D. Design lawn and play area for Kindergarten yard</p> <p>E. Upkeep and use of the School Garden program as part of the Science and School Pride Efforts. Provide a part time Garden and Science coordinator or Science IA to support consistent use among grade levels.</p>	<p>Site based leadership teams Principal District Maintenance support</p> <p>Science Lead teacher</p>	<p>March 2020</p> <p>March 2016</p> <p>March 2017</p> <p>March 2016</p>	<p>PFC</p> <p>Donations</p> <p>Measure C</p> <p>District maintenance funding.</p> <p>PFC</p> <p>PFC</p> <p>Site funds</p>	<p>Capital outlay</p> <p>Work orders</p> <p>Volunteer process</p>
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## **Campus Disturbances and Disruptions BP/AR 5131.4; BP/AR 3515.2**

MDUSD AR 5131.4

Campus Disturbances

All school staff shall respond to campus disturbances in accordance with the school's Comprehensive School Safety Plan. Response plans shall describe:

1. The means which will be used to signal an emergency situation and maintain communication among staff and with the Superintendent or designee.
2. Each staff member's specific duties during a disturbance.
3. Procedures for ensuring the safety of students and staff.
4. Conditions, as prearranged with law enforcement authorities, under which the principal or designee shall:
  - a. Inform the police
  - b. Secure police assistance
  - c. Give the police responsibility for a specific crisis situation
5. Procedures for the orderly dismissal of school when authorized by the principal or designee.

All media inquiries during crisis situations shall be routed to the Superintendent or designee.

### **Extension of Class Period**

During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that the present class period will be extended until further notice. Upon receiving this notification:

1. Teachers shall ensure that all students in their charge remain in one location under their supervision.
2. Teachers shall ask any students who are in the halls to return to their classes at once.

### **Prohibited Activities**

1. Disturbing the Peace

It is a misdemeanor to intentionally cause or attempt to cause a riot by engaging in conduct which urges a riot or urges others to act forcefully or violently, or to burn or destroy property under circumstances which produce a clear, present, and immediate danger of such acts occurring. (Penal Code 404.6)

MDUSD AR 3515.2

Disruptions

The principal, designee or school security officer may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. This shall not apply to students, Governing Board members or employees of the school, or others required by their employment to be on school grounds. (Penal Code 626.7)

When an individual is directed to leave under such circumstances, the principal or designee shall inform the person that he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment if he/she reenters any district facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. (Penal Code 626.7)

If an individual refuses to leave upon request or returns before the applicable period of time, the principal or designee shall notify law enforcement.

The principal or designee may direct any specified sex offender or drug offender to leave school grounds. This does not apply to a student, parent/guardian of a student attending that school or an individual who has obtained prior written permission for entry from the principal or designee. Upon directing the individual to leave, the principal or designee shall inform the person that he/she will be guilty of a crime if he/she reenters the schools within seven days or otherwise establishes a pattern of unauthorized entry. (Penal Code 626.8, 626.85)

Possession of unauthorized dangerous instruments, weapons or devices is prohibited on school premises, on any public right-of-way immediately adjacent to school property, or any other place where a teacher and student(s) are required to be for assigned school activities. (Penal Code 626.9, 626.10)

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BP/AR 3515.2 Disruptions

BP/AR 5131.4 Campus Disturbances

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### Describe your Campus Disturbance Plan.

Bancroft school follows district procedures for removing or controlling a campus disturbance followed by incident reporting. The campus perimeter is kept secure after school arrival. Disturbances are managed through a shelter in place protocol. If person or persons are not successfully removed for the campus through requests made by the principal, then law enforcement is contacted for support.

## Child Abuse Reporting Procedures BP/AR 5141.4

MDUSD AR 5141.4

Child Abuse Reporting Procedures

### Definitions

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

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4

Child abuse or neglect does not include:

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

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

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

#### Responsibility for Reporting

The reporting duties are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

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

#### Reporting Procedures

##### 1. Initial Telephone Report

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

#### Child Protective Services

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

##### 2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

A copy of the form should be submitted to the Student Services Office and a copy kept at the school.

Mandated reporters may obtain copies of the above form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade and class
- c. The names, addresses and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

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

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

### 3. Internal Reporting

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

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

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name.

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

### Training

Training of mandated reporters shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

### Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code 48987)

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures."

If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650(a)(viii)(C).

#### Notifications

The Superintendent or designee shall give persons hired by the district a statement informing them that they are mandated by law to report suspected child abuse and neglect, inform them of their reporting obligations under Penal Code 11166, and provide a copy of Penal Code 11165.7 and 11166. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

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#### AGENCY LISTING and TELEPHONE NUMBERS

AGENCY:	PHONE:	REPORT ss 8572 SENT TO:
Children & Family Services (Central county)	646-1680	400 Ellinwood Way, Pleasant Hill, 94523
Children & Family Services (East County)	427-8811	4549 Delta Fair Blvd., Antioch, CA 94509
CCC Sheriff's Department	335 1500	561 Pine St #7 Martinez CA 94553
Concord Police Department	671-3200	1350 Galindo Street, Concord 94520
Clayton Police Department	673-7350	6000 Heritage Trail, Clayton 94517
Martinez Police Department	372-3400	525 Henrietta Street, Martinez 94553
Pleasant Hill Police Department	288-4600	330 Civic Drive, Pleasant Hill 94523
Walnut Creek Police Department	943-5844	1666 North Main Street, Walnut Creek 94596

REPORTING DOCUMENT: Form ss 8572 can be accessed and downloaded at [http://www.ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf)

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BP/AR 5141.4 Child Abuse Reporting Procedures

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Annual mandated reporting training is provided to all staff.

#### **Public Agency Use of School Buildings for Emergency Shelters AR 3516** MDUSD AR 3516



## Emergencies and Disaster Preparedness Plan

The Governing Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

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## **School Suspension, Expulsion and Mandatory Expulsion Guidelines BP/AR 5144.1; AR 5144.2**

### MDUSD BP 5144.1

#### Grounds for Suspension and Expulsion

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

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

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

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### MDUSD AR 5144.1

#### Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm, i.e., 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. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing as defined in Education Code 48900(q).
18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. (Education Code 48900(r)).
19. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a). Education Code 48900(t)).  
As used in this section, "school property" includes, but is not limited to, electronic files and databases. (Education Code 48900(u)).  
A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:
20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900(s))

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

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(v))

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code 48900(w))

#### Mandatory Recommendation for Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

#### Mandatory Recommendation and Mandatory Expulsion

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

#### Students with Disabilities

##### MDUSD AR 5144.2

##### Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred. (20 USC 1415(k)(8))

The district shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services, in accordance with 34 CFR 300.7.
3. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300-300.311
4. The teacher of the student or other district personnel has expressed concern about the behavior or performance of the student to the district's Special Education Administrator or to other personnel in accordance with the district's established child find or special education referral system.

A district would not be deemed to "have knowledge" as specified in items #1-4 above, if, as a result of receiving such information, the district either (1) conducted an evaluation and determined that the student was not a student with a disability, or (2) determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination. (34 CFR 300.527)

If it is determined that the district did not have knowledge that the student was disabled, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415(k); CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415K(5); 34 CFR 300.534)

## Suspension

The Superintendent or designee may suspend a student with a disability for up to five consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year. If the student is transferred to another school or alternative educational program, the student may be suspended for up to 30 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the Governing Board pursuant to Education Code 48912. (Education Code 48903, 48911)

The principal or designee shall monitor the number of days, including portions of days, students with a valid individualized education program (IEP) have been suspended during the school year.

If the student poses an immediate threat to the safety of himself/herself or others, the Superintendent or designee may suspend the student for up to, but not more than, 10 consecutive school days if the student's parent/guardian agrees or a court order so provides. (Education Code 48911)

## Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive a free and appropriate public education during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.520, 300.530)

## Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting when he/she commits one of the following acts: (20 USC 1415(k)(1))

1. Carries a weapon, as defined in 18 USC 930, to school or to a school function
2. Knowingly possesses or uses illegal drugs while at school or a school function
3. Sells or solicits the sale of a controlled substance while at school or a school function
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC 1415(k)(2))

1. Determines that the district has established by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others
2. Considers the appropriateness of the student's current placement
3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services
4. Determines that the interim alternative educational setting allows the student to participate in general curriculum, to continue to receive IEP services and to receive services designed to ensure that the behavior does not recur

The student may be placed in the interim alternative educational setting for up to 45 days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC 1415(k)(2))

The student's alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(2))

## Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

As soon as practicable after developing the behavioral intervention plan and completing the required assessments, the IEP team shall meet to develop appropriate behavioral interventions to address the behavior and shall implement those interventions. (34 CFR 300.520)

If a student with disabilities who has a functional behavioral plan is subject to a removal for more than 10 school days in a school year that does not constitute a change in placement, the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. (34 CFR 300.520)

The following procedural safeguards shall apply when a student is suspended for more than 10 school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement of more than 10 school days is contemplated: (20 USC 1415(k)(4); 34 CFR 300.523)

1. The parents/guardians of the student shall be immediately notified of the decision and provided all procedural safeguards on the day the decision to take action is made.
2. Immediately if possible, but in no case later than 10 school days after the date of the decision, a manifestation determination shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action by the IEP team and other qualified personnel.

At this hearing, the IEP team and other qualified personnel shall consider, in terms of the behavior subject to the disciplinary action, all relevant information, including: (20 USC 1415(k)(4); 34 CFR 300.523)

- a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parents/guardians
- b. Observations of the student
- c. The student's IEP and placement

In relationship to the behavior subject to the disciplinary action, the team shall then determine whether the IEP and placement were appropriate and whether supplementary aids, services, and behavioral interventions were provided. The team shall also determine that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his/her ability to control the behavior subject to the disciplinary action. (20 USC 1415(k)(4); 34 CFR 300.523)

If the team determines that the student's behavior was not a manifestation of his/her disability, then the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(4))

If the team determines that the student's behavior was a manifestation of his/her disability, then the student's placement may only be changed via the IEP team process. (20 USC 1415(k)(4))

### Pre-Expulsion Assessment and Meeting

1. The parent/guardian shall receive written notice of the district's intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by the district. The parent/guardian shall also have the right to an independent assessment as provided in Education Code 56329. (Education Code 48915.5)
2. The pre-expulsion assessment shall be conducted in accordance with the guidelines of 34 CFR 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and his/her disability. (Education Code 48915.5)
3. The IEP team shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and district within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call. (Education Code 48915.5)
4. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify: (Education Code 48915.5)
  - a. That the meeting may be held without the parent/guardian's participation unless he/she requests a postponement for up to three additional school days
  - b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or othersIn order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the district shall keep documentation such as: (34 CFR 300.345)
  - a. Detailed records of telephone calls made or attempted, and the results of those calls
  - b. Copies of correspondence sent to parents/guardians and any responses received
  - c. Detailed records of visits made to the parent/guardian's home or place of employment, and the results of those visits
5. The district shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or required by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation. (Education Code 48915.5)
6. The IEP team shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records. (Education Code 48915.5)
7. If the IEP team determines that the alleged misconduct was caused by, or was a direct manifestation of, the student's disability or that the student was not appropriately placed, the expulsion shall not proceed. (Education Code 48915.5)
8. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students. (Education Code 48915.5)
9. When expulsion is ordered, the Board shall recommend a rehabilitation plan for the student. (Education Code 48916)

### Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

### Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of the:

1. Pre-expulsion assessment and the manifestation determination (Education Code 48915.5; 20 USC 1415(k))
2. IEP team meeting (Education Code 48915.5)
3. Due process hearings and appeals, if initiated (Education Code 48915.5)

The Board may expel a student with disability only if an IEP team has determined that the misconduct was not caused by, or a direct manifestation of, the student's identified disability, and the student was appropriately placed at the time the misconduct occurred. (Education Code 48915.5)

#### Services During Expulsion

During the term of the expulsion, a student with a disability shall continue to be offered a program of free and appropriate public education. Such services may include independent study, home instruction, or another appropriate alternative program.

The alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (34 CFR 300.121)

#### Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. The Superintendent or designee may consider the input of the student's IEP team when developing recommendations to the Board regarding a request for readmission. Upon readmission, an IEP team meeting shall be convened to determine whether a new IEP needs to be established.

#### Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

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Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website: [www.MDUSD.org](http://www.MDUSD.org). Click on Departments, then Superintendent. Click on Board Policies, then GMAUT online. Enter user name: public. Enter password: mdusd. Select section 5000 Students. Scroll to:

BP 5131 Conduct

BP/AR 5144.1 Suspension and Expulsion/Due Process

AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)

BP 5145.12 Search and Seizure

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### **Procedures to Notify Teachers of Dangerous Pupils EC 49079; AR 4258**

California Education Code 49079 requires that teachers be provided with a three year history of suspension of students assigned to their class/classes and notice of suspensions as they occur during the school year.

All suspensions are entered into Aeries. Teachers may access a student's three year history of suspensions using Aeries. To notify teachers of suspensions as they occur during the school year, the suspensions are entered into Aeries as they occur. Teachers may request further information about the suspensions by contacting a site administrator:

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written confidential information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

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MDUSD AR 4258  
Employee Safety

#### Notification to Certificated Staff of Student Who Has Been Found by a Court to Have Committed any Felony or Other Misdemeanors

The district shall inform any teacher, counselor or administrator with direct supervisory or disciplinary responsibility of any student enrolled in grades 1-12 who has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism, or graffiti.

The district shall use the following procedures to report students:

1. The principal/designee shall be notified in writing regarding a student found by the court to have committed a felony or misdemeanor. A copy of the original document from the court shall be retained by the Director of Student Services and shall be kept in a separate confidential file.
2. The notice shall be transferred to the minor's subsequent schools of attendance and maintained until the minor graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18 whichever occurs first. After that time, the confidential record shall be destroyed.
3. Procedures listed on the form shall be followed for distribution to teachers, counselors or administrators.
4. The principal/designee shall maintain a confidential file for all students. The file shall be updated, teachers, counselors or administrators notified, and files destroyed as applicable.

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AR 4258 Employee Safety

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#### **School-wide Dress Code BP/AR 5132**

MDUSD BP 5132  
Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Therefore, students are to dress appropriately on all school campuses and at all school activities in the district. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. Students should project an appearance that is conducive to a safe learning environment. Dress which is disruptive and contrary to school rules regarding drugs/alcohol/violence, and gangs is not permitted. Student clothing, emblem, badge, jewelry, symbol, or other insignia which creates a clear and present danger on school premises or the disruption of the orderly operation of the school is prohibited. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

#### School Dress Code

The principal may establish a dress code that prohibits students from wearing apparel that it presents a distraction or threatens to disrupt the school's activities. Inappropriate dress is attire that causes a distraction or a safety concern on a school campus. The outdoor use of sun-protective clothing, including but not limited to hats, is permitted. However, specific clothing and hats determined to be gang-related or otherwise inappropriate under the policy are prohibited. Principals may determine that hats are prohibited in certain locations or areas where sun-protection is not necessary. A dress code may be included as part of the school



safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the staff, students, parents/guardians and educational community.

#### MDUSD AR 5132

At individual schools that have a dress code prohibiting apparel that interferes with the educational process or threatens to disrupt the school's activities, the principal may develop a dress code identified in the school safety plan that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Because student dress is constantly changing, clothing and grooming styles that present a health or safety hazard or a distraction which would interfere with the educational process/school activities shall be reviewed at least annually and updated whenever related information is received.

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BP/AR 5132 Dress and Grooming

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Insert your school dress code with the section relating to gang related apparel underlined or in bold.

#### Appropriate Dress for School

Wearing apparel should be suitable for physical education and other play activities. Attire should be neat, clean. Attire that detracts from the educational process and environment is considered inappropriate. We want our school to have a friendly, inviting climate and also foster a respect for learning.

The following are considered inappropriate and/or unsafe attire for school:

- flip flops and backless or open toed sandals
  - short shorts (and those split up the sides or with pockets that hang below the shorts) Shorts should be equal length of finger tips.
  - baggy, sagging pants (hems dragging on the ground) or undergarments showing
  - see-through tops without suitable undergarments
  - very short tops exposing the midriff area
  - thin spaghetti strap tank tops, jerseys, spaghetti straps, one shoulder shirts must be worn with a t-shirt under them.
  - strapless tops ("Lasagna Strap" wide band tank tops are okay.)
  - off the shoulder or one shoulder tops
  - T-shirts with inappropriate symbols, logos, or sayings should not be worn.
  - Hats are not to be worn in the classroom. They may be worn outside for protection from the elements. (Exception – head coverings for religious reasons or medical needs)
  - Students who appear to need clean clothing and reminders to be bathed and groomed will have an appointment to discuss this with the school nurse along with parent contact.
  - Belts to be worn with over sized waist bands on pants and skirts that cannot stay up.
  - Un-natural hair color. Two-tone hair is discouraged.
- o No make-up – lip protection/chap stick okay. (Exception – students in school stage productions that require make-up or teacher assigned presentations.
- o No large dangling earrings, post earrings or small hoops not to extend below the ear lobe are okay.

We request that parents use their good judgment in this matter of appropriate dress for school, and we appreciate your support. Students who are dressed inappropriately for their safety or whose appearance creates a disruption to school activities will call home for an appropriate change of clothing.

#### Access to School Campus by Visitors BP/AR 1250

MDUSD BP 1250

Visitors/Outsiders

To ensure the safety of students and staff and avoid potential disruptions during school hours, all campus visitors upon entering school grounds must identify themselves to the front office staff.

For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.

#### MDUSD AR 1250 Visitors/Outsiders

The Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

#### Registration Procedure

In order to register, outsiders shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her name, address and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

#### Denial of Registration

The following provisions of law shall apply to outsiders. Outsiders do not include students, parents/guardians, district employees, elected public officials, or other persons listed in Penal Code 627.1.

1. The principal or designee may refuse to register any outsider if he/she reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke an outsider's registration if he/she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff. (Penal Code 627.4)
2. The principal or designee may request that an outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the principal or designee shall inform the outsider that if he/she reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

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BP/AR 1250 Visitors/Outsiders

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#### Describe your visitor registration procedure.

Access to the school office after 8:15 am is obtained by visitor call in or doorbell for approved admittance. and visitors must enter the school by FIRST coming to the school office for check in. District employees and visitors must obtain a visitors badge or show district ID before entering the campus or proceeding to a secure location. Classroom and Pod doors are locked. Only teachers or classroom assistants may open and admit anyone at the door who does not have a key to enter the secured location. Only visitors who are finger print cleared through MDUSD may be present with students during the instructional day except for school wide Life Skill assemblies, fifth grade promotion or for the Kindergarten fall performance in October.

#### **Procedures for Safe Ingress and Egress of Pupils, Parents, and Staff AR 0450**

Describe the procedures for safe passage when students and adults are entering and leaving school grounds. Identify your site's access points. Describe the utilization of campus supervisors, security personnel, and security equipment.

Students should arrive at school NO EARLIER THAN 15 MINUTES before the second bell which rings at 8:00 am. Supervision for students arriving before 7:45 am using district provided transportation is provided.

Students arriving by private car, bike, walking, should expect to follow the 15 minute rule. Students wait in the courtyard or at the courtyard/playground gate for playground supervisors to arrive. Students may enter the playground for recreational time before the start of school once teacher or school official on duty arrives. Recreation equipment is provided (playground balls).

Students are permitted to hang up their backpack at the classroom outside wall on their provided safe hook, and proceed directly to recreational time. Parents walking their child onto campus are asked to go as far as the classroom drop off and support their child by having them proceed to the supervised playground. If parents proceed to the playground, they are asked to wait near the center gate off the courtyard and not enter onto the blacktop areas being supervised. If a parent is planning to stay for classroom or program volunteering, a visitor's badge must be obtained after sign in and check in at the school office.

Limiting adults to only site employees on the playground or at classrooms minimizes access to students and provides increased school security.

Early Friends Kindergarten students (7:45) arrive at the Kindergarten classroom door. Parent may not enter the classroom. The Kindergarten gate is locked at 8:00 am. K students arriving after 8:00 am will need to report with their parent to the school office for check in. A school official will walk the Kindergarten student to the classroom. Kindergarten dismissal is done at the B Pod entrances facing Parish Drive and Bus Circle. Parents need to arrive 5 minutes early and be visible at pick up time for K student to be released out of the classroom. The Kindergarten gate and playground are both closed at each Kindergarten dismissal time.

All foot traffic into the school may only enter the campus by using the Car Pool Lane gate or the double door entrance located at the front of the school leading into the Courtyard. The Car Pool Lane gate and double door front entrance is closed and locked each day at 8:10 am and reopened just before dismissal time. The Car Pool Lane gate then is relocked at 3:00 pm. Access to the school office after 8:15 am is obtained by visitor call in or doorbell for approved admittance. Students in grades K and 1 who are enrolled and attending the on-site day care are escorted to and from the school and day care center by a day care center staff member.

Students being dropped off and picked up is ONLY AT THE CAR POOL LANE located in the last parking lot on Parish Drive. Entrance into the school is through the gate located under the solar system overhang in the center of the sidewalk.

Kindergarten drop and pick only is on the green curb (loading and unloading) next to the Kindergarten yard. No other grade level aged students may use this area UNLESS they have a Kindergarten sibling being dropped off at the same time.

The parking lot across the street from the school on Parish Drive is designed FOR STAFF AND DISTRICT PARKING ONLY. No visitor parking or student drop off is allowed. The bus circle and all curbs painted RED are never to be parked in. No cars should be in these areas ever.

Parents may find legal parking in the last parking lot or on the street and walk their child on and or off campus.

At dismissal all parents picking up students on campus (not the car pool lane) must wait at the main exterior entrance until 5 minutes before the dismissal bell. Parents will wait in the main courtyard and will proceed to their child's classroom after the dismissal bell sounds. Students using the school playground or structure between 2:30-3:00 may ONLY do so with a parent or guardian actively supervising their child (ren) at this area. The playground is used by the on site day care students beginning at 3:00 and all others visitors are asked to leave at that time.

Students being picked up by car must access their vehicle using the supervised car pool lane or using the cross walk at the car pool area to cross to their car parked in any open visitor parking. Handicapped parking is reserved for only drivers displaying the handicapped plaque on the rearview mirror or affixed to the license plate. Bancroft Bobcat "Pawking" is reserved for Bancroft School Auction Winners. This parking spot is reserved for those families at all school events, functions and school days.

Visitors and District Employees- After obtaining permission to enter the school office:

All district employees and visitors must enter the school by FIRST coming to the school office for check in. District employees and visitors must obtain a visitors badge or show district ID before entering the campus or proceeding to a secure location. Classroom and Pod doors are locked. Only teachers or classroom assistants may open and admit anyone at the door who does not have a key to enter the secured location.

Restrooms, early release of students, message, cell phones

Exterior doors to student restrooms are kept locked except for C Pod exterior door restrooms which face the playground and allow for student use during all recreational times as well as to provide restroom access to student in C Pod and Bobcat Plaza Classrooms. All student restrooms are clearly marked for student use only. Adults are not permitted to use student restrooms during instructional hours and school events. Adult restrooms are located in the A POD Administration building (school office). Restrooms all have handicapped access.

Students who leave school early due to illness or appointments, must be checked out at the school office. A school official will contact the classroom teacher and assist in getting the student securely to the school office for parent/guardian pick up. ID will be requested of all adults listed on the child's emergency card.

Students who are given cell phones must have them turned off and in their backpacks and not in use during any part of the instructional day or while on campus. If students need to contact parents, they may do so through the classroom teacher or school official. Parents needing to contact their child or provide a message that cannot wait until the student is home, may contact the school office so that a message can be relayed to the child ( ex: unforeseen change of pick up plans or day care plans and this message must be given to the student(s) in a timely manner.) Student who do not feel well during the day, are given immediate supports in the school office health room, where parents are contacted as well.

Students who are unsure of dismissal plan for pick up or are worried about not seeing their parent right away, should report directly to the school office for assistance ( we will reassure and check in with parents) or seek the teacher in charge at the Car Pool Lane, or wait with their classroom teacher before exiting the classroom.

Supervision of students and campus

7:30-7:45- main playground, Kindergarten classrooms. On rainy or icy mornings students in grades 1-5 will report to the Multi Use Room with their backpacks for supervision and dismissal to classrooms.

9:15-9:35- Primary recess time and 9:40-10:00 – Intermediate recess time.

11:20-11:50- All lunch recreational and meal times – grades 1-5. Kindergarten lunch and recreational supervision – 11:15-12:00

Bus circle and Car Pool Lane at dismissal times. Students wait behind the car pool lane fence until vehicle is along the pick up curb.

12 surveillance cameras are in use 24/7.

Classroom and Pods secured- doors locks. Students supervised by classroom teachers and staff

All volunteers are finger print cleared through MDUSD- no exceptions.

## **School Discipline, Rules and Consequences BP 5131; BP 5144**

MDUSD BP 5131

Conduct

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, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board 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, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation. or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, 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
3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff authority

5. Damage to or theft of property belonging to students, staff, or the district

The district shall not be responsible for students' personal belongings which are brought on campus to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language

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

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. 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 purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

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

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

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

#### MDUSD BP 5144

#### Discipline

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, positive conflict resolution techniques, and positive behavioral support strategies 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 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. At all times, staff will follow state and federal laws regarding procedural safeguards of students with disabilities under IDEA and Section 504. 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.

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

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Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website. [www.MDUSD.org](http://www.MDUSD.org). Click on Departments, then Superintendent. Click on Board Policies, then GMAUT online. Enter user name: public. Enter password: mdusd. Select section 5000 Students. Scroll to:

BP 5131 Conduct  
BP 5144 Discipline  
BP/AR 5145.12 Search and Seizure

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Provide your school's discipline program, rules and consequences. Underline or bold the section that addresses prevention strategies.

Students, staff and families are expected to model behaviors that promote the Three B's. Staff and students will be given the opportunity to experience how the 3 B's translate into all areas of school life. Positive reinforcements will be provided to recognize and encourage the 3 B's. The School Climate Handbook is a component of the Bancroft 3 B's by highlighting what is expected. Bancroft School used the Soul Shoppe program and hold three student workshops annually to address character development and resiliency skills. Student learn how to regulate emotions and use strategies to help them. Students in grades 3-5 are selected and trained as the Bancroft Peacemakers and are able to support students through the Peace Path process for conflict resolution. Parents and staff are trained annually. A school wide vocabulary and "language" for these strategies builds a continuum of applied and effective practices K-5 grades.

As part of our positive and productive approaches, students who demonstrate expected behaviors (see matrix) will receive verbal praise, Three-B's tickets towards earned recognitions, or specific classroom recognitions and awards. It is possible for a citation/referral to be issued after progressive steps ( verbal warnings, or re-view of behaviors, or a red-card, or Bancroft Three-B's Student Plan worksheet).

Students who demonstrate expected behaviors and Life Skills will earn verbal praise and can earn Bancroft Best 3-B's and Life Skills Tickets (light blue). These are special tickets that the children in grades K-5 can accumulate and turn into the school office in order to redeem prizes. While we recognize that most children and adults find verbal praise to be very rewarding, we also want to take the time to celebrate the accomplishments of the children who are practicing the many life skills and expected behaviors that make Bancroft School a safe, respectful and responsible learning community.

As students earn their tickets, their name should be written at the bottom and typically a life skill (or more) are checked off. The children save these tickets and for every group of ten earned, they are turned in for a prize. Bancroft Best tickets are cumulative. We keep track of what the students turn in, so they need not wait to collect 40 to get a particular prize.

Each grade level has designated the prize to associate with the Bancroft Best at 10, 20, 30, 40, and 50. The prizes cycle back to the same ones at 60 (10), 70 (20), 80 (30), 90 (40), and 100 (50). Yes, the prizes even cycle again at 110 and so on! All grade levels will use the 40 count mark as the "Diner's Club" prize. This is a hosted lunch with the principal. Fifth grade teachers have a classroom prize system which is unique to that grade level, but also incorporates the same principles in this positive recognition plan. It pays to use your life skills and demonstrate all the safe, responsible and respectful expected behaviors!

Bancroft School promotes a positive school climate by concentrating on "The Bancroft Best 3 B's".

Be Safe  
Be Respectful  
Be Responsible

Students, staff and families are expected to model behaviors that promote the Three B's. Staff and students will be given the opportunity to experience how the 3 B's translate into all areas of school life. Positive reinforcements will be provided to recognize and encourage the 3 B's. The School Climate Handbook is a component of the Bancroft 3 B's by highlighting what is expected.

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Progressive steps before a citation are almost always taken with the exception of a very serious offense. Progressive steps include:

- Verbal warning with an opportunity for the student to state the correct behavior expectation.
- Red Card ( see sample in handbook). The Red Card may be issued to a student during a recess time if, after a warning, unexpected behaviors continue to occur. The student will be issued a red card with his/her name and room number. The student will bring it immediately to the school office during the recess in which it was issued. The red card will then be given to the student's teacher. Red cards result in a "growing time" ( an brief time out and review of expected behaviors, this is done during the student morning recess and does not last more than 5-10 minutes.
- Three-B's Student Plan– (See sample in handbook.) This worksheet is completed by the student along with an adult ( may be a teacher or administrator). The worksheet is focused on a discussion and practice (role-play) of the expected behaviors. The teacher or administrator will call or email home. The student will also bring home the plan to continue the discussion with his/her parent. The plan needs to be returned the next school day. Parents may or may not opt to make comments on the form.

#### CITATION STEPS

1st Citation: The teacher will give a citation and appropriate consequence. The parent will be notified by phone or email and the citation form should be signed, and returned to school by the next day. A copy of the citation will be given to the principal. The principal may meet with the student.

2nd Citation:

Referral to the principal to discuss behavior, consequences, and to develop a Behavior Contract with the student. Parent will be notified by a call or email from the administrator and the citation form should be signed and returned to school the next day. Once a behavior contract or learning contract is developed the school principal or designee meets with that student each day as a morning check in and an afternoon check out for at least two weeks to help the student become confident and feel supported in moving towards the expected behaviors.

3rd Incident:

Referral to Climate Committee. The parent will be notified by the administrator and citation form should be signed and returned to school the next day. Parent and child will attend a meeting that will take place the next school day. After a 3rd incident, students may be subject to automatic suspension. Students with multiple citations may lose the privilege of attending special school and or grade level activities beyond the standards-based curriculum and instruction (i.e.: field trips, assemblies, celebrations/ceremonies).

#### LIFE SKILLS AT BANCROFT

Our students are encouraged to use the life skills while at school and field trips. Please use these words when praising or redirecting/correcting a behavior with a student.

Sense of Humor—to laugh and be playful without hurting others

Perseverance—to continue in spite of difficulties

Effort—to try your hardest

Flexibility—the ability to alter plans when necessary

Common Sense—to use good judgment

Responsibility—to respond when appropriate, to be accountable for your actions

Friendship - to make and keep a friend through mutual trust and caring

Initiative—to do something because it needs to be done

Organization—to plan, arrange, and implement in an orderly way; to keep thing in an orderly, readily usable way

Patience—to wait calmly for someone or something

Problem Solving—to seek solutions in difficult situations and everyday problems

Integrity—to conduct oneself according to a sense of what's right and wrong

Curiosity—a desire to learn or know about one's world

Cooperation—to work together toward a common goal or purpose

Caring—to feel concern for others

#### BANCROFT POLICY ON SCHOOL CLIMATE

The staff believes:

1. It is reasonable to expect children to follow the rules and expectations established for

the classroom and all other common areas of the school.

2. It is important that children respect authority, with the goal of mutual respect and understanding, rather than fear.
3. Children should recognize and respect the dignity and worth of others and them selves as well as the value and worth of all school and personal property.
4. Our ultimate objective should be to develop a strong sense of personal worth, responsibility, self-discipline and resiliency in our children.
5. Discipline should be fair, take into consideration the safety and well being of the child and other students and be consistent.

## **Sexual Harassment Policies BP/AR 4119.11; BP 5145.3; BP/AR 5145.7**

MDUSD BP 5145.3

Nondiscrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits discrimination, intimidation or harassment of any student by any employee, student or other person in the district. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

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

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

### Grievance Procedures

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and harassment and inquiries regarding the district's nondiscrimination policies:

Superintendent or designee  
1936 Carlotta Drive  
Concord, CA 94519-1397  
(925) 682-8000 Ext. 4010



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

Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

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

MDUSD BP 5145.7  
Sexual Harassment  
Students

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

## Record-Keeping

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.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR4964)

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Students and/or their parents can use the District's Uniform Complaint Procedure (MDUSD Policy 1312.1) to file a formal complaint of sexual harassment. The written complaint can hand delivered or mailed to:

Director of Student Services  
Mt. Diablo Unified School District  
1936 Carlotta Drive  
Concord CA 94519  
(925) 682 8000 x4069

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## MDUSD AR 5145.7 Sexual Harassment Students

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects

## Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct (Education Code 231.5)
5. Be provided to employees and employee organizations

## Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
  - a. The student who is complaining
  - b. The person accused of harassment
  - c. Anyone who witnessed the conduct complained of
  - d. Anyone mentioned as having related information
  
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee
  - b. The parent/guardian of the student who complained
  - c. If the alleged harasser is a student, his/her parent/guardian
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
  - e. Child protective agencies responsible for investigating child abuse reports
  - f. Legal counsel for the district
  
4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.
5. In reaching a decision about the complaint, the principal or designee may take into account:
  - a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of any past instances of harassment by the alleged harasser
  - e. Evidence of any past harassment complaints that were found to be untrue
  
6. To judge the severity of the harassment, the principal or designee may take into consideration:
  - a. How the misconduct affected one or more students' education
  - b. The type, frequency and duration of the misconduct
  - c. The number of persons involved
  - d. The age and gender of the person accused of harassment
  - e. The subject(s) of harassment
  - f. The place and situation where the incident occurred
  - g. Other incidents at the school, including incidents of harassment that were not related to gender
  
7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

#### Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
2. Providing staff inservice and student instruction or counseling.
3. Notifying parents/guardians of the actions taken.
4. Notifying child protective services.

5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

MDUSD BP 4119.11  
Sexual Harassment  
Personnel

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the principal, the Coordinator for Nondiscrimination in Employment ("Coordinator") as designated by the governing board in Board Policy 4030 and listed below, or Superintendent to obtain procedures for filing a complaint. Complaints of sexual harassment shall be filed on the District's Discrimination/Harassment Complaint Form, and shall follow the complaint process set forth in AR 4031(b) - (e).

Coordinator for Nondiscrimination in Employment  
Director of Personnel Services  
1936 Carlotta Drive  
Concord, CA 94519  
925-682-8000, ext. 4137

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Coordinator or the Superintendent.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

MDUSD AR 4119.11  
Sexual Harassment  
Personnel

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her

3. The conduct has the purpose or effect of unreasonably interfering with the other individual's work performance; creating an intimidating, hostile or offensive work environment; or adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of employment or career development
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the district

In order to constitute hostile environment sexual harassment, the conduct must be sufficiently severe, pervasive and persistent so that it creates an objectively hostile or abusive environment and must be gender based.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor or any other employee, include but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversations or pressure for sexual activity
4. Sexual jokes, stories, drawings, pictures, graffiti, gestures or sexually explicit e-mails
5. Spreading sexual rumors
6. Massaging, grabbing, fondling, stroking or brushing the body
7. Touching an individual's body or clothes in a sexual way
8. Cornering, blocking, leaning over or impeding normal movements
9. Displaying or referring to sexually suggestive objects, such as profane or vulgar materials or pornography, or using sexual computer screen savers, in the educational or work environment
10. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint
11. This policy applies to all phases of the employment relationship and educational environment, including recruitment, testing, hiring, promotions, demotions, transfer, layoff, termination, rates of pay, benefits, selection for training, classroom instruction, and extra-curricular activities.

#### Notifications

A copy of the Governing Board's policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building or other area of the school where notices of district rules, regulations, procedures and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Equal Employment Opportunity Commission
6. Directions on how to contact the Fair Employment and Housing Department and Equal Employment Opportunity Commission

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Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website. [www.MDUSD.org](http://www.MDUSD.org). Click on Departments, then Superintendent. Click on Board Policies, then GMAUT online. Enter user name: public. Enter password: mdusd. Select section 1000 Community Relations, section 4000 Personnel or section 5000 Students. Scroll to:

BP/AR 1312.3 Uniform Complaint Procedures  
BP/AR 4119.11 Sexual Harassment  
BP 5145.3 Nondiscrimination/Harassment  
BP/AR 5145.7 Sexual Harassment

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Soul Shoppe, Bucket Filling, PEACE Signs and anti-bullying instruction is provided through classroom meetings, assemblies, and school wide reviews. Students are provided various locations for recreational times by having the school library open 3 days per week at noon time and a updated playground choices and activities to include both competitive and cooperative games and events. Supervision is supplemented by extended campus supervision. Students who are experiencing peer pressure such as teasing, non inclusion, physical or verbal intimidation are provided with immediate intervention and support. Students, Teachers, other staff and parents all have avenues for reporting with investigation and documentation follow up. Climate meetings, SST's, School Counseling, Friendship Groups, and teacher mentors are all employed strategies that help to stop any unwanted behaviors.

## **Hate Crime Reporting Procedures; Bullying Policies BP 5131; BP 5131.2; BP/AR 5145.4; BP 5145.9**

MDUSD BP 5145.9

### **Hate-Motivated Behavior**

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

MDUSD BP 5131.2

### **Bullying**

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

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

The school district has in place policies, procedures, and practices that are designed to reduce and eliminate discrimination, intimidation, harassment, and bullying as well as processes and procedures to address incidents of discrimination, intimidation, harassment, and bullying when they occur.

These policies and procedures must be disseminated annually to staff, students, and parents/guardians. These policies shall be publicized to students, parents, employees, agents of the governing board, and the general public.

The district will not tolerate discrimination, intimidation, harassment, bullying or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. This includes but is not limited to discrimination, intimidation, harassment, and bullying based on actual or perceived characteristics and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

The Board recognizes that some acts of discrimination, intimidation, harassment, and bullying may be isolated and/or unintentional incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may indicate a larger pattern of discrimination, intimidation, harassment, or bullying that require a response either at the classroom, school site, or district levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of discrimination, intimidation, harassment, or bullying may range from behavioral intervention and education up to and including suspension or expulsion. This policy applies to all acts related to school activity or attendance occurring within a school under the jurisdiction of the superintendent of the school district.

In addition to the grounds specified in Education Code sections 48900, sections 48900.2, 48900.3, and 48900.4 provide additional authority to discipline a pupil for conduct that amounts to bullying. (Education Code 48900, 48900.2, 48900.3 and 48900.4) Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

Cyberbullying shall not be tolerated and includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

#### Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

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

School staff may receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

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

#### Intervention

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

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

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

#### Complaints and Investigation

The principal or principal's designee at each school shall be responsible for receiving complaints alleging violations of this policy. All staff is expected to provide appropriate supervision to enforce standards of conduct. The Board requires that staff follow district and school procedures for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the principal of each school or at the district office. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of discrimination, intimidation, harassment, or bullying is expected.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a victim of such behavior should immediately contact a teacher, counselor, administrator, or staff person. If the student who was bullied believes the situation has not been remedied, she/he may file a complaint in accordance with district procedures.

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

#### Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Retaliation against a student because the student has filed a complaint or assisted or participated in a discrimination, intimidation, harassment, or bullying investigation or proceeding is also prohibited. Students who knowingly file false discrimination, intimidation, harassment, or bullying complaints or give false statements in an investigation shall be subject to discipline by measures up to and including suspension and expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

MDUSD BP 5145.4  
Anti-Bullying



The district believes that all students have a right to a safe and healthy school environment. To that end, the district, schools, and community have an obligation to promote mutual respect, tolerance and acceptance. The district 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, including cyber activity that impacts the learning environment and/or student safety. Such behavior includes direct physical contact, such as hitting or shoving, verbal or written assaults, such as teasing or name-calling, social isolation or manipulation, and cyber activity that includes transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media or other technologies. This policy applies whenever a student is on school grounds, traveling to and from school or a school sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. It also includes off campus bullying that has impact or potential impact on school activity, school attendance, or the educational performance of a targeted student/s.

Students who act in violation of this policy may be subject to school/district disciplinary procedures up to and including expulsion.

#### MDUSD AR 5145.4

#### Anti-Bullying

The Governing Board prohibits bullying at any location or activity under the jurisdiction of the school system. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

The Board expects students and/or staff to immediately report incidents of bullying to the principal or designee. Each complaint of bullying should be promptly investigated. If the complainant 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.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying.

#### Definitions

##### 1. General Definitions

Bullying occurs when one or more students threaten, harass or intimidate another student through words, or actions including:

- a. Direct physical contact such as hitting or shoving
- b. Verbal assaults such as teasing or name-calling
- c. Socially isolating or manipulating a student

These incidents will be acted upon when they occur:

- a. On the school grounds at any time
- b. En route to and from school or a school-sponsored activity
- c. During the lunch period whether on or off campus; or
- d. During, or while going to or coming from, a school-sponsored activity.

##### 2. Specific Examples

For the purpose of further clarification, bullying includes, but is not limited to:

- a. Making unsolicited written, verbal, physical and/or visual contact. Examples include:
  - (1) Written - intimidating/threatening letters, notes, or messages
  - (2) Verbal - intimidating/threatening comments, slurs, innuendos, teasing, jokes or epithets.
  - (3) Visual - leering or gestures
  - (4) Physical - hitting, slapping and/or pinching
- b. Making reprisals, threats of reprisal, or implied threats of reprisal.
- c. Engaging in implicit or explicit coercive behavior to control, influence or affect the health and well being of a student.

#### Confidentiality

Reasonable efforts will be made to keep a report of bullying and the results of the investigation confidential. Witnesses should be informed of the confidential nature of the investigation and should be asked to refrain from disclosing the nature of the investigation to others.

### Retaliation Prohibited

The initiation of a report of bullying should not reflect on the reporting student or witnesses in any way. It should not affect the student's future relationship with the school system, grades, class section or other matters pertaining to his/her status as a student in any program. It is a violation of this policy to engage in such retaliation.

### Disciplinary Action

Students who act in violation of this policy and/or the law may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with school system procedures and state and federal laws.

### Investigation Procedures

#### 1. Informal Resolution

Students who feel aggrieved because of conduct that may constitute bullying are encouraged, but not required, to inform the person engaging in such conduct that the bullying is offensive and should stop.

#### 2. Formal Reporting of Allegations of Bullying

If direct communication with the person whose conduct is offensive has been to no avail or would be inappropriate, the aggrieved student should communicate his/her concern to a teacher, counselor, principal or assistant principal. The student should also complete a formal, written report. If the student is unable to complete a written report, school staff may help him/her complete the report.

#### 3. Responsibilities of Employees

Employees who receive reports of bullying or observe an act of bullying should immediately inform the principal or designee at the school the student attends.

#### 4. Administrative Review and Procedure

##### a. Filing

While reports of bullying should be in writing, any report received, whether written or oral, should be investigated.

##### b. Investigation

All matters regarding bullying should be promptly and thoroughly investigated in a confidential manner. The student accused of bullying should be informed of the results of the investigation and given the opportunity to present his/her version of the situation and to identify witnesses on his/her behalf. Parents of both the accused and the student filing the complaint should be contacted as appropriate.

##### c. Corrective Action/Discipline

Upon completion of the investigation, the principal or designee should determine the appropriate action, if any, to take. Corrective action may include, but not be limited to, counseling, warning, or initiating disciplinary procedures against the offending student. Corrective action should be designed to prevent recurrence of the bullying.

### Mandated Notification

1. At the beginning of the school year, each student should receive a summary of this policy prohibiting bullying.
2. A summary of this policy should be part of new student orientation programs and included in student handbooks or information packets.
3. A summary of this policy should be included as part of the school system's annual notification to parents.
4. A copy of this policy should be provided for each staff member.

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Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website. [www.MDUSD.org](http://www.MDUSD.org). Click on Departments, then Superintendent. Click on Board Policies, then GMAUT online. Enter user name: public. Enter password: mdusd. Select section 1000 Community Relations or section 5000 Students. Scroll to:

BP/AR 1312.3 Universal Complaint Procedures

BP/AR 5131.2 Bullying

BP/AR 5131.4 Anti-Bullying

BP/AR 5145.4 Student Conduct and Discipline

AR 5145.7 Sexual Harassment

BP 5145.9 Hate-Motivated Behavior

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**Safety Plan Compliance Log BP 0450; BP 3516**  
 School Year 2014-2015

Agenda Item	Meeting Type	Meeting Date		
		Month	Day	Time
School wide positive climate - Soul Shoppe	Faculty Meeting	September	24	2:00 pm
Soul Shoppe Parent Education Night	Parent Club Meeting	October	21	6:30 pm
Safety Plan Review	Safety Committee Meeting	February	24	8:00 am
Safety Plan presentation	Public Hearing	April	23	2:45 pm

Meeting agendas, sign in sheets and minutes for all meetings listed on this log are maintained at the school as evidence of compliance.

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BP/AR 0450 Comprehensive Safety Plan  
 BP 3516 Emergencies And Disaster Preparedness Plan

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## Emergency Alarm and Drill Log AR 3516.1

School Year 2014-2015

School: Bancroft Elementary School

Principal: Linda Schuler

Month	Day	Time	Type	Comments
August	28	9:00 am	Fire Alarm	first drill of the school year 2015-2016- included the on site preschool students
September	9	10:05	Fire Drill	2014-2015
October	15	10:45	Fire Drill	2014-2015
November	6	11:00	Shelter-in-Place Drill	2014-2015
December	13	9:55	Earthquake Drill	2014-2015
January	7	10:23	Fire Drill	2014-2015
February	25	10:37	Fire Drill	2014-2015
March	27	9:00	Fire Drill	2014-2015
April	20	10:30	Fire Drill	2014-2015
May	28	1:00	Fire Drill	2014-2015
June	1	10:15	Intruder Alert Drill	2014-2015

**\*Fire Alarm:** The principals shall cause the fire alarm to be sounded at least once every month (EC 32001; AR 3516.1)

**\* Fire Drills:** The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (EC 32001; AR 3516.1)

**\*Intruder Drills:** All principals shall have an intruder drill at least twice a year

**\*Shelter-in-Place:** All principals shall have a Shelter-in-Place drill at least once a year

**\*Earthquake Drills:** Earthquake drills are one per quarter for elementary (4) and once each semester (2) for secondary. (EC 35297; AR 3516.3)

**AR 3516.1** The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee. Send a copy of this completed log to the Director of Student Services at the end of the school year.

The Fire Marshall requires that a fire drill log be maintained at the school site for two years and presented during an inspection or by request of the Fire Department.

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

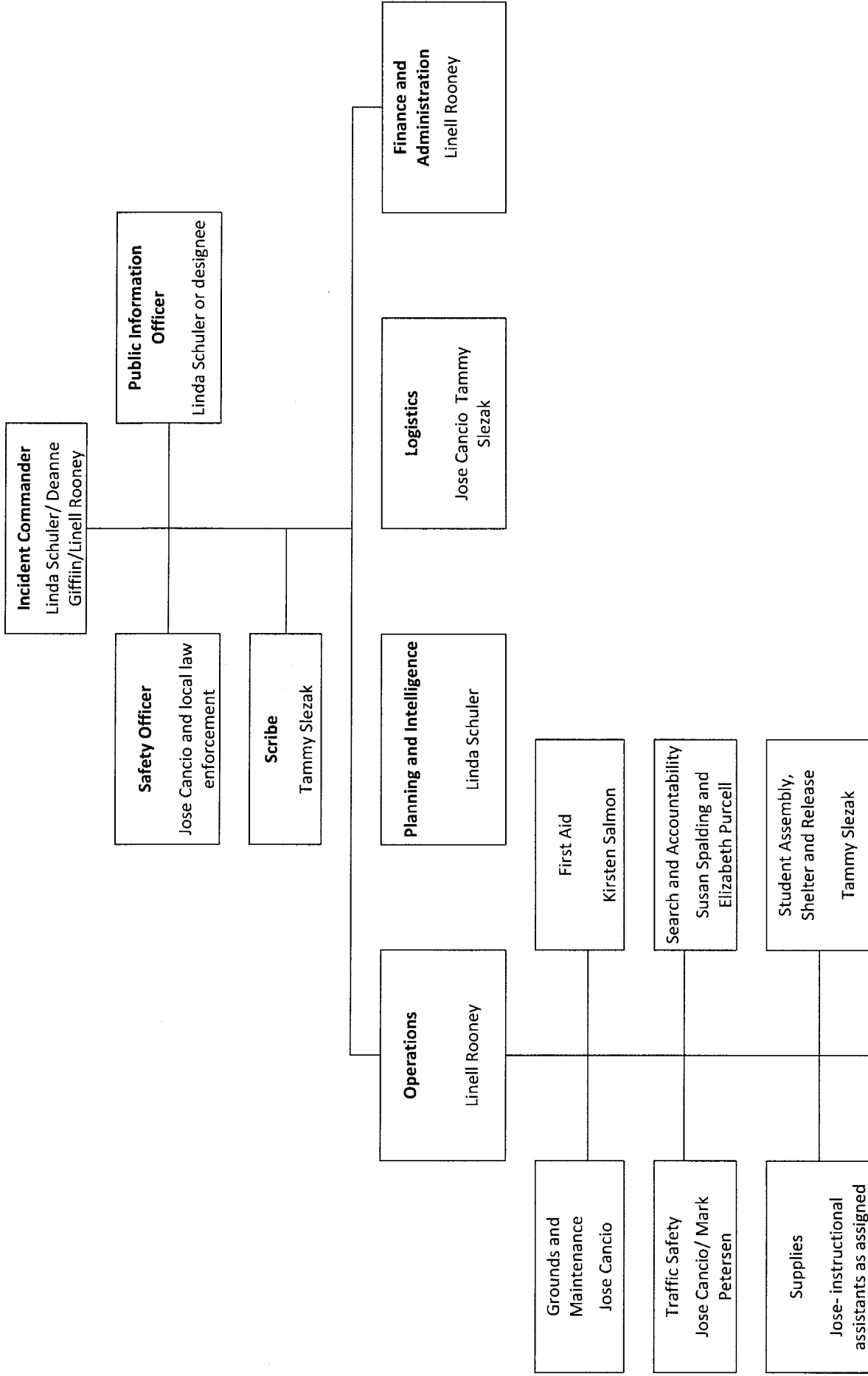
Type	Vendor	Number	Comments
Local Hospitals	John Muir-Concord Emergency	674 2333	2540 East Street Concord CA 94520
Local Hospitals	John Muir-Walnut Creek Emergency	939 5800	1601 Ygnacio Valley Rd Walnut Creek CA 94598
Law Enforcement/Fire/Paramedic	Clayton Police	673 7350	6000 Heritage Trail Clayton CA 94517
Law Enforcement/Fire/Paramedic	Concord Police	671 3200	1350 Galindo St Concord CA 94520
Law Enforcement/Fire/Paramedic	Martinez Police	372 3400	525 Henrietta St Martinez CA 94553
Law Enforcement/Fire/Paramedic	Pleasant Hill Police	288 4600	330 Civic Drive Pleasant Hill CA 94523
Law Enforcement/Fire/Paramedic	Walnut Creek Police	943 5844	1666 North Main St Walnut Creek CA 94596
Law Enforcement/Fire/Paramedic	Contra Costa Sheriff's Department	335 1500	561 Pine St #7 Martinez CA 94553
Public Utilities	PG&E Emergency	1-800-743-5000	If you smell natural gas, see downed power lines, or suspect another emergency situation, leave the area immediately and then call 9-1-1 or PG&E at 1-800-743-5000. Consult PG&E website for grid of outages: <a href="http://www.pge.com">www.pge.com</a>
Public Utilities	Contra Costa Water Emergency	M-F 688 8095	Before and after hours and weekend emergencies, call 688 8374
American National Red Cross	Bay Area Red Cross Disaster Relief	(415) 427 8000	1663 Market St San Francisco CA 94103
School District	MDUSD	682 8000	District employee reporting an immediate emergency incident dial: x4444
Other	US Federal Aviation Administration	(650) 876 2883	603 S.F. International Airport San Francisco, CA 94128

**Students with Disabilities**

If you have not described them elsewhere in your safety plan, include adaptations for students with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. SEC §. 12101 et seq.) for disaster procedures, routine and emergency.

Students with limited physical or other disabilities that require help are provided 1-1 assistance. All students with accommodation 504 plans or medical plans in the IEP have emergency medications and food on hand ( specific to food limitations and allergies). All parent are provided with emergency release information in a pamphlet easy to read form. These instructions are provided two times per year in school communications.

**Bancroft Elementary School Incident Command System Organization Chart**  
 School Year 2014-2015



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Bi-lingual Translator  
Lorena Stiles

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## **EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

### **I. INTRODUCTION**

#### **A. Purpose of the Plan**

School communities face a significant challenge with the issue of being ready to respond to new types of emergency situations and trauma. Preparation to deal with emergencies now includes chemical spills, bomb threats, school shootings, hostage situations, sniper attacks and an array of other potential terrorist activities in addition to the requirement of planning for natural disasters such as fires and earthquakes. The purpose of this Emergency Preparedness and Crisis Response Plan is to provide a functional, procedural framework for school staff and school emergency responders to follow when responding to emergencies in and around the school campus. It is intended to ensure as much as humanly possible the safety, security and medical treatment of school students, staff, and visitors in an actual or threatened emergency or full-fledged disaster. The primary objectives of this plan are to:

- Save lives and minimize injuries
- Provide fast, effective responses to emergency situations
- Ensure efficient and safe evacuation of the school buildings should it be necessary

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. It is also intended to:

- Develop an awareness of the diverse emergency situations that can occur on or near a school campus
- Provide staff members with a description of their duties in emergency situations
- Provide strategies that will help students, staff, parents and community agencies to respond in an appropriate and safe manner to emergency conditions
- Support school staff in providing a school environment that provides a maximum level of safety and security for all students, parents, and staff.

#### **B. Regulatory Authority**

State laws and regulations require that school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees.

The Katz Act [California Education Code, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [Government Code, §8607] requires that school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS be incorporated in the District plans; that the Incident Command System (ICS) be used at school sites to respond to emergency incidents; that all school personnel be trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems.

This plan is designed and structured to ensure compliance with the mandates of these laws as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires that each employer facility have an Emergency Action Plan which focuses on the specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate.

#### **C. School Site Emergency Preparedness and Response Coordination**

Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster.

A designee shall be named to serve in the event of a site emergency or a disaster that occurs when the principal is absent or otherwise unable to serve. The principal must ensure that the procedures of the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies. The principal is also to designate a staff person to control site access at all emergencies and supervise outsiders who arrive at the school site.

Each principal shall annually prepare a priority list of staff to be named as First Aid Assistants and in other emergency roles in event of emergency.

Each principal shall, at the beginning of each school year, conduct a survey of certificated and classified personnel to determine first aid training status, disaster preparedness training and medical and emergency experience or training (both paid and volunteer). Principals will ensure that all designated emergency personnel are properly trained in their respective response assignment. Survey and training records shall be kept current as changes in personnel occur. Copies of records shall be on file in the principal's office and a copy given to the Director of Risk Management. A similar survey and training assurances will be conducted among district office personnel.

Principals shall annually survey parents to determine any who may wish to volunteer for response assistance during an extended emergency or disaster response operation.

All employees trained in first aid and CPR will be identified and included on lists maintained by site/program administrators. All District personnel designated as primary duty (e.g., school nurses) or collateral duty medical emergency responders will receive appropriate instruction in blood borne pathogen protection and post-exposure follow-up procedures.

Principals shall conduct a survey to locate neighboring resources such as hospitals, medical clinics, dental offices, fire stations, police stations, churches, parks and other open areas, and potential vendors for additional emergency supplies. A map clearly showing these facilities in relation to the school will be maintained in each school's principal's office.

Principals shall, annually, prepare a list of students and staff at their school who have medical conditions which require medication in case of a long stay at the school (e.g. diabetes, epilepsy, asthma).

Principals shall, annually, assure that the needs of students with disabilities are considered and provided for in the event of an emergency, evacuation or long stay at school.

## **EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

### **II. CRISIS/EMERGENCY INCIDENT RESPONSE SYSTEM**

#### **A. Crisis Response**

A crisis is any event of limited duration that is seriously disruptive, unpredicted and overwhelming for those who experience it. A crisis may be volatile in nature and, at times, may threaten the survival of the individual or groups involved. The sudden change in a familiar setting due to a crisis is unwanted, frightening and often results in individuals feeling vulnerable and helpless. Ultimately, with successful intervention, stability can be restored and the individuals involved can view the school as safe and secure. The preparedness and ability of a School Crisis Response Team is to direct and maintain an appropriate course of action during a crisis is critical in achieving this outcome. The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Examples of events that create a crisis include, but are not limited to:

- An accident involving a student or staff member
- Death of a classmate or staff member
- Suicide or homicide
- Natural disasters
- Terrorist activities
- Substance overdose
- Severe act of violence (school shooting or hostage situation on campus)
- Fire or chemical spill
- Any other event that is an emotionally-significant event that creates an unstable or critical school setting.

#### **B. Incident Command System (ICS)**

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the MDUSD, will be used by this school as the formal emergency response structure for all emergencies, regardless of size.

The Incident Command System is a field level emergency response system to a specific incident or type of incident. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

The Incident Command System can be used for both small and large incidents. The ICS has considerable flexibility and can expand or contract to meet different needs of the incident.

The organization of Incident Command System is based on five major management functions or sections, which are also utilized in the SEMS response structure:

- Command (Management) - responsible for overall policy and coordination
- Operations - responsible for actually performing the actions that make up the emergency response
- Planning/Intelligence - responsible for collecting, evaluating and disseminating information; maintaining documentation and evaluating incoming information to determine the potential situation in the not-too-distant future
- Logistics - responsible for providing facilities, services, personnel, equipment, materials
- Finance - responsible for financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures

These five management functions are the foundation upon which the Incident Command System organization develops. They apply to handling a routine emergency, organizing for a major incident or managing a major response to a disaster. On small incidents, these major activities may all be managed by one person, the Incident Commander. Large incidents usually require that these activities be set up as separate sections within the organization. Each of these sections may be further divided into branches, units and groups, as needed.

Command staff consists of the Incident Commander, Deputy Incident Commander (if needed), Public Information Officer, Safety Officer, and Liaison Officer. General staff includes the section chiefs from each section. Actual incident response actions will be carried out by a Crisis Response Team as described in Part III, E of this plan. The Command Staff will determine the most appropriate response actions for each emergency by the coordinated development of an Incident Action Plan.

#### C. Incident Action Plan

The Incident Action Plan is the plan developed by the Incident Commander and the Command Staff which contains the objectives reflecting the overall incident response strategy. It also is used to lay out specific actions and any needed supporting information for the next operational period.

It is important that all incidents have some form of an Incident Action Plan. The plan is developed around a specified duration of time called an operational period and will state the objectives to be achieved and describe the strategy, tactics, resources and support required to achieve the objectives within the time frame. Generally, the length of the operational period is determined by the length of time needed to achieve the objectives.

The plan may be oral or written. Small incidents with only a few assigned resources may have a very simple plan which may not be written. Small incidents do not require elaborate Incident Action Plans. Incident Action Plans will vary in content and form depending upon the kind and size of the incident.

There is no single format which will fit all situations. Several Incident Command System forms are appropriate for use in Incident Action Plans. Incident Action Plans have four main elements that should be included:

- Statement of Objectives - Statement of what is expected to be achieved. Objectives must be measurable.
- Organization - Describes what elements of the Incident Command System organization will be in place for the next operational period.
- Tactics and Assignments - Describes tactics and control operations, including what resources will be assigned. Resource assignments are often done by division or group.
- Supporting Material - Examples include a map of the incident, a communications plan, medical plan, a traffic plan, weather data, special precautions and a safety message.

## **EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

### **III. COMMAND and ORGANIZATION DURING A CRISIS**

#### A. Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times. These three C's are:

Control – Control is the cornerstone of every crisis/emergency response. It means, first and foremost, the control of oneself and the initial responder(s); followed immediately by the control of non-responders in the area; and control of the area itself. It also means the control of persons, through conflict resolution or more direct means, involved in a developing hostile situation. In emergency response this is initiated and maintained through the effective use of the Incident Command System.

Communication -- Communication is essential to maintaining the control over a crisis incident or site and to the effective coordination of all response actions. Initial responder(s) must be able to communicate with school management, i.e. response command personnel, without leaving the incident/crisis site. An ongoing crisis/emergency response can only ensure coordination if ongoing communication is maintained among all response persons and between response persons and the command staff at the Incident Command Post.

Coordination -- Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. It will be maintained after control is achieved and proper communication is established. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

#### B. Chain of Command

An appropriate chain of command, organized and operated according to the Incident Command System, will be maintained at all school emergencies. This will facilitate the maintenance of effective control and coordination at campus emergencies.

In the event of a crisis, the principal will act as the Crisis Response Team Incident Commander at all school emergencies and is responsible for initiating and carrying out any emergency actions as required. The principal directs the Crisis Response Team members and other school staff in the implementation of the response actions of this crisis plan through the assignment of appropriate duties.

School Principal/Site Administrator: Linda Schuler

If the principal/site administrator is not present, or cannot assume control for any other reason, the Chain of Command is as follows:

Vice-Principals N/A N/A

Principal/Site Administrator Designee (to be established each year): Deanne Giffin

Lead Teacher(s) Suans Spalding Elizabeth Purcell

Other staff as designated by the principal

This Incident Command System Plan and the District Emergency Operations (DEO) Plan refer to the principal or the above person(s) as the site administrator, indicating the person who is in charge at the school at any given time.

Throughout this plan, all key persons have been designated by role. It is assumed that each of these persons will have two or three people minimum trained to carry out their respective responsibilities in their absence. It is very important that administrators, staff, parents, students and community agencies become familiar with the guidelines in this plan.

#### C. School Use of Incident Command System

At all campus emergencies, designated school staff will function as Command Staff within the Incident Command System until the arrival of outside response personnel, such as fire or law enforcement. Upon arrival of outside response agencies, the Incident Commander will turn over command of the incident to the ranking response person. The school Incident Commander will document the time of the relinquishing of command and will remain at the Incident Command Post as part of a unified command structure.

As needed, the school will coordinate activities with the DEO Center during a major emergency or disaster once the District Emergency Operation Center (EOC) is activated. As deemed necessary by the principal or other person acting as the Incident Commander, resource requests will be made by the campus Logistics Section Chief directly to the District EOC. All requests for initial emergency assistance will be made to the local emergency response agencies. District EOC requests will be used in the event of a long-term disaster situation.

#### D. Command Post

Overall responsibility for campus student, staff, and visitor safety in a major emergency is vested in a Field Command Post organized in accordance with the Incident Command System. This is especially true in the event of an earthquake during which injuries and/or building damage occurs.

The Command Post will be located such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, the medical treatment area and student release areas. The primary responsibilities and functions of the Command Post are to:

- Institute the Incident Command System
- Assess type and scope of emergency
- Assign people to needed functions
- Determine threat to human life and structures
- Determine need for site evacuation and take appropriate action.

The primary location for the Command Post is Black Top behind the evacuation lines and next to the field and baseball diamond. Alternate location is Large field.

School personnel designated to contact outside emergency response agencies will notify the responding agency of the location of the Command Post at the school.

Note: Not all members of the command staff will be activated at every emergency. Decisions as to the extent of the response and staff activation will be made by the Incident Commander at the initiation of the response. However, the first three positions named below in section E will be activated at all school emergencies involving partial or full evacuation of school buildings. In addition to the Incident Commander, the Command Post will be staffed as indicated below. School staff designated as the primary person for each position is shown following each position title (Also see the Incident Command Chart at the front of this section).

The Incident Commander and the general command staff will have responsibility for developing, implementing and coordinating the Incident Action Plan(s) for emergencies in and around the campus.

#### E. Crisis Response Team: Organization and Responsibilities

##### Team Members

A designated, organized and trained Crisis Response Team is the foundation of a coordinated and effective response to any crisis, emergency or disaster which affects the school. This team is organized according to the structure and principles of the Incident Command System, which provides critical leadership, coordination, and communication before, during and after a crisis.

Crisis team members have basic knowledge of the crisis response plan and are individuals who are trained appropriately to their duties as part of the team, are familiar with each other, are empowered to direct the activities of others in a crisis and are familiar to most students and staff.

The Crisis Response Team will manage a number of different tasks in the event of an emergency. In addition to specific duties delineated in this plan, these tasks will, in general, include, but are not limited to:

- Determine steps to be taken to respond to the crisis
- Request district and/or community assistance during and after the crisis
- Maintain coordinated control during an emergency situation
- Coordinate communication with students, staff, parents, district staff, community agencies and the media
- Discuss the needs of high-risk students and staff and plan for interventions
- Assist teachers who need help with students
- Staff a safe room for students if needed
- Staff a safe room for staff members if needed
- Monitor the halls, playground, lunchroom and other campus areas
- Be visible and ready to assist
- Decide if any athletic or other event(s) should be cancelled
- Obtain pertinent information from the family members of injured students or staff, or other involved individuals
- Discuss school memorial or other appropriate follow-up school activity
- Plan for debriefing meeting with staff

- Check in with one another for support

Each of these tasks will be pre-assigned to members of the team prior to an emergency.

In addition to the Incident Command Staff at the Command Post, the Crisis Response Team may be activated and utilized as appropriate to the extent and type of emergency occurring. These individuals will have designated and respective responsibilities.

Not all members of the team will be activated at all emergencies. However, the Evacuation Assistance Personnel and the Access Control Personnel will assume their duties at ALL emergencies involving evacuation of the school. The Response Team will carry out their functions according to the procedures outlined in this section and in Part VII - Evacuation Procedures section of this plan.

During the evacuation itself, the Incident Commander, through the Evacuation Response Branch Supervisor, will ensure that all Evacuation Assistance Personnel are operative and performing their respective duties as assigned.

The Crisis Response Team will consist of the following positions:

Upon hearing the call to evacuate, persons in these positions will automatically and immediately assume their respective duties and report immediately to their designated stations.

#### Evacuation Assembly Area Coordinator

The Evacuation Assembly Area Coordinator (Coordinator) will report immediately to the primary designated Evacuation Assembly Area, whenever an evacuation is called, and inspect the area for safety and security. In the event of a natural emergency, such as earthquake or fire, the Coordinator will ensure that the area is not a potential danger to the evacuees and/or is not in the path of the event.

In the event of a technological emergency such as a gas leak or a hazardous materials spill or release, the Coordinator will ensure that the assembly area is upwind, upstream or otherwise completely out of the danger zone potential of the release. The Coordinator will immediately notify the Incident Commander if evacuation is deemed unsafe and will call for an evacuation in place as appropriate.

In ALL emergency evacuations the Coordinator will also inspect the area for potential violence threats. This will include inspecting the area for threatening persons, which includes students, explosive devices or other forms of violent threats. This will provide an assessment as to whether an alarm given for an evacuation was, in fact, a ruse to place students and staff in harm's way. The Evacuation Assembly Area Coordinator will take the accounting reports from all Classroom Emergency Supervisors and report these to the Evacuation Branch Supervisor in the Command Post.

#### Wing Leader

Each wing or building or pod within the school will have a designated Wing Leader with responsibility to ensure the orderly, coordinated, and efficient evacuation of the building in the event of a major emergency. Upon the completion of their tasks in their respective areas of responsibilities, the Wing Leaders will then report to the Evacuation Branch Supervisor in the Command Post via radio or by direct reporting that the wing is clear.

Wing Leaders are also responsible for ensuring that all conference rooms, bathrooms and/or storage rooms in their assigned area have been inspected to ensure that any persons found in these rooms are aware of the evacuation alarm.

#### Classroom Emergency Supervisors

Each classroom will have a designated person to act as an Emergency Supervisor. Under normal operating circumstances, this will be the teacher assigned to the respective classroom. If a teacher leaves the classroom for any reason, they will designate an individual to assume this position until the teacher returns.

This Emergency Supervisor will have direct responsibility for the safety and overall well-being of the students under their charge at the time. In the event of an incidence of violence where a lockdown response is announced over the intercom, supervisors will ensure that the room doors and windows are locked and that all persons in the room are away from windows and are under their desks.

The Emergency Supervisor will also ensure that all students and volunteers within the classroom when an evacuation is called have been evacuated from the room. The Supervisor will ensure that students and volunteers are taken to the designated evacuation assembly area and that a full accounting of persons is taken. The verification of full room evacuation and proper accounting of persons will then be reported to the Assembly Area Coordinator.

#### Access Control Personnel

Whenever an evacuation is called, personnel designated as Access Control Personnel will assume duties as traffic controllers to prevent unauthorized public vehicle access to the school campus.

Once they have relocated and assumed site control duties, Access Control Personnel will report to the Evacuation Branch Supervisor via radio, or other designated form of communication, that they are in position and their respective areas of operation have been secured. They will remain at their posts until relieved or dismissed by the Command Post.

The Access Control Personnel will ensure that no vehicles enter the school campus area unless the vehicles are emergency vehicles or are authorized to enter by the Command Post.

The Access Control Personnel will also ensure that no vehicles leave the school campus area without the authorization of the Command Post.

In the event of a major disaster such as an earthquake, it is presumed that some staff or visiting members of the public will be emphatic about wanting to leave to check on their respective families. Given this, these persons may not want to remain at the school until authorization is received. In these cases, the Access Control Personnel are instructed to obtain the names, addresses and phone numbers of the individuals leaving to ensure accountability of all persons who were at the school at the time of emergency. Access Control Personnel will explain to these persons leaving that this information is necessary in the event that any of their family members contact the school or the District office to ask about their well-being.

If any persons still refuse to provide this information, the ACPs must write down the license plate number of the vehicle leaving, the vehicle type and color and a brief description of the driver. In this way a person visiting the school may still be accounted for. Note: Under no circumstances are vehicles to be allowed to leave the school unless some accounting has been made of each vehicle and the driver, as possible. If the driver appears threatening, the Access Control Personnel will allow the person to leave freely, immediately contact the Command Post to report the incident, then write down the above information about the vehicle and driver.

Once offsite responders arrive at the school, the Access Control Personnel will relinquish their roles to offsite responders and report this relinquishment to the Evacuation Branch Supervisor.

#### F. Crisis Response Team Staff Assignments

At this school campus, the following persons are designated for each position on the Response Team:

##### Evacuation Assembly Area Coordinator

Primary	Tammy Slezak
Alternate 1	Janet Gay
Alternate 2	Ann Rosselli
Wing Leader	Kristen Salmon

##### Classroom Emergency Supervisors

Room #	Emergency Supervisor
A pod	Admin and JAent Gay
B Pod	Grunert/ Stiles
CPod	Hagen/Purcell
Plaza	Timmer/Lee
MUR	Jose/MARk/

Day Care	Stefanie Lee
Access Control Personnel	
Linda Schuuler	Linda Schuuler
Jose Cancio	Linell Rooney

G. Morgue

In the event of a major incident or disaster resulting in fatalities, the local emergency response agencies may need to set up a morgue at the school. If needed, this will be located Multi Use Room. Alternate site: C-7 classroom or C-4 Classroom.

**EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

**IV. GENERAL CRISIS/INCIDENT RESPONSE**

A. Basic Response to a Crisis

Crisis or emergency situations often cause those involved to feel bewildered, shocked and helpless. An effective crisis response makes both the physical and emotional safety of individuals a priority. It is essential to have general crisis response actions determined in anticipation of, and prior to, an actual event. Preparedness steps, including the coordination of basic initial response actions, must be taken before an incident occurs. The following are initial steps to be taken by school staff in responding to any crisis:

1. Fact Gathering

- Confirm and clarify the facts surrounding the crisis.
- Conduct interviews with participants and any identified witnesses.
- Notify principal or designee as to incident or developing situation.
- Contact police or other emergency services if situation or condition is a potential or real threat to school students and/or staff, district officials, parents of involved students.

2. Call to Action

- Principal, or designee, will implement a basic Incident Command System and will assume command over the situation as needed.
- Principal, or designee, will determine the level of activation required for assembling the Crisis Response Team.
- Incident Commander will determine/request support services needed (e.g., MDUSD psychologists or other district or community emergency services).
- Command Staff will notify District officials of the crisis.

3. Inform Staff, Students, Parents and Community

- School, as part of the coordinated response system, will implement communication plan with faculty and other staff.
- The principal will determine method and timing of providing students, parents and the school community with information and updates.
- The school Information Officer will, when appropriate, prepare a written statement – anticipate questions.

4. Taking Action

- The first person on the scene of the incident will implement first-response actions. The nature of the emergency will dictate what initial actions are needed.
- Responders will keep adult leaders circulating through school.
- Plan for teacher-guided discussions, assembly, classroom activities, and presentations, as appropriate.
- Identify high risk individuals.
- Schedule faculty and parent meetings as needed.
- Make referrals to community agencies.
- Document events.
- Determine next steps using District Emergency Operations Plan post-incident response procedures.

B. Guiding Principles of Crisis Intervention

The following actions will serve as guiding principles to use with students and staff when responding to a crisis at school:

- Intervene immediately: be direct, active and authoritative.



- The sooner students and staff are assisted in coping with the crisis situation, the better the chances are of restoring equilibrium. The longer someone remains in a state of confusion or unable to take some sort of action to address the situation, the more difficult it will be to intervene.
- Keep the focus of the intervention on the precipitating situation.
- Help the individual to accept that the crisis has occurred by encouraging him/her to express the facts of the situation as well as expressing feelings.
- Provide accurate information about the situation.
- Give a realistic assessment of what has occurred, and what might be the expected outcomes.
- Do not give false reassurance. Always remain truthful and realistic.
- Recognize the anxiety, depression or tension but, at the same time, provide some sense of hope and expectation that the student will ultimately overcome the crisis. Do, however, let the individual know that things may never be the same as they were before the crisis.
- Recognize the primacy of taking action.
- Every crisis-counseling interview should have an ultimate outcome of some action that the student can take. Restoring the student to the position of actor rather than victim is critical to success.
- Provide emotional support.
- Find a group of peers, a group of school staff members or a family member who can provide both support and temporary assistance to involved individuals during the crisis. Implement a buddy system so that the individual isn't left alone.
- Focus on self-concept.
- Emphasize how the individual has coped with the situation so far and how he or she has already used strategies for moving forward. Encourage the individual to implement solutions or strategies that have a high probability of success.

#### C. Emergency Response Communications

Communication during an incident or ongoing disaster response is essential in ensuring coordination among all response personnel. This holds true for communication between the site respondents as well as between the site Command Post and the District EOC. Communications are the responsibility of the Command Post. The Command Post will ensure effective communications are maintained throughout the response, both onsite and to offsite assistance. Communications will be coordinated with those handled at or by:

- Local emergency response agencies (e.g., fire, law enforcement)
- The District EOC
- Offsite volunteer groups or organizations, (e.g., American Red Cross)
- Parents
- The media (as appropriate)

Communications with local agencies and district officials will be conducted by telephone if possible. If telephones are inoperable, communications will be conducted by cellular telephones, email, school vehicle radios and/or by personal messenger.

#### With Functioning Power:

- Intercom  
To be used directly by the site administrator in charge acting as the Incident Commander. Office Manager, or designee, will manage all intercom calls/reports from classrooms or other areas. Calls are to be documented and kept available for the administrator in charge.
- Walkie-Talkies/Two-Way Radios  
Office Manager, or designee, will serve as the base station during the response operation.
- Telephones  
Office Manager, or designee, will manage all in-coming calls. All calls will be documented. Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center.

#### Without Functioning Power:

- Walkie-Talkies/Two-Way Radios
- Messengers  
School staff without designated Response Team roles, teachers on prep period and/or students as appropriate may be used as personal messengers. Staff may be called upon to serve as messengers to drive to other schools, district office, or other district or community locations.
- Bullhorn

A bullhorn may be used by the site administrator acting as Incident Commander. It may be used as a back-up for giving directions to groups.

- Telephones

District telephones will not operate during a power failure. A record should be maintained of the locations of direct dial telephones. This will usually be the line that serves the fax machine. Each site should have one direct-dial telephone unit that can be plugged into this line.

A cell phone will be maintained in working order to be used should school phones not function. (Do not post to social media during a crisis.) Note: Any employee using a personal cell phone in response to any emergency situation will be reimbursed for any documented charges associated with the calls.

- School Bus

All district school buses have a radio that can call the district. If a bus is on campus, the radio can be used to communicate with the district.

- Email

Lap top computers with internet capabilities and battery backup will be used to contact the District EOC as necessary.

#### D. First Aid/Emergency Medical Response Center

As needed for the incident or disaster response, a temporary First Aid Center will be set up.

Primary Location	Library
Alternate 1	Main Courtyard
Alternate 2	C-1 classroom
Alternate 3	C-4 classroom

The First Aid Center will be supervised and coordinated by the following personnel:

School Nurse	
Primary	Kristen Salmon
Alternate 1	Christina Miric
Alternate 2	

In the event of any major disaster, two assumptions must be made regarding medical services:

- During a major earthquake, local emergency medical service personnel may not be available to respond to District emergencies for at least 12 hours. Therefore, transportation of the injured may be delayed.
- First aid treatment is most critical as soon as possible after injury. District employees and visitors will be dependent on first aid rendered by trained District employees.

At these times the First Aid Center Coordinator will assume ICS duties as the Emergency Medical Branch Supervisor and will establish an Emergency Medical Branch as part of the Incident Command System response. The Emergency Medical Branch will consist of the following elements as directed by the Emergency Medical Branch Supervisor. Not all components will necessarily be activated in all emergencies requiring major medical emergency response:

- Triage Areas
- Treatment Units

## EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

### V. SCHOOL STAFF EMERGENCY RESPONSIBILITIES AND ASSIGNMENTS

#### A. Statement of General Staff Responsibilities

All staff members are directly responsible for the protection of students, members of the public and school assets. School administrators and teachers must ensure that appropriate steps are taken during emergencies. General responsibilities for ALL school staff in case of emergency include, but are not necessarily limited to, the following:

- Ensure that students are properly notified of the emergency.
- Take appropriate action with students as conditions require.
- Initiate first aid, rescue, equipment shutdown or damage control as needed.
- Account for all students.
- Notify the principal of missing persons, or of any employees or students who require medical assistance.
- Contact parents or guardians as appropriate.

#### B. District Staff as Disaster Workers

The California Government Code [§3100 et. seq.], declares that all public government employees are disaster workers subject to such disaster service activities as may be assigned to them by their superiors or by law. In accordance with these legal

responsibilities of public employees, all district personnel are subject to be called upon and must be prepared if at home or elsewhere, to report for duty in the event of an extreme emergency. Arrangements for care of one's family should be prearranged in order to permit discharge of this emergency responsibility. This law applies to the District employees in the following cases:

- When a local emergency has been proclaimed
- When a state emergency has been proclaimed by the governor
- When a federal disaster declaration has been made by the president

All staff members should have a personal plan for themselves and their families that can be implemented during an emergency. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency, possibly without contacting their home and families. Staff members with special home considerations should discuss these with the principal prior to any emergency.

#### C. Release of Teachers/Staff from Duties as Disaster Workers

Government Code §3100 declares 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 employee includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

This means that all school staff are considered disaster workers during a major emergency. School personnel assigned to school level Incident Command System positions and responsibilities will assume their posts as assigned by the site Incident Commander. Others will remain at a central staging location to await assignment as needed. No District staff person will be released from their normal or emergency response duties without the expressed permission of the principal or designee as directed by the superintendent or a designee. School principals will not allow such releases of their staff without first obtaining authorization from the superintendent or a designee.

#### Priority Release of Employees:

Staff members with special home conditions, such as infant children or invalid relatives, are invited to submit a written petition for "first opportunity" release after the crisis stages of an emergency. The administrator in charge will exercise this release at the earliest opportunity as follows:

- Those with dependents
- Those with no dependents
- Administrators

#### D. Campus and Facility Site Staff Assignments – PREPAREDNESS DUTIES

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster.

Other staff persons have been assigned their own respective duties under this plan. These duties include responsibilities for pre-emergency preparedness as well as duties during an emergency response. The following information provides a breakdown of these responsibilities, listed by District job position during preparedness operations to plan for potential emergencies:

#### The Site Incident Commander/Disaster Coordinator: Principal/Site Manager

The principal or site manager is designated the Site Incident Commander and is responsible for all pre-disaster planning and preparedness for the site plan governed by the directives and guidelines issued in the District Emergency Operations Plan and by the superintendent. In the event of an emergency, the Site Incident Commander or designee will assure overall responsibility for disaster procedures. The principal or site manager shall:

- Appoint alternates, in succession, who shall assume the duties of the Site Incident Commander in the event of his/her absence, and assign duties to other school personnel.
- Ensure all site employees are trained in their emergency responsibilities.
- Practice a safe building evacuation plan using this plan.
- Ensure that there is an adequate warning system available and that the various alarm signals and message transmittal methods are known and understood.
- Designate primary and alternate locations for staff/classes to assemble when they evacuate and for the location of the first aid station at the site.
- See that parents are informed annually of the plan and its effect upon students.
- Make a site and building hazard survey. Recommend changes when site resources cannot accomplish the needed change.
- Annually update this site Emergency Preparedness and Crisis Response Plan, including personnel changes.
- Maintain all emergency equipment and supplies in usable condition at all times.
- Compile and maintain a list of local emergency agencies, such as police, fire, medical clinics, hospitals, etc., including telephone numbers and addresses.

- Compile and maintain a list of staff and students who require medication, who have disabilities, and/or who have physical limitations.

#### Teachers

Teachers are responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the principal of their school. Teachers shall:

- Keep up-to-date on the hazardous effects of different disasters and know and understand the survival techniques for each.
- Understand the emergency response procedures and response actions at this site.
- Provide instruction and practice for students in the techniques of survival and in emergency procedures to be followed.
- Have planned activities for use during periods of confinement to lessen possible tensions during a disaster situation.

#### School Office Managers shall:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Provide each classroom with a list of enrolled students which is updated daily.
- Assist principal in developing procedures to protect essential records.
- See that a battery-operated AM/FM radio is available and is in working condition and know the call number and frequency of the disaster information station (KKIQ 101.7 FM or \_\_\_\_\_).
- Maintain an up-to-date list of students and staff who require life sustaining medication.
- Become familiar with the operation of the emergency hand-held radio.
- Answer phones.

#### School Custodians shall:

- Instruct another member of the school staff (as designated by the principal) in all the disaster duties of the custodian to assume those duties in the event of his/her absence or injury. This person must have access to all school keys.
- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition.
- Routinely check all fire equipment (extinguishers, hoses, etc.). Notify District Maintenance Department of any servicing needs.
- Stock proper hand tools (axes, crowbars, wrenches, shovels, etc.) for immediate damage control and building access.

#### Food Service Personnel shall:

- Become familiar with potential hazardous conditions that might exist in an emergency (e.g. falling storage shelves, hot food spills, etc.) and notify Director of Food Services of any safety concerns that should be remedied.
- Be current with First Aid and CPR training, as appropriate.
- Participate in blood borne pathogens protection training.
- Maintain accurate inventory of food supplies in the kitchen.

#### Instructional Assistants/SDC Assistants shall:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.
- Participate in blood borne pathogens protection training.

#### Other School Site Staff shall:

- Become familiar with the school's emergency procedures.
- Participate in first aid and CPR training, as appropriate.
- Participate in blood borne pathogens protection training.

#### Nurses shall:

- Become familiar with role and function of Emergency Medical Branch Supervisor as part of an Incident Command System.
- Become familiar with Red Cross disaster procedures.
- Collect, organize and update first aid supplies.
- Be current in first aid and CPR training.

#### E. Site Staff Assignments--Incident EMERGENCY RESPONSE DUTIES

The Site Incident Commander/Disaster Coordinator: Principal/Site Manager

The principal or site manager is designated the Site Incident Commander in an emergency and is responsible for overall responsibility for site and emergency response operations. During an emergency the Site Incident Commander is responsible for the following:

- Maintaining internal and external communications. Report the emergency to appropriate emergency response agencies and the Superintendent as soon as possible.
- Assuming overall direction of site disaster procedures.
- Accounting for the presence of all students and staff.
- Directing the evacuation of the building, if necessary, using prescribed procedures for type of emergency. Conditions warranting evacuation could include: fire, indoor chemical spill, explosion, threatened explosion, and collapsing building. If evacuation is necessary, direct students and staff to a safe location. Call Transportation for buses, if necessary.
- Issuing orders to teachers if the students are to assemble in pre-selected safe areas within the campus.
- Reporting to the Superintendent, as soon as possible, the status of the emergency, the site condition and any injuries to staff or students.

#### Teachers

Teachers are responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the principal of their school. During an emergency teachers shall:

- Coordinate and carefully monitor the evacuation of their respective classroom when evacuating the building.
- Take a current class list of students when evacuating the building.
- Respond to the specific emergency as prescribed and direct students in appropriate safety procedures.
- Take roll if class relocates using current class list, as soon as conditions permit such action.
- Report missing students to principal; and if there is reason to believe that a student might be endangered, report need for rescue.
- Release students to parents or other persons according to the District's student release policies and only to persons designated on the emergency forms.
- Report number and severity of injured students and send them to the site first aid station, if appropriate. Attach identification tag to injured persons who cannot respond. If injured person is taken immediately to a medical facility, keep a record of the person's name and to which medical facility the person was taken.
- Help to restore order and assist other teachers and students as needed.
- Remain with the students until relieved by the principal.
- If not on classroom duty with students, report at once to the pre-assigned station or to the principal.

#### School Office Managers

During an emergency, school office managers shall:

- Take student emergency information cards and AM/FM radio as the building is evacuated.
- Serve as the principal's chief communication agent between school site and District Emergency Operations Center.
- Keep principal informed regarding District directives, injury reports, damage reports, status of students, etc.

#### Site Custodians

During an emergency, school custodians shall:

- Take school emergency supply kit as the building is evacuated.
- Turn off utilities as may be necessary. Utilities should not be turned off unless absolutely necessary (e.g., broken gas or water mains, or downed electrical wires).
- Conduct rescue operations as required and to extent of capabilities.
- Survey and report damage to the principal.
- Follow damage control procedures in so far as practicable to provide safest possible environment and to limit damage to school facilities.
- Safeguard all usable water within the building.
- Set up emergency sanitary facilities use as needed.

#### Food and Nutrition Service Personnel

During an emergency, food service personnel shall:

- Secure utility outlets.
- Cover and preserve all usable food and water.
- Direct the rationing, use and preparation of cafeteria food stock and water supply, whenever the feeding of students, staff and/or the community becomes necessary.
- Report the condition of the kitchen, including any damage, to the principal.

#### Instructional Assistants/SDC Assistants

During an emergency, instructional assistants/SDC assistants shall:

- If in a classroom at the time of the emergency, remain with that class group or one-on-one assignment, assist the teacher with group control and serve as a message courier between the class group and the principal.
- If not in a classroom at the time of the emergency, report to the site first aid center.
- Remain at the school site, assisting staff, until released by the principal.

#### Other Site Staff

During an emergency, other site staff shall report to the principal who may assign such employees as follows:

- Serve as message couriers between class groups and principal.
- Serve at the site first aid center.
- Assist teachers with class groups.
- Remain at the school site, assisting staff, until released by the principal.

#### School Nurses

During an emergency, school nurses shall:

- Report his/her location to the Site Incident Commander as soon as possible following the disaster. If an emergency is announced at another school, the District EOC will determine the greatest need and have school nurses proceed to that site, if possible.
- Supervise the administration of first aid.
- Organize and distribute first aid supplies.
- Administer any medications or treatments; record any administered.
- Advise and consult with other sites, if possible.
- Attach identification tags to injured persons who cannot respond.
- Keep records of injured persons who have been transported to medical facilities and, if possible, note to which facility.

#### F. Basic Personnel Responsibilities during an Extended Period after a Disaster

The first priority for the site Incident Commander during an emergency will be to implement the initial response actions to control and stabilize the situation. This will be accomplished through the activation of the site Crisis Response Team and the implementation of the Incident Command System.

An ongoing disaster situation, such as an earthquake, will demand long term coordination of response operations. These operations will be coordinated with Emergency Operations Center established at the District office. The site Incident Commander will utilize this plan and the District Emergency Operations Plan to facilitate the ongoing response actions.

The Incident Commander, through the Command Staff, shall:

- Set control center in operation.
- Assign teachers without classes to duties.
- Assess total school situation determining if school grounds are to be evacuated and check with superintendent.
- Announce location of disaster and first aid centers; call on principal's designee(s) to operate the first aid centers.
- Oversee conservation and distribution of water.
- Review report from custodian on conditions of utilities to determine if they should be turned off.
- Assure that parents and guardians are notified as soon as possible of any serious injured children transported to the hospital or other emergency treatment centers designated by community officials.
- If buildings are damaged, appoint staff to assure that no unauthorized person goes back into the building until they have been declared safe.
- Post traffic control at gates to keep parking lot free for emergency vehicles.
- Determine runners for the school.
- Establish and coordinate activities at the first aid center.
- Direct the recovery of all disaster-related and medical supplies, equipment and information listings from the first aid supply stations.
- Release teachers according to school's first opportunity release.

Assigned Clerical Staff shall:

- Establish the communication center—assist in the Command Post.
- Provide a current master list of staff; maps of the school; and current student lists.
- Account for assigned staff.
- Provide for the preservation of essential school records.

- Monitor radio emergency broadcasts.
- Direct volunteers to locations where needed.
- Answer and record all incoming calls.
- Use main office telephones, if they are working.
- Use fax, cell phone or email system if main telephone is not working.
- Relay messages to administrator in charge.
- Make available name tags or badges for volunteers/visitors.
- Assist with the coordination and operation of the first aid center and morgue.

The Custodial Staff shall:

- Check water, gas and electricity and report findings to the principal.
- Turn off utilities and intake valves on water heaters if directed.
- Assist the vice principal, or designee, in establishing building security.
- Assist in any fire-fighting or recovery activities, if trained.
- Help set up emergency sanitation facilities if needed.

The Teachers shall:

- Remain with their class group or report to the control center if they do not have a class group.
- Provide first aid to injured students for the students in their class group until an emergency first aid station has been established.

Students with major injuries are to remain in the classroom supervised by one teacher from a buddy group.

Students with minor injuries are to be cared for after evacuation.

- Use red flag (bandana) in emergency to signal major first aid needs whether they are on the field or in the classroom.
- USE BOTTLED WATER UNTIL NOTIFIED THAT WATER SYSTEMS ARE SAFE.
- When evacuating the classroom, take the teacher's emergency kit and roll book.
- Check with buddy classes when evacuating. If there are seriously-injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the students.
- Take roll. Send notice to control center immediately of any student who is not with the class group, or injured, noting possible whereabouts. Take roll periodically throughout the disaster period.
- Note on class roster in emergency kit the name of anyone who for any reason leaves the class group.
- Follow the procedures defined in the District Student Emergency Release Plan if students are to go home.
- Document on the Student Release Form any first aid given to the student.
- Periodically encourage students to talk about the incident/disaster to help reduce anxiety.
- Report to the Command Post when all students have been released.

## **EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

### **VI. POTENTIAL EMERGENCY TYPES and RESPONSE PROCEDURES**

School Administrators, teachers, and other staff will, at some time, be forced to deal with different types of potential or actual crises or emergency situations. The following sections describe the most probable situations, with specific response action directions included for each emergency type. The response actions are determined in coordination with the MDUSD Emergency Response Plan, the Incident Command System, and other district policies and guidelines.

#### **A. Crisis Involving Individual Students and/or Staff**

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team's presence at your site immediately following a serious injury, accident or death of a student or staff member.
2. Work with your school psychologist to determine identification of and short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and when ever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process ( writing, drawing, sharing. Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

#### **B. Intruder Alert/Anti-Violence Response**

All school visitors must report to the office before moving around the school campus. Visitors will be provided with a brightly colored, easily-recognizable visitor's pass that will be worn in a visible location. Unknown persons without a visitor's pass should be directed to report to the office.

An administrator or a noon/campus supervisor should be called if assistance is needed by another staff person in dealing with an unidentified person on campus.

If anyone sees a threatening intruder on campus who is behaving in a dangerous or unacceptable manner, the office should be notified immediately. Police assistance will be requested if needed. Based on the intruder's behavior, a LOCK DOWN may be initiated. The purpose of a LOCK DOWN is to completely lock down the school. By securing students in their respective classrooms, identifying and isolating the problem becomes easier. Do not attempt to contact the office via the intercom or internal phone system unless you witnessed the incident or saw the suspects. The intercom/telephones will become inoperable if too many people try to use them at the same time. Follow these procedures:

#### **Active Alert: LOCK DOWN**

The principal will announce via the intercom, "This is a LOCK DOWN alert. Teachers and students please take your places."

#### **Staff roles during Active LOCK DOWN**

1. Remain calm and lock your door(s) immediately and close all windows.
2. Do not walk the hallways in search of the problem.
3. Stay with your students until you receive further instructions.
4. Permit no one to leave the classroom.
5. Have all students answer to a roll call.
6. Prepare a list of those present and those out of the classroom. Also list anyone else present who is not usually in the room that period. This is important to prevent officials from accidentally overlooking missing students or possible suspects.
7. Shut off all lights in the classroom. Turn off all computers and TV's. Instruct students to NOT use cell phones. Shutting off all interior lights reduces visibility and prevents an outsider from picking out possible targets inside the room. If you can safely close the shades or blinds without exposing yourself to the outside, do so immediately.
8. Move all students out of their seats and onto the floor in the safest part of the room, away from doors and windows. The intent of this directive is to place everyone out of sight of an intruder. If you are not in your classroom at the time of a LOCK DOWN, move into the closest classroom, storage room, bathroom or locker room. Keep everyone with you together. Do not let any student wander or leave to check on the status within the school. In the cafeteria, stay there and be prepared to take cover under tables if necessary.
9. Ignore all bells until further notice.
10. Wait quietly for instructions that will follow via the intercom or other means of communication.
11. Do not leave your classroom until you are told to do so by someone who communicates the "All Clear" password for your site. Teachers will be instructed not to allow their students out of their secured classrooms until told to do so by someone who knows the "All Clear" password or a uniformed police officer, if clearly identifiable, tells them it is safe to do so.

#### **Practice Alert: Lock Down**

The principal will announce via the intercom, "This is a Practice LOCK DOWN alert. Teachers and students please take your places." Follow the instructions above for an Active Alert.

#### **Teacher Alert: Lock Down**

In the event you hear gunshots not followed by an Active Alert to Lock Down, assume the office staff is not able to call for the lock down. Immediately initiate a Lock Down and follow the instructions above for an active lock down.



intruder drills are practiced each year. Staff training provided and amply warning and preparation are made so that students and families are aware of the drills. Law enforcement is included on these drills

### **C. Earthquake**

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action.

If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required.

If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face.

If notebooks or jackets are handy, hold these over head for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult.

If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover.

In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

Earthquake hazards commonly found in school buildings:

Glass that shatters or flies around

Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)

Objects that block movement to safe places (books on floors, tipped desks and bookcases)

Cabinets without latches

Objects stored on wheels

Open shelving without a lip or restraining wire

Free standing cabinets

Blocked exits

Objects in hallways that block movement (glass, tables, locker contents)

Settling down after the first shock:

After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.

When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.

Announce that no student is to return to the room unless directed to do so.

Teachers will take classes to pre-arranged places on the campus.

Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.

School will remain open indefinitely until every student has been released to parents or to an authorized person.

Do not light any fires after the earthquake because of possible gas leaks.

If possible, notify utility companies of any break or suspected breaks in service.

The principal should procure the advice of the Director of Maintenance and Operations regarding the safety of the buildings.

The principal should keep the superintendent informed of conditions at the school.

Disaster supplies are kept in a locked shed away from the school buildings and accessible once all personnel and students are safely accounted for and secured in the evacuation area. Reunification of families with students will begin at the evacuation area. Emergency contacts are listed on the Emergency Information Cards. ID is required and responsible contact will sign out the student and provide phone information.

#### **D. Fire**

In the event a fire is detected within a school building, the school fire alarm will be sounded. This will automatically implement the action to LEAVE THE BUILDING.

The teacher leaves the room last, checking closets and storerooms for stragglers, closing door when out. Teachers will take with them their class list.

Staff and students will assemble at the assembly point designated.

The teacher will take roll and complete the Student Accountability Form.

Teachers are to remain with their classes until given further directions.

The fire department will be notified. The police and superintendent should also be notified.

Access roads to the school campus should be kept open by custodians or other designated staff.

Students and staff will not return to the buildings until the fire department declares the area safe and the principal has announced the ALL CLEAR via bullhorn or through runners.

Clothing on fire: STOP. DROP. ROLL. Use other pieces of clothing to help smother the flames. Immediately call 911. Render first aid.

Several evacuation routes are noted, however most fire drills are practiced in a uniform way.

#### **E. Bomb Threat/Suspicious Package**

##### **Bomb Threat**

An employee receiving a bomb threat by telephone or other means will utilize the Bomb/Phone Threat Information Checklist form, if possible. The employee, in using the form, will attempt to obtain the following information:

- Try to ascertain as much information from the caller or source as possible. Verbatim responses to the following questions are especially desired:
  - o When is the bomb to explode?
  - o Where is the bomb right now?
  - o What kind of bomb is it?
  - o What does it look like?
  - o Why was the bomb placed here?
  - o Note on checklist a description of the caller's voice (sex, age, tone, accent, etc.) and whether it was familiar or not.
  - o Note any background noises (train, machinery, airplanes, ocean, traffic, etc.).
- Notify the principal or designee.
- Principal will notify the police department, the fire department, and the superintendent.
- Upon notification of a threat, the principal will decide whether to clear the building for the safety of staff and students. If the emergency action to leave building is ordered, students will move under the full control of their teacher to the designated assembly point. Proceed as during "FIRE" above.

##### **Suspicious Package**

Anyone discovering a suspicious package, box or strange device will do the following:

- Not touch or remove strange objects.
- Notify the principal.
- Principal will notify the police department, the fire department and the superintendent.
- Principal will evacuate the buildings.

Whenever a bomb threat is received or a suspicious package is found, a police officer will evaluate the threat or object before instituting a search of the buildings or sounding the signal for staff and students to return to the buildings.

Only trained volunteer staff members may assist the police in a search of the buildings.

The superintendent is to be kept informed of all actions.

In the event that the students and staff must evacuate the campus, the school will be routed to Heather Farm Park or to the Shadelands Business Park. Both are located off the walk trail across from the school. An alternate route has been established by using the back playground gate and walking the students to one of High Schools located on Winton Drive off of Treat Blvd. If possible a sign will be posted on the front doors of the school and or a phone school messenger will be initiated to alert all parents by email and phone of our location. Emergency Release Information will be accompany the evacuation and teachers will bring the classroom emergency backpacks that contain emergency medications for specific students.

#### **F. Severe Windstorm**

Warning of an impending windstorm is usually received via radio, television or civil defense officials. The United States Weather Bureau can usually forecast severe windstorms. If high winds develop during school hours without sufficient warning, the following emergency actions should be taken:

Implement action to TAKE COVER. Students and staff should assemble inside shelters or buildings.

Close windows and window coverings. Seek shelter away from windows.

Remain near an inside, ground level wall if the building is more than one level.

Evacuate classrooms that bear the full force of the wind.

Avoid auditoriums, gymnasiums and other enclosures that have long roof spans.

Keep tuned to a local radio station for the latest advisory information.

Take roll and complete Student Accountability Form.

Notify site administrator of any break or suspected break in utility lines or buildings which might present an additional hazard.

If possible, contact and report conditions to the superintendent.

Don't permit any staff to leave the building until the winds have subsided and it is safe to do so.

School Messenger will be instituted to provide immediate updates to parents and guardians.

#### **G. Chemical Spills within the School**

In the event of a chemical spill or incident at school, the site administrator will determine what emergency action to take depending upon the circumstances. Teachers in the area shall do the following:

Restrict the area of the incident and evacuate the area as deemed necessary.

Rescue injured or trapped persons and remove from area, if trained to do so.

Provide first aid as needed.

If possible, determine the name(s) of the chemical(s) and provide that to the emergency respondents.

Allow no one in the immediate area of the spill except emergency personnel.

The office will alert classes to, "Shelter-in-Place."

Close windows, curtains or blinds, and doors.

Seal cracks under doors and around windows.

Turn off heating or air conditioning.

Office will call for student accounting.

Stay inside and keep students clam and working.

Do not allow anyone to leave the classroom. Use emergency food and toilet facilities stored in the room, if necessary.

Wait for further instructions or an all clear.

Electricity will be left on. Intercoms, radios, and TV's may be used for accessing information during the event.

Notify the Superintendent's office.

School Messenger will be instituted to inform parents.

#### **H. Chemical Accident near the School**

Warning of a chemical accident is usually received from the fire and/or police departments or from emergency services officials when such accident occurs sufficiently near the school to be a threat to the safety of students and staff at the school. An overturned tanker, a broken fuel line, and an accident in a commercial establishment that uses chemicals are all potential hazards. Whether the accident occurs at the school or off the school grounds, the site administrator shall:

Determine if there is need to implement action to LEAVE THE BUILDING or to SHELTER-IN-PLACE. This decision will be made in coordination with offsite emergency respondents.

Determine whether the students and staff should leave the school grounds and EVACUATE. If it is necessary to evacuate the area, move crosswind, never directly with or against the wind which may be carrying fumes.  
Get upwind as quickly as possible.

To "Shelter-in-Place."

Close windows, curtains or blinds, and doors.

Seal cracks under doors and around windows.

Turn off heating or air conditioning.

Office will call for student accounting.

Stay inside and keep students clam and working.

Do not allow anyone to leave the classroom. Use emergency food and toilet facilities stored in the room, if necessary.

Wait for further instructions or an all clear.

Electricity will be left on. Intercoms, radios, and TV's may be used for accessing information during the event.

School Messenger will be instituted to inform parents.

#### **I. Explosion**

The DROP command is to be given immediately in the event of an explosion at the school or within a school building.

If the explosion occurs within the building or threatens the building, the teacher will then implement action to LEAVE THE BUILDING.

Assemble at the evacuation area.

Sound the fire alarm and proceed as above for a fire.

Notify the superintendent's office.

School Messenger will be instituted to inform parents.

#### **J. Fallen Aircraft**

Warning of a failing or fallen aircraft is usually by sight, sound or fire. If an aircraft falls near the school, the following actions will be taken:

The site administrator will determine which emergency actions should be implemented. When necessary, teachers will take immediate action to ensure the safety of students if the site administrator is unable to direct emergency action.

Students and staff must be kept at a safe distance from the aircraft, as it may explode. Move crosswind or stay up wind to avoid fumes.

Call 911

Notify the Superintendent's office.

School Messenger will be instituted to inform parents.

#### **K. Rabid or Vicious Animal**

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified to hold all students within the classrooms, ignore bells and await further instructions. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors.

this will resemble a shelter in place with updates to classroom teachers via email.

#### **L. Natural Gas Leak or Ruptured Gas Line**

The site administrator will evaluate the situation and determine the need for a building evacuation.

Offsite emergency respondents will be called if a leak is suspected.

In general, an evacuation of the building(s) will be conducted whenever there is a strong smell of natural gas within the school.

Evacuations under other circumstances will be decided upon based on discussions with offsite emergency respondents. The site administrator will then initiate whatever emergency action is required.

Notify the superintendent's office.

off site evacuation to one of the designated sites ( Heather Farm Park, Shadelands Business Park or locale neighborhood high school.

**M. Discarded Weapon or Drug Paraphernalia**

A staff person may discover a discarded weapon or discarded drug lab or drug use paraphernalia. A student may also bring this to a staff person's attention. In these circumstances, the staff person will remain at the location and use a two-way radio to notify the office of the situation. If a radio is not available the staff person will locate a student and send the student to the office.

The office will immediately notify the local authorities.

The staff person will not take any active response role in these situations unless they have received appropriate training in weapons handling and hazardous materials handling response technique.

Keep the area clear of students and faculty until local authorities have arrived.

Conduct a Shelter in Place or if students are in a recreational time period, do an all call and bell to start a shelter in place. Updates provided to teachers via email.

**N. Loss or Failure Of Utilities**

Consult PG&E website for grid of outages: [www.pge.com](http://www.pge.com)

Contact PG&E to report a Power Outage 1 800-743-5002

Contact Contra Costa Water District Emergency #: M-F 7:00-3:30 688 8095. All other times, call 688 8374.

Contact TIS x4094 or 4105 to report phone issues.

Contact Maintenance, Operations & Facilities x3884 if the utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with M/O for temporary communications, water delivery and portable rest rooms.

Consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services x4124.

Provide a School Messenger update to parents to keep the community informed.

## **EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

### **VII. EVACUATION PROCEDURES**

#### **A. Evacuation Alarm System**

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the principal [or designee], acting as Incident Commander, will carry out the initial response actions delineated in Part III, E of this plan. In consultation with members of the Crisis Response Team, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency.

Crisis Response Team members will immediately assume their designated response duties as activated by the Incident Commander. The Evacuation Branch Supervisor will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned. The Evacuation Branch Supervisor will then station themselves at the main entrance/exit to the building.

When a decision is made to evacuate, the Evacuation Assembly Area Coordinator will immediately report to the assembly area and inspect the area for hazards, as described in Part III, E of this plan. The Coordinator will notify the Incident Commander immediately if the area is safe. If not, the Coordinator will advise that the evacuation be done to the alternate assembly location.

This evacuation may be a partial evacuation of only portions of the building in a very localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified via the following system: Intercom System.

If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

#### **B. Coordinating the Evacuation**

Upon receiving the order to evacuate, Wing Leaders will assume their designated positions in the hallways of the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Leaders are also responsible to ensure that all disabled persons in the building are assisted as necessary.

Wing Leaders will report to the Evacuation Branch Supervisor via radio or in person once they have verified that all persons on their respective wing have indeed left the building.

Once all Wing Leaders have reported to the Evacuation Branch Supervisor the supervisor will exit the building and ensure it has been secured. The Evacuation Branch Supervisor will then report to the Command Post.

#### **C. Evacuation Assembly Areas**

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area.

ALL students and staff must report to the assembly area and remain there until the Command Post, via the Assembly Area Coordinator, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's Student Release Procedures. This will not be done unless it is authorized by the Command Post.

Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the Assembly Area Coordinator. If someone is deemed missing, the teacher is to immediately report this fact to the Assembly Area Coordinator even before the count is completed.

#### **D. Access Control Personnel**

Whenever an evacuation is called, the designated Access Control Personnel (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in Part III, E of this Plan.

## **EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

### **VIII. STUDENT EARLY DISMISSAL/SCHOOL CLOSURE**

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees.

Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the policies and procedures of the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

#### **A. Release of Students From School Site(s)**

It is the policy of the MDUSD and this school to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school.

In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand in writing by the parent. Disaster Emergency Cards shall be completed by parents and used for this purpose. These cards shall be made available at the beginning of the school year and returned to the school.

Completed cards will be organized alphabetically and kept on file in the office. Duplicate cards will be maintained by the homeroom teacher and kept in the Teacher Emergency Kit.

Following an emergency when parents are unable to come to school, staff should be prepared for parents to fax copies of a signed authorization to release their son/daughter to a friend who can come to the school. Parent signatures must be on the faxed authorizations and must be matched to the signature on the Disaster Emergency Cards prior to the student's release.

Disaster emergency cards shall be made available to parents at the beginning of the school year and kept on file throughout the year. They shall be organized by homeroom classes. When release of students is imminent, students shall be reorganized into homeroom classes.

Parents or others must check with this school's Liaison Officer at the emergency Command Post prior to entering the school to pick up their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

#### **B. Emergency Release Plan Procedures**

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain in their current classes. Teacher takes roll on emergency roll sheet. Await directive from office.
2. The school administration will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon administrative directive via intercom or bullhorn.
3. All adults without classes shall report to the Command Post for assignment of other duties. These duties may include, but not be limited to:
  - Covering classes
  - Acting as first aid assistants
  - Meeting parents who are picking up students
  - Acting as runners

- Sending runners to class for pickup
- Assisting students without a disaster card
- Checking for hand stamps/marks at school gate (red – authorized to leave)
- Assisting with phone calls home and talking to parents for permission to release students
- Directing parents to appropriate entrance and exit gates

4. Teachers will wait for directive from runner to take entire class to assigned phone to call for permission to leave. Teachers must talk to parent if student is walking home or is going home with someone not on disaster card.

5. Teachers will make phone notes on Student Accountability Form.

6. Adults picking up students will identify self at gate (pick up area); runner takes message to classroom teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student in red and releases.

7. Students may go home with people listed on disaster card if parent can't be reached. As students clear out, remaining students will be consolidated in rooms with phones.

8. Teacher takes attendance after each consolidation and keep all documentation.

## **EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

### **IX. TRAINING**

#### **A. Requirements**

The key to effective and coordinated emergency response efforts is the proper training of school response personnel to a level, and in areas, appropriate to their respective duties in an emergency or disaster. Moreover, proper training is mandated under the SEMS requirements for District staff and students and by Cal/OSHA for employees of the District. To this end, this school and the District are dedicated to providing appropriate instruction to all emergency response staff.

#### **All District Response Staff and Students**

All non-response District staff, as well as all students, will receive training in the following areas:

- Brief overview of the District EOC plan and its coordination with School Crisis Response plans.
- Brief overview of the School Crisis Response Plans and its coordination with the District EOC plan.
- Responder positions within each plan and the duty to follow instructions of the response team personnel.
- Use of drills and exercises to provide hands-on instruction to staff and students.

#### **School Crisis Response Team Personnel**

School site emergency Crisis Response Team personnel will receive training in the following areas:

- Detailed information on the Incident Command System and its use at a school crisis or disaster response.
- Initiation and functioning of the ICS Command Post.
- ICS response positions, their responsibilities, and the use of position checklists.
- Development of site Incident Action Plans and the utilization of, and coordination with, EOC actions at the District level.
- Importance of documentation of site ICS activities and damage assessment information.
- Demobilization procedures for down-sizing and closing the ICS Command Post.

#### **B. Drills and Exercises**

Because emergencies occur without warning, life-protecting actions must be taken immediately at the first indication of emergency conditions. There may be no time to think through all of the options for what must be done. Emergency drills will be conducted periodically to help familiarize everyone with basic procedures and to help students and staff learn how to react immediately and appropriately.

Exercises and drills will be conducted at the school site level. The essential components of school site emergency drills are classroom training and discussions, demonstrations and exercises designed to help staff and students learn and practice where to seek shelter and how to protect themselves based on the kind of emergency they are facing.

## **EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

### **X. EMERGENCY SUPPLIES**



The school shall maintain a quantity of emergency supplies that will be utilized by trained personnel in the event of a school crisis or a district-wide disaster. Some materials are stored in a central location on campus as a means of providing ready access to assist any area in the school. These Central School Emergency Kits are located disaster storage sheds and in the room next to the cafeteria in the MUR.

Each classroom will also have its own supply of first aid and other equipment to facilitate each teacher in helping the students they are responsible for.

#### A. Central School Emergency Supplies

Central School Emergency Supplies should include at least the following items:

- Two first aid kits (see below)
- Two tool kits (see below)
- Radio (battery-operated) wrapped in plastic bag
- Batteries (left in original packages; replaced in years ending with 0, 3, or 7)
- Water carrier
- Water purification tablets and/or household bleach
- Toilet paper
- Hard hats
- Blankets (4 wool, 5 space blankets)
- Large plastic tarp
- Sheets for medical use (slings) or to signal for specific help. (Sheets will be spread out on the lawn as needed.)
- Spray paint to use on sheets to identify needs (Example: NEED DOCTOR, PGE, SEND MEDIC, ETC.)
- Water 25 gallons

#### B. Teacher Emergency Kits

Teacher Emergency Kits are located in each classroom and should contain at least the following items:

- Class lists (updated by the teacher as necessary) with a place for parent signatures when releasing students and to assist in the taking of roll.
- Student Accountability Forms
- Special Needs List of students
- Disaster Emergency Cards (one for each student)
- Simple first aid supplies
- Orange ID arm band and name card with teacher's name to be worn by the teacher
- Copy of the Campus Response Plan and the District Disaster Plan (Cliff Notes/Summary of plan)
- Water-10 gallons
- Flashlight
- Work gloves
- Garbage bags (40 plastic) to be used as rain gear
- Red bandana
- Red and blue hand stamps/markers
- Clip board
- Pens/pencils/permanent markers
- Pad of paper

Special Day class students who are assigned to regular education classrooms for a part of the day must be accommodated during an emergency.

Each employee should have a personal survival kit available at all times containing prescription medicines, extra eye glasses, change of clothes, toiletries, comfortable shoes, jacket and other necessary items.

#### C. First Aid Kits

School First Aid Kits are located Disaster supply sheds and MUR and should contain at least the following items:

- First aid manual

- 3 triangular bandages
- 6 stretch gauze bandages
- 2 instant ice packs
- 1 after-burn treatment spray
- 2 packages long bandages
- 30 boxes sterile pads for small wounds (120 pads)
- 2 bottles liquid soap
- 6 bottles aspirin
- Hydrogen peroxide
- Paper towels
- Felt pens to identify injured children sent elsewhere for treatment. Write name on child's arm; non-water soluble
- Sheets
- Needle nose pliers for removal of glass
- 6 sanitary napkins (for severe bleeding)
- A zip lock bag containing:
  - o 1 tube medicated ointment
  - o 5 smelling salts (ammonia inhalant)
  - o 2 rolls tape
  - o Tweezers
  - o Scissors

D. Tool Kit(s)

The school Tool Kit(s) is located Disaster Supply Sheds and should contain at least the following items:

- Work gloves
- Goggles
- Flashlight (batteries in package)
- Lantern (batteries in box)
- Duct tape
- Masking tape
- Utility knives
- Hammer
- Blade screwdrivers (small, medium, large)
- Crowbar (a longer crowbar is stored in custodian's office)
- Waterproof matches
- Rope
- Nails
- Sheets (to signal for help)
- Spray paint (to use on sheets to identify needs)
- Radio
- Large shovel located in custodian's office

E. List of Staff with Special Skills

Each Central School Emergency Kit and each Teacher Emergency Kit will also contain a list of school staff members with specialized emergency skills. These include, but are not limited to:

- Medical or first aid experience
- Search and rescue experience
- Fire-fighting, chemical spill containment experience
- Communications equipment experience (indicate type)
- Emergency vehicle (indicate type)
- Foreign Language knowledge

**Appendix A: MDUSD Comprehensive School Safety Plan Board Policies and Administrative Rules**

Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website, <http://www.MDUSD.org> . Click on Departments, then Superintendent. Click on Board Policies then GMAUT online. At the log-in enter user name: public. Enter password: mdusd. Select section. Scroll to:

BP/AR 0450 Comprehensive Safety Plan  
BP 1112 Media Relations  
BP/AR 1250 Visitors/Outsiders  
BP/AR 1312.3 Uniform Complaint Procedures  
BP/AR 3515.2 Disruptions  
BP/AR 3516 Emergencies and Disaster Preparedness Plan  
BP/AR 4119.11 Sexual Harassment (Personnel)  
AR 4258 Employee Security  
BP/AR 5113.12 Attendance and Behavior  
BP 5131 Conduct  
BP 5131.2 Bullying  
BP/AR 5131.4 Campus Disturbances  
BP/AR 5132 Dress and Grooming  
BP/AR 5141.4 Child Abuse Reporting  
BP 5144 Discipline

BP/AR 5144.1	Suspension and Expulsion/Due Process
BP/AR 5144.2	Suspension and Expulsion/Due Process/Students with Disabilities
BP 5145.3	Nondiscrimination/Harassment
BP/AR 5145.4	Student Conduct and Discipline
BP/AR 5145.7	Sexual Harassment (Students)
BP 5145.9	Hate Motivated Behavior
BP/AR 5145.12	Search and Seizure
AR 5149	At-Risk Students

## **Appendix B: MDUSD Student Handbook of Conduct, Welfare, and Discipline Section 1 Philosophy of Discipline and Safe School Planning**

### PHILOSOPHY OF DISCIPLINE AND SAFE SCHOOL PLANNING

#### A. PHILOSOPHY OF DISCIPLINE

The Mt. Diablo Unified School District believes that the best discipline is self-imposed and that each student should learn to assume responsibility for his/her actions.

Schools have an educational responsibility to promote a positive understanding of discipline. Our goal is to enhance each student's awareness of his/her personal responsibility by providing an orderly and predictable set of guidelines so each student can choose the course of action in his/her best personal interests.

There are three distinct phases of this responsibility:

1. To establish a school environment where the activities of the students and adults are orderly and promote a climate of cooperation.
2. To develop an understanding of the need for discipline throughout society.
3. To develop the student's desire for self-discipline.

#### B. STUDENT CONDUCT AND DISCIPLINE

In the process of developing rules regarding student conduct and discipline, the personnel of the Mt. Diablo Unified School District shall be guided by the following general policy statements:

1. Rules of conduct and disciplinary procedures shall be consistent with state and federal law and with the rules prescribed by the State Board of Education.
2. District personnel shall implement state and federal law and district policy.
3. Each school shall develop rules and procedures on school discipline in accordance with E.C. 35291.
4. It shall be the responsibility of the staff of each school to inform students and parents of the rules.
5. Rules and regulations dealing with discipline policy shall be distributed to students, teachers and parents at the beginning of each school year or at the time of enrollment for students who enter during the school year.
6. The administration shall be responsible for the maintenance of good discipline at the school site or wherever students may be participating in school-related activities. School district employees shall assume responsibility for the enforcement of the established rules.
7. Corporal punishment shall not be administered to a pupil by employees of the Mt. Diablo Unified School District.

**NOTE:** Nothing in this policy statement shall be construed to prohibit a teacher, administrator or other district employee from protecting himself/herself or others or school property by means of restraining a student, confiscating a weapon, or turning over a lawbreaker to appropriate law enforcement agencies.

The school district or governing board shall not be responsible or in any way liable for the conduct or safety of any pupil of the public schools at any time when such pupil is not on school property, unless the district or Board has undertaken to provide transportation for such pupil to and from school premises, has undertaken a school-sponsored activity off the premises of such school, has

otherwise specifically assumed such responsibility or liability, or has failed to exercise reasonable care under the circumstances. [E.C. 44808]

### C. CHARACTERISTICS OF SAFE SCHOOLS

What is a safe school?

“Safe schools are orderly and purposely safe places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools are also characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

Taken from “Safe Schools: A planning Guide for Action”  
California State Department of Education

### D. QUALITY INDICATORS OF SAFE SCHOOLS

Our youth have many divergent needs. Their feelings of safety and security are influenced by wide-ranging factors. Some factors are equally important to all students, while others will be viewed with different levels of importance. The following comprehensive list of quality indicators describe factors considered to be primary in supporting the establishment and maintenance of safe schools. Because of limited resources, it is likely that few schools would meet all criteria. The factors included in this list are intended to be used as a broad measuring stick to assess school safety.

#### 1. Focus on academic achievement

Effective schools convey a positive attitude that all youth can achieve academically. High expectations are established and clearly communicated to students and school community stakeholders. Instruction focuses on district curriculum standards and builds on student readiness profiles, individual learning styles, and interests. The educational approach is developmentally appropriate for students and provides a safe, secure setting free from threat. Students are able to test their skills at real tasks in a safe, noncritical environment. Adequate resources and programs ensure that expectations are met.

#### 2. Positive environment that values youth and their ideas and is responsive to their needs

Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing youth violence. Students often look to adults in the school for guidance, support, and direction. Effective schools help youth overcome feelings of isolation and support them in developing connections with others. Effective schools encourage youth to help each other and feel comfortable assisting others in getting help when needed. Academic and behavioral expectations are modeled by adult stakeholders.

#### 3. Comprehensive safe school plan

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and/or psychological harm. Safety on campus is everyone’s business. In accordance with state law and district policy, each school has a Comprehensive Safe School Plan approved by the school’s Site Council. It is developed by representatives from all of the school’s stakeholding groups, including law enforcement.

The plan includes an assessment of the school’s current crime status, strategies and programs related to various aspects of school safety, an action plan to correct areas not meeting expectations (if applicable), school-wide discipline and disaster plans, and other components required by law.

#### 4. Zero tolerance for violence, weapons, and drugs

Those in the school and community support a zero-tolerance approach to violence, weapons, and drugs. All stakeholders have declared that resorting to physical violence or participating in hate-based violence will not be tolerated. Neither will be possession or use of drugs or weapons be permitted under any circumstances.

#### 5. Supervision/security

Every effort is made daily to provide supervision on campuses. Supervision is conducted to observe, and intervene when appropriate, student interactions as well as to maintain security with regard to nonstudents. Teachers and other staff members, participate in supervision before, during, and after school in assigned areas. Administrators monitor the students by supervising before, during, and after school. Special attention is given to those periods of the day when large groups of students are out of class together. Multiple lunch periods are offered as one strategy to reduce the number of students out of class at one time for lunch. Schools utilize either noon or campus supervisors to assist with supervision. Parent volunteers also assist when possible. All staff are aware of contingency plans that will be implemented in the event of an emergency and all have effective means to communicate during a crisis.

#### 6. Parent and student involvement in school activities and decision-making at school

Students who have parents involved in their growth both inside and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. Effective schools routinely provide opportunities for parents to become

involved in activities related to the educational program and school governance. These schools make parents feel welcome, address barriers to their participation, and keep them positively engaged with their son/daughter's education.

Similarly, student involvement in school activities and decision-making at school provides an avenue to maintain school programs, standards, procedures, and support services that are relevant, as well as ones that reflect the ideas and needs of youth. Students take more ownership and assume more responsibility when involved as partners.

#### 7. Prevention education

All staff, certificated and classified, systematically foster effective K-12 prevention education to create a culture that promotes a safe and supportive environment for all members of the school community. Quality prevention education is "skills-based" and teaches asset development, conflict management, anger management, tolerance of diversity, good citizenship, decision-making, and refusal skills that result in healthy life choices.

#### 8. Intervention services

When behavioral or emotional signs signal a troubled youth, support services are available to address the youth's needs. Students have access to caring adults who will listen to their ideas and concerns and who will take proactive steps to provide guidance when needed. Professionally trained individuals are available to provide appropriate support services when needed. Mental health needs of youth are a priority.

#### 9. Staff training

Staff training is ongoing, system-wide and includes both certificated and classified staff. It provides for collaboration and is delivered in a safe and respectful environment that is conducive to learning. The school builds in accountability practices and evaluation of programs to provide a foundation of program planning. All stakeholders in the community have an investment in supporting staff training in order to create and sustain a safe environment for all.

#### 10. Parent education

Parents do their best to provide youth with an opportunity to succeed. They frequently express the need for training to better respond to the changing needs of today's youth. Educational opportunities for parents are available to address their needs. Barriers to their participation are addressed, including time and location of classes, child care, and bilingual teachers. Schools work closely with the district's Adult Education Program to provide parenting education.

#### 11. Links to the community/interagency collaboration

Links to the community provide a sense of belonging and responsibility. Opportunities for community service are offered to students. Furthermore, schools that have close ties to families, support services, community polices, and the community at large can benefit from valuable resources. Schools alone cannot meet the diverse needs of youth. All community stakeholders must coordinate efforts and consolidate resources to maximize services to youth.

#### 12. Alternative educational opportunities

Students present diverse needs. Traditional approaches to education are not always appropriate for some students. Modifications are made with students when needed, and alternative programs are offered to accommodate the academic and social needs of students when appropriate.

#### 13. Availability of healthy activity choices during at-risk hours

Studies have indicated that youth engage in a wide variety of risk taking and illegal activities during after-school hours when they are unsupervised. Schools, cities, and community organizations collaborate to provide youth with healthy choices during at-risk hours. Youth are encouraged to participate in after-school co-curricular and interscholastic activities. An effective truancy prevention program is implemented.

#### 14. Safe, clean, and attractive physical environment

The school setting provides an environment that is safe from physical hazards, clean, and attractive. The environment should reflect student interests and display student work. All students learn that they contribute to the overall appearance of their campus. The appearance of the campus is continuously addressed by custodial staff, students through incentive programs, and other staff.

### E. COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Comprehensive School Safety Plans and the specific contents of the Plans are mandated by Education Codes 32280-32288. A "safety plan" means a plan to develop strategies aimed at the prevention of, and education about potential incidents involving crime, violence, and emergency disaster procedures.

The School Site Council, or the Safety Planning Committee authorized by the Site Council, is responsible for the development and ongoing reviews of the Plan. If the school chooses to form a Safety Planning Committee, the Committee must include the following members:

- The school's Principal or his/her designee
- One teacher representative of the certificated employee organization
- One parent whose child attends the school
- One employee representative of the classified employee organization

- Other appropriate members
- The School Site Council or the Safety Planning Committee shall consult with a representative from law enforcement in the writing and development of the safety plan.

The School Site Safety Plan shall include, but is not limited to:

- An assessment of the current status of crime committed at school or related school activities
- Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety which include the following:

Child Abuse Reporting Procedures

Disaster procedures, routine, and emergency

Policies pursuant to serious actions, which would lead to suspension and/or expulsion

Procedures to notify teachers of dangerous pupils

Establishing an earthquake emergency procedures system and a school building disaster plan

Sexual Harassment Policy

Provision of a school side dress code

Procedures for safe ingress and egress of pupils

The rules and procedures for school discipline

Hate Crime reporting procedures pursuant to Penal Code 628-628.6

A safety plan may also include an action plan for implementing strategies and procedures

Yearly each school site shall adopt its Comprehensive School Site Safety Plan. Before the School Safety Plan is adopted, the site council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the Safety Plan.

The Site Council or the School Safety Planning Committee shall notify, in writing, the following persons or entities, if available, of this public meeting:

- The local mayor
- A representative of the school employee organization
- A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs
- A representative of each teacher organization at the school site
- A representative of the student body movement
- All persons who have indicated that they want to be invited

The Site Council or the School Safety Planning Committee is encouraged to notify, in writing, the following person or entities, if available of this public meeting:

- A representative of the local churches
- Local civic leaders
- Local business organizations

To assist schools in the development of their plans, a template has been developed and is available from the Student Services Department. A copy of each school's plan must be on file in the MDUSD Student Services Department. (See Administrators' WIKI for template.)

In order to ensure compliance with this article, each school district shall annually notify the California Department of Education by October 15 of any schools that have not complied with Section 32281.

### **Appendix C: MDUSD Comprehensive Safety Plan Timeline and Checklist**

The timeline and checklist will assist in addressing mandates and determining that the Incident Command System portion of your comprehensive safety plan is in place and functional. Printable pdf versions of these documents are on the administrative wiki in the student services section under comprehensive safety plan.

<http://www.MDUSDadministrators.pbworks.com>

#### **MDUSD ANNUAL SAFETY PLAN TIMELINE**

MONTH ACTIVITY PERSON(S) RESPONSIBLE/DATE

Aug/Sept Facility Hazard Assessment Linda Schuler  
Update School Map(s) Linell Rooney  
Inventory and Replace Supplies Stephanie Hall, Linell Rooney  
Update Staff Roster Linell Rooney  
Update Incident Command System (ICS) Linda Schuler  
Assignments and Procedures Linda Schuler  
Staff Review of Safety Plan Mandates<sup>1</sup> Linda Schuler  
Calendar all Safety Drills<sup>2</sup> Linda Schuler, Linell Rooney

Sept Staff Review of ICS Procedures Linda Schuler  
Staff Review of Safety Drill Procedures Linda Schuler  
First Aid Review Christina Miric  
Conduct Survey of Staff Skills Linda Schuler  
Survey Parents for Emergency Volunteers Linda Schuler  
Update List of Resources Linell Rooney, Linda Schuler

Sept/Oct Student Instruction on Safety Drills Linda Schuler  
Parent Advisement Re: Plan Linda Schuler  
Earthquake Drill - Elem Linda Schuler  
Intruder Alert Drill - All Linda Schuler ( with input for WCPD resource officer)

Sept-Nov Assessment of Crime Related Data  
by Staff, Students, SSC, Parents Linda Schuler  
Safety Plan Goals Reviewed/Updated Linda Schuler

Sept-June Fire Drills<sup>2</sup>- Monthly (9) Elem; Linda Schuler  
Twice a year Secondary  
Earthquake Drills<sup>2</sup> - one per quarter Linda Schuler  
Elem; one per semester Secondary

Oct Earthquake Drill - Secondary  
Shelter-in-Place - All Linda Schuler

Nov/Dec Earthquake Drill - Elem Linda Schuler  
Jan/Feb Earthquake Drill - Elem Linda Schuler  
Feb Earthquake Drill - Secondary  
Updated Safety Plan approved<sup>3</sup> Linda Schuler, Chairperson, School Site Council

March/April Earthquake Drill - Elem Linda Schuler  
Post SSC approved Safety Plan to DTS  
and notify Director of Student Services<sup>3</sup> Linda Schuler

1. MDUSD Board Policy (BP) and Administrative Regulations (AR) pertaining to the Comprehensive School Safety Plan Mandates.

BP/AR 4119.11 Sexual Harassment (Personnel)  
BP 5131 Conduct  
BP/AR 5131.2 Bullying  
BP/AR 5132 Dress and Grooming  
BP/AR/E 5141.4 Child Abuse Reporting Procedures  
BP 5144 Discipline  
BP/AR 5144.1 Suspension and Expulsion/Due Process



- BP/AR 5144.2 Suspension and Expulsion/Due Process (Students With Disabilities)
- BP 5145.3 Nondiscrimination/Harassment
- BP/AR 5145.4 Anti-Bullying
- BP/AR 5145.7 Sexual Harassment (Students)
- BP 5145.9 Hate Motivated Behavior

California EC 49079 requires that teachers be provided with a three year history of suspension of students assigned to their class/classes and notice of suspensions as they occur during the school year. Principals shall review the site's procedure for informing teachers that they have a student with a suspension record. (See PIP for guidelines.) MDUSD BP/AR 4258 outline procedures for: Notification to Certificated Staff of Student Who Has Been Found by a Court to Have Committed any Felony or Other Misdemeanors

2. EC 32001 Fire Drills are monthly for elementary, 4x year for intermediate, 2x year secondary. Earthquake drills are one per quarter for elementary and once each semester for secondary.

MDUSD BP 3516.1

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The principal shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

3. EC 32281 The site Safety Plan is to be presented, reviewed and discussed at a public meeting and approved by the Site Council or designated Safety Committee at a scheduled meeting prior to March 1st each year.

EC 32288 (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. (After posting your Safety Plan on DTS, notify the Director of Student Services that your plan is ready for district review.

The principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 35294.2)

#### MDUSD ANNUAL SAFETY PLAN CHECKLIST

DATE	ICS COMPONENTS
4/14/15	ICS roles and responsibilities are assigned and reviewed.
4/1/415	Community resources are identified.
4/14/15 and 9?28/15	Method of communicating with law enforcement is established.

- 4/14/15 Method of communicating with district office is established.
- 4/14/15 and 9/26/15 Method of communicating with staff is established.
- 9/28/15 Method of communicating with students is established.
- 9/1/15 Method of communicating with parents and community is established.
- 4/1/415 A system of ongoing communication is in place.
- 4/14/15 and 9/26/15 Location of all critical information is determined. (See MDUSD document Critical Incident Information Inventory, found on the Administrator's Wiki under Student Services, Comprehensive Safety Plan.)
- 4/1/4/15 Locations of first aid and emergency supplies are listed.
- 4/14/15 Command center location, function and staffing are outlined.
- 4/14/15 An accountability system is outlined to track students and staff and to release students to parents and caregivers. (See MDUSD Sample documents Sample Student Accountability Form and Sample Emergency Student Release Form, found on the Administrator's Wiki under Student Services, Comprehensive Safety Plan.)
- 4/1/41/5 Provisions for site management and security are clearly outlined.
- 4/1/41/5 Provisions for working with the media are in place and reviewed.
- 4/1/41/5 Roles and relationships for working with community agencies are assigned and reviewed.
- 4/14/15 Activities to deal with the aftermath of a disaster/crisis are outlined and reviewed.
- 4/1/41/5 Mechanism to provide support to students, staff and parents during and after the crisis is outlined.
- 4/.1/41/5 Adaptations for students with disabilities are in place for all emergency procedures.
- march 2015 and April 14, 2015 The Comprehensive Safety Plan evaluation dates are calendared. Notice of Public Hearing letters are prepared. Safety Plan review and approval is on the SSC agenda.

#### **Appendix D: MDUSD Staff Skills Questionnaire**

A printable pdf version of this document is on the administrative wiki in the student services section under comprehensive safety plan. <http://www.MDUSDadministrators.pbworks.com>

The summary of staff skills is updated annually and included in the site safety plan.

#### **SUMMARY of SPECIAL STAFF SKILLS AND EQUIPMENT**

School: Bancroft School School Year: 2015-2016

List staff members with

Medical or First Aid Experience

Deanne Giffin- Diabetes for insulin and glucagon

Lorena Stiles- 2016

MaryAnne Parker- 2014

Caroline Harrison- 2015

Search and Rescue Experience  
None

Firefighting Experience  
None

Survival Training  
None

Hostage Negotiations Experience/Training  
None

Law Enforcement  
None

Communications Experience  
None

Foreign Language  
Lorena Stiles- Spanish  
Ellen Velasquez- Spanish  
Kathline Gomes- Spanish  
Esther Lee- Korean

Construction or Mechanical Experience  
None

Shelter/Emergency Vehicle  
Deanne Giffin- SUV 4-Wheel Drive

Other

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Insert a current copy of Staff Skills.  
See attachment

### **Appendix E: MDUSD Preparedness and Crisis Response Cliff Notes**

Emergency Response Procedures  
Staff Expectations:  
Provide students safety instructions and drill practice.  
Take appropriate action to ensure student safety.  
Account for all students in your classroom.  
Have activities available during confinement.  
Initiate emergency first aid as needed.

Contact parents or guardians for early release as appropriate.  
Carry out all emergency actions as required.

#### Guiding Principles:

1. The 3 C's: Control, Communication, and Coordination
2. Stay calm and alert
3. Intervene immediately
4. Safety for the greatest number
5. Cooperation and intelligence will protect the day

#### Emergency Response Communications

##### With Functioning Power:

The Intercom System: The Office Manager, or designee will manage all intercom calls/reports from the classrooms or other areas.

##### Without Functioning Power:

Walkie-talkies: The office manager, or designee, will serve as the base station during the response operation.

Messengers: School staff without designated Response Team roles, teachers on prep period and/or students as appropriate may be used as personal messengers. Staff may be called upon to serve as messengers to drive to other schools, the district office, or other district or community locations.

Bullhorn: The incident commander may use a bullhorn as a back-up for giving directions to groups.

Telephones: District telephones will not operate during a power failure. The emergency direct dial telephone is located in Room \_\_\_\_\_. That phone number is: \_\_\_\_\_.

School Bus: Each bus has a radio that can call the district.

#### Morgue

If it is necessary, a morgue is will be set up at C-7.

#### Emergency Information and Medication

Retrieve Office Emergency Cards: Tammy Slezak, Secretary or Linell Rooney, Office Manager

Retrieve Student Medication: Kristen Salmon, Nurse

Retrieve Critical Incident Inventory Items Linell Rooney

#### Evacuation from School Premises

In the event that we must evacuate from the school, a sign will be posted at the front of the school directing parents to the school evacuation site.

Location A: Front Glass Doors

Location B: School Marquee or at the Back Playground Gate/Fence

Student Release Station: Large grass field

#### School Buddy Program Description

During an evacuation, staff members should be aware of their neighboring classrooms. Please be sure your neighbor is evacuating and help them if they need assistance.

#### Emergency Supply Locations

1. Disaster Sheds
2. Small room next to cafeteria in the MUR
- 3.

#### Incident Command System

##### Chain of Command:

In the event of an emergency or crisis, the principal will act as the Crisis Response Team Incident Commander (IC). If the principal cannot assume control for any reason, the Chain of Command is as follows: LINDA Principal – Incident Commander

LINDA SCHULER, Site Administrator

DEANNE GIFFIN, Designee

SUSAN SPALDING Other

LINELL ROONEY, Office Manager

Lead Teachers:

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Command Post: This is the location where the IC oversees the responsibility for campus, student, staff, and visitor safety in a major emergency or disaster.

Primary Location – Front of the School entrance at bus circle

Alternate Location – Large Black Top, located behind the school

The primary responsibilities and functions of the Command Post personnel are to:

Institute the Incident Command System (ICS)

Assess the type and scope of the emergency

Assign people to perform needed functions

Determine threat to human life and structures

Determine appropriate action (ex: lock down, shelter-in-place, or site evacuation) and direct the action

Communicate with district office, support services, emergency respondents and media

Command Post Staff:

This team determines the most appropriate response actions for each emergency.

Incident Commander (IC): LINDA SCHULER Principal

Public Information Officer (PIO) LINDA SCHULER, PRINCIPAL

Safety Officer: LOCAL LAW ENFORCEMENT OR SUSNA SPALDING

Liaison Officer: TAMMY SLESACK

Safety and Security Officer (Maintenance Team):

Primary: JOSE CANCIO

Alternate 1: MARK PETERSON

Alternate 2: ELIZABETH PURCELL, RS Teachers

Ensures that the Command Post and other operation areas near the Command Post are secure from unauthorized personnel.

Ensures that all response actions are conducted in the safest manner possible under the circumstances of the incident itself.

Conducts a damage survey, along with Wing Leaders after they have their students taken to their evacuation site. Another teacher will oversee Wing Leaders' students as they assist with utilities and damage assessment. This team will decide if facilities damage is minor, major, or destroyed. Minor damage includes: broken glass, loose plaster, or lights. Major or destroyed may include: cracked walls or ceilings, jammed doors or windows, collapse of all or part of the room, overhangs, etc.

Checks for gas leaks, turns off gas if necessary. The gas is turned off to the right (opposite to most valves).

Turns off electricity and water if necessary. Water valves shut off to the left.

Hangs up caution tape where needed.

Keeps IC advised of status and activity, and of any problem areas that need or will require attention/solutions.

Public Information Officer (PIO):

Primary: LINDA SCHULER

Alternate 1: DEANNE GIFFIN

Alternate 2: LINELL ROONEY

Acts as the official spokesperson for the school in an emergency situation.

Staff members refer all media questions to the PIO.

Liaison Officer:

Primary: TAMMY SLESACK

Alternate 1: JOSE CANCIO

Alternate 2: LINDA SCHULER

Point of contact for agency representatives from assisting organizations and agencies outside the school district.

Ensures proper flow of information.

Opens and maintains a position log.  
Maintains all required records and documentations to support the history of the emergency or disaster.  
Keeps IC informed of agencies' actions plans.  
Provides periodic update briefings to agency representatives as necessary.

**Evacuation Response Branch Supervisor:**

Primary: SUSAN SPALDING  
Alternate 1: ELIZABETH PURCELL/MARILYN BAHAM  
Alternate 2:

Coordinates effective actions to control access to the emergency incident site  
Ensures the safe and secure movement of students and staff out of campus buildings and to a safe assembly area  
Monitors the safety, security, and health of persons in the assembly area through the Assembly Area Coordinator.  
Documents in a log when and what a Wing Leader reports.  
Collects teachers' Student Accountability Forms and the Emergency Student Release Forms.

**Operations Section Chief:**

Primary: LINDA SCHULER, PRINCIPAL  
Alternate 1:  
Alternate 2:

Manages the direct response to the disaster, which can include the following: site facility check; search and rescue; student care; student release; evacuation branch; medical branch. The Operations Chief leads and directly coordinates the actions used by respondents to carry out the action plan duties for the incident/disaster.

**Planning/Intelligence Section Chief:**

Primary: LINDA SCHULER,  
Alternate 1: LINELL ROONEY  
Alternate 2:

Responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources.  
Maintains accurate records of the incident and site map.  
Provides ongoing analysis of situation and resource status updates to IC.

**First Aid/Emergency Medical Branch Supervisor (Triage Team):**

Primary: KRISTEN SALMON  
Alternate 1: CHRISTNA MIRIC  
Alternate 2:

Primary Location of First Aid:  
Alternate site 1: LIBRARY  
Alternate site 2: C-4

Responsible for the provision of emergency medical response, first aid, and crisis counseling.  
Informs the Operations Chief or IC when the situation requires health or medical services that staff cannot provide;  
Ensures that appropriate actions are taken in the event of serious injuries or deaths.

**Access Control Personnel: (Floaters may be assigned as Access Control Personnel)**

Location: FRONT OF SCHOOL - MARK PETERSON, OTHER PERSONELL ASSIGNED

Parking Lot: \_\_\_\_\_ Other: \_\_\_\_\_

Parking Lot: \_\_\_\_\_ Other: \_\_\_\_\_

Back Gate Entrance: \_\_\_\_\_ Other: \_\_\_\_\_

Front Gate Entrance: \_\_\_\_\_ Other: \_\_\_\_\_

Prevent unauthorized public vehicles or persons access to the school campus and buildings.  
Prevent students from leaving the site before being appropriately released.

**Wing Leaders: Search and Rescue Team:**

Building A: ADMN TEAM, ROSSELLI, GAY  
Building B: GRUNERT/STILES  
Building C: PURCELL/HAGEN/BAHAM  
Building D: LEDBETTER/LIPNICKE

#### Building E: BOBCAT PLAZA- LEE/TIMMER/REYNOLDS

Ensures the orderly, coordinated, and efficient evacuation of the building including bathrooms, storage rooms, staff rooms, etc.

Searches visually and vocally.

Reports to the Evacuation Branch Supervisor that the wing is clear.

When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff during transmission of information.

#### Classroom Emergency Supervisors:

Each classroom will have a designated person to act as an Emergency Supervisor. Under normal operating circumstances, this is the classroom teacher. If a teacher needs to leave the classroom for any reason, the designated Emergency Supervisor will have direct responsibility for the safety and overall well-being of the students until the teacher of record returns.

#### Room/Teacher Emergency Supervisor Room/Teacher Emergency Supervisor

A POD- OFFICE STAFF, GAY/ROSSELL

GOMES/VELASQUEZ

STILES/GRUNERT/CARLSEN/KRIKORIAN

PURUCELL/HAGEN/LEE

PARKER/SAJJAD

TIMMER/REYNOLDS/SPALDING

DIAVIS/WINBERY/GIFFIN

LEBETTER/KORSGAARD

LIPNICKE/BOGNI

CARBAJAL/HICKS

#### Water Purification Methods

**Boiling:** Boil vigorously for 1-3 minutes. To improve taste of the water, pour water from one container to another container several times.

**Purification Tablets:** Follow the directions on the package.

**Bleach Purification:** Liquid household bleach can also be used to purify water. It must contain hypo-chlorine, preferably 5.25%. Add to the water according to the table below and mix.

Water Clear Water Cloudy Water

1 quart 2 drops 4 drops

1 gallon 8 drops 16 drops

5-gallons ½ tsp 1 tsp

#### Emergency Supplies

Take your classroom emergency backpack with you on all drills and fieldtrips. This will include a class roster and emergency cards, along with basic first aid supplies. Bring students' EpiPens on field trips.

#### Assessing Injury

"The Killers"

Airway obstruction- need CPR

Stoppage of the heart- need CPR

Choking- need the Heimlich

Bleeding- apply pressure

Shock- cover, raise feet

Triage

Define need

Categorize and prioritize injury

Serve the greatest need and greatest number

Patient Assessment

Preliminary survey: check the airway, circulation, mental status

Secondary survey: head to toe check

CPR Ready Reference

Adult Child

Casualty w/Pulse= 5 seconds 5 seconds

1 Rescue Breath Every

Casualty No Pulse= Trace ribs into same as adult

Locate Chest notch, place 2

Compression Landmark fingers on sternum

Do Chest Compression 2 hands stacked, Heel of 1

Heel of 1 hand on hand on

Sternum sternum

Rate of Compression 100 per min 100 per min

Compression Depth 1½ – 2 inches 1 – 1½ inches

Ratio of Compressions

1 rescuer 15 Compressions 5 Compressions

to every 2 breaths to every 2 breaths

Summary of Emergency Procedures

## EARTHQUAKE

Inside

Move away from windows, shelves, and heavy objects.

Drop to the floor, Duck, Cover head with arms, and Hold under a desk or table, or in a doorway.

Stay in Hold position until directed to evacuate or take other protective action. To evacuate the building, walk your class to your evacuation site (fire drill location).

Shut the doors when you exit.

Take roll at evacuation site to account for all students.

Outside

Move away from buildings and trees.

Drop to the ground, Duck and Cover head with arms, and Hold this position until shaking stops.

When shaking stops, proceed to evacuation site (fire drill location).

## FIRE

Alarm will sound.

Evacuate the building immediately.

At recess, lunch, or passing period, students should report to their class assigned evacuation site.

Shut the doors when you exit.

Walk class to assigned evacuation site.

Take roll to account for all students.

Burning Clothing

Stop-drop-roll, smother fire with jackets, etc. Call 911. Render first aid.

## CHEMICAL SPILL or RELEASE

The office will alert classes to, "Shelter-in-Place."

Close windows, curtains or blinds, and doors.

Seal cracks under doors and around windows.

Turn off heating or air conditioning.

Office will call for student accounting.

Stay inside and keep students clam and working.

Do not allow anyone to leave the classroom. Use emergency food and toilet facilities stored in the room, if necessary.

Wait for further instructions or an all clear.

Electricity will be left on. Intercoms, radios, and TV's may be used for getting information during the event.

## BOMB THREAT or SUSPICIOUS PACKAGE



Upon notification of a bomb threat, the principal will decide whether to clear the building for the safety of staff and students. If the emergency action to leave the building is ordered, classes will be evacuated according to the fire drill plan.

Anyone discovering a suspicious package, box, or strange device will do the following:

Do not touch or remove strange objects.

Clear students and adults from the area.

Notify the principal.

Listen for directions from the principal.

## INTRUDER ALERT

### Passive Drill (Intruder Alert practice)

The office staff will alert classes, "This is an Intruder Alert Drill. Teachers and students take your places for a lock down."

Lock your door.

Pull in as many loose students as you can while locking your door.

Practice with students that they should go to the closest classroom or the office to take shelter.

Close windows and curtains or blinds.

Move children to the floor in the darkest, safest part of the room (this may be under desks) away from doors and windows.

Take roll.

The office will call each room and account for students.

Do not allow anyone to leave the classroom and do not let anyone in. Use emergency food and toilet facilities stored in the room, if necessary.

Do not open doors/windows until the all clear.

Release from drill is: STEP 1: CLEARANCE BY LAW ENFORCEMENT OR ADMINISTRATION IN ALL THE CLASSROOM BY PERSONAL CHECK IN . FINAL STEP- ALL CALL CLEARANCE MADE OVER PA BY PRINCIPAL OR LAW ENFORCEMENT.

### Active Intruder Alert

The office staff will alert classes, "This is an Intruder Alert. Teachers and students take your places for a lock down."

Remain calm and lock your door immediately!

Do not attempt to contact the office unless you witnessed the incident or saw the suspects.

Pull in as many loose students as you can while locking your door.

Close windows and curtains or blinds.

Shut off all lights in the classroom.

Turn off all computers, TV's, etc.

Move children to the floor in the darkest, safest part of the room (this may be under desks) away from doors and windows.

Take roll.

The office will call each room and account for students.

Keep students completely quiet.

Ignore all bells until further notice.

Do not allow anyone to leave the classroom and do not let anyone in. Use emergency food and toilet facilities stored in the room, if necessary.

Do not open doors/windows until you are told to do so by someone who knows the "All Clear" password, or until the door is unlocked by an emergency responder/police officer.

(If you hear gunshots not followed by an active intruder alert, assume the office staff is not able to call an alert. Immediately begin lock down procedures.)

Insert a current copy of Preparedness and Crisis Response Cliff Notes.

{i\_AppE\_1}

{i\_AppE\_2}

{i\_AppE\_3}

{i\_AppE\_4}

## **Appendix F: MDUSD Emergency Student Release Procedures Parent Brochure**

A printable pdf version of this document is on the administrative wiki in the student services section under comprehensive safety plan. <http://www.MDUSDadministrators.pbworks.com>

MDUSD

### **EMERGENCY STUDENT RELEASE PROCEDURES**

This guide will help parents understand the Student Release Process and ensure families are safely and efficiently reunited after an emergency or disaster.

#### **KEYS for SUCCESS**

Keep your child's school emergency card information up-to-date

Have current, valid identification of parent or designated adult who is picking up your child/children

Review the Student Release Procedures with your child/children

Require your child to stay at school until you or a designated adult can pick them up

Tell your child who you have selected as designated adults

#### **Emergency Information**

Your child's school needs you to:

Update your child's emergency information whenever changes occur

Provide names and contact phone numbers of designated adults who live closest to the school and can pick up your child if you aren't available

Provide names and contact phone numbers of trusted adults out of state\*, who can be given information about your child in an emergency situation

Encourage your child to carry an I.D. card at all times

\*Often in an emergency, local phone lines become unavailable, while long distance lines remain in service.

#### **Current Identification**

Current valid identification with a photograph is needed when a parent or designated adult signs for a student's release. Acceptable identification is:

A valid California driver's license or identification card

An employee identification card

Any current identification with a photograph and name on it

Emergency Student Release Form

- 4/14/15 Method of communicating with district office is established.
- 4/14/15 and 9/26/15 Method of communicating with staff is established.
- 9/28/15 Method of communicating with students is established.
- 9/1/15 Method of communicating with parents and community is established.
- 4/1/415 A system of ongoing communication is in place.
- 4/14/15 and 9/26/15 Location of all critical information is determined. (See MDUSD document Critical Incident Information Inventory, found on the Administrator’s Wiki under Student Services, Comprehensive Safety Plan.)
- 4/1/4/15 Locations of first aid and emergency supplies are listed.
- 4/14/15 Command center location, function and staffing are outlined.
- 4/14/15 An accountability system is outlined to track students and staff and to release students to parents and caregivers. (See MDUSD Sample documents Sample Student Accountability Form and Sample Emergency Student Release Form, found on the Administrator’s Wiki under Student Services, Comprehensive Safety Plan.)
- 4/1/41/5 Provisions for site management and security are clearly outlined.
- 4/1/41/5 Provisions for working with the media are in place and reviewed.
- 4/1/41/5 Roles and relationships for working with community agencies are assigned and reviewed.
- 4/14/15 Activities to deal with the aftermath of a disaster/crisis are outlined and reviewed.
- 4/1/41/5 Mechanism to provide support to students, staff and parents during and after the crisis is outlined.
- 4/.1/41/5 Adaptations for students with disabilities are in place for all emergency procedures.

march 2015 and April 14, 2015 The Comprehensive Safety Plan evaluation dates are calendared. Notice of Public Hearing letters are prepared. Safety Plan review and approval is on the SSC agenda.

**Appendix G: MDUSD Notice of Public Hearing Letter**

A printable pdf version of this document is on the administrative wiki in the student services section under comprehensive safety plan. <http://www.MDUSDadministrators.pbworks.com>

SEE ATTACHED

Insert a current copy of the Notice of Public Hearing Letter.

{i\_AppG\_1}  
 {i\_AppG\_2}

**Appendix H: Working with the Media and Public in Time of Crisis**

MDUSD BP 1112

## Crisis Communications Plan

During a disturbance or crisis situation, the first priority of school staff is to assure the safety of students and staff. However, the Board recognizes the need to provide timely and accurate information to parents/guardians and the community during a crisis. The Board also recognizes that the media have an important role to play in relaying this information to the public. In order to help ensure that the media and district work together effectively, the Superintendent or designee shall develop a crisis communications plan to identify communication strategies to be taken in the event of a crisis.

The crisis communications plan may include but not be limited to identification of a media center location, development of both internal and external notification systems, and strategies for press conference logistics.

The Superintendent or designee shall include local law enforcement and media representatives in the crisis planning process.

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### Emergency Preparedness and Crisis Response Plan

#### IV. General Crisis/Incident Response

#### C. Emergency Response Communications

Communication during an incident or ongoing disaster response is essential in ensuring coordination among all response personnel. This holds true for communication between the site respondents as well as between the site Command Post and the District EOC. Communications are the responsibility of the Command Post. The Command Post will ensure effective communications are maintained throughout the response, both onsite and to offsite assistance. Communications will be coordinated with those handled at or by:

- Local emergency response agencies (e.g., fire, law enforcement)
- The District EOC
- Offsite volunteer groups or organizations, (e.g., American Red Cross)
- Parents
- The media (as appropriate)

Communications with local agencies and district officials will be conducted by telephone if possible. If telephones are inoperable, communications will be conducted by cellular telephones, email, school vehicle radios and/or by personal messenger.

#### With Functioning Power:

- Intercom

To be used directly by the site administrator in charge acting as the Incident Commander.

Office Manager, or designee, will manage all intercom calls/reports from classrooms or other areas.

Calls are to be documented and kept available for the administrator in charge.

- Walkie-Talkies/Two-Way Radios

Office Manager, or designee, will serve as the base station during the response operation.

- Telephones

Office Manager, or designee, will manage all in-coming calls. All calls will be documented. Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center.

#### Without Functioning Power:

- Walkie-Talkies/Two-Way Radios
- Messengers

School staff without designated Response Team roles, teachers on prep period and/or students as appropriate may be used as personal messengers. Staff may be called upon to serve as messengers to drive to other schools, district office, or other district or community locations.

- Bullhorn

A bullhorn may be used by the site administrator acting as Incident Commander. It may be used as a back-up for giving directions to groups.

- Telephones

District telephones will not operate during a power failure. A record should be maintained of the locations of direct dial telephones. This will usually be the line that serves the fax machine. Each site should have one direct-dial telephone unit that can be plugged into this line.

A cell phone will be maintained in working order to be used should school phones not function. (Do not post to social media during a crisis.) Note: Any employee using a personal cell phone in response to any emergency situation will be reimbursed for any documented charges associated with the calls.

- School Bus

All district school buses have a radio that can call the district. If a bus is on campus, the radio can be used to communicate with the district.

- Email

Lap top computers with internet capabilities and battery backup will be used to contact the District EOC as necessary.

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Designate a location for the media.

Follow ICS protocol if you are approached by the media or a member of the public during a crisis, which is to direct the media or the public to the Public Information Officer.

ICS Public Information Officer

#### Responsibilities

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. News media can play a key role assisting the school in getting emergency/disaster related information to the public/parents. Information released must be consistent, accurate and timely.

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#### External Communications (Guidelines Provided by The American Red Cross)

During a crisis, conveying accurate information in a clear and unemotional manner is of paramount importance. Accurate information contributes to good decision making, and helps dispel the rumors that invariably arise during emergencies. Properly handled, communications can lessen stress, help deflect lawsuits and preserve the property's reputation.

The following guidelines should be kept in mind when dealing with the media:

- If possible, have a written statement prepared in advance. This will help provide a complete, accurate and unemotional presentation of the facts. When presenting the information, it is completely acceptable to present things from the district's perspective. Many others will be skewing the facts or presenting rumors as facts. If you do not present the district's perspective, no one else will.
- When speaking to anyone, always express your genuine concern for the safety of the staff and students; and sincere regret over any injuries suffered during the incident. If asked about property damage, always remember that people come first and reinforce the district's concern over the health and well-being of people over any concern for property.
- Cooperate with the media and don't try to avoid them. Rather, manage the situation by guiding them towards the designated briefing area. A "no comment" remark feeds speculation that the district has something to hide.
- Always tell the truth and if you don't know an answer, say so. Be careful not to commit to finding an answer since some issues are best unanswered. A lie will always cast a poor image on the entire organization.
- Do not speculate. State the facts and if you don't know an answer, don't hypothesize – it invariably causes more problems than it solves.
- Present information in a clear and straightforward manner. Don't try to "spin" an answer.
- Do not suggest possible causes or assign blame, leave this to the post event investigation.
- Do not estimate the monetary impact of the damage and remember, the value of one life far exceeds the value of any property. The financial impact will be determined in the period following the crisis and it is useless to speculate about it during a crisis.
- If a reporter or guest states something that is clearly untrue, it is acceptable to say "that is not true" but avoid arguments. In emotionally charged times, arguments benefit no one.
- If a reporter attempts to question you outside of a formal briefing in front of a crowd, do not respond. Rather offer to speak to the reporter one on one.
- Never release information on the names or circumstances surrounding the death or injury of a victim. That will be handled at a later point.

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Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website, [www.MDUSD.org](http://www.MDUSD.org). Click on Departments, then Superintendent. Click on Board Policies then GMAUT online. At the log-in enter user name: public. Enter password: mdusd. Select section 1000 community Relations. Scroll to:

### **Appendix I: Maps**

Insert labeled site maps that contain the following information:

1. Ingress and egress patterns, campus access locations, supervision areas, location of security equipment.
2. Evacuation routes.
3. Incident Command System locations as required in Parts III, IV VII and VIII of the Emergency Preparedness and Crisis Response Plan: command post, morgue, first aid center, evacuation assembly area, student release area, media area.
4. Emergency and first aid supply locations, and school tool kit(s) locations, per Part X of the Emergency Preparedness and Crisis Response Plan.
5. Locations of utility lines and shut off valves.

{iMD\_Map1}

{iMD\_Map2}

{iMD\_Map3}

{iMD\_Map4}

### **Appendix J: Chain of Command, Staff Assignments**

Insert your Chain of Command (per Section III, Part B of the Emergency Preparedness and Crisis Response Plan), and your Crisis Response Team Staff Assignments (per Section III, Part F of the Emergency Preparedness and Crisis Response Plan).

BANCROFT  
Elementary School

Emergency Preparedness and Crisis Response Plan

April 3, 2008- Updated April 2015

- Evacuation Procedures
- Shelter in Place Procedures
- Lock Down Procedures

Developed by

- Linda Schuler, Principal
- Linell Rooney, Office Manger
- Dana Murphy, Teacher
- Elizabeth Burris, Teacher
- Anna Davis, Teacher
- Deanne Giffin

- Susan Spalding
- Officer Scott Hansen
- School Site Council

Public Hearing: April 3, 2008

Approved by School Site Council:

April 3, 2008

Reviewed with updates, April 23, 2015

Purpose:

To provide a functional, procedural framework for school staff and school emergency responders to follow when responding to emergencies in and around the school campus. It is intended to ensure as much as humanly possible the safety, security, and medical treatment of school students, staff, and visitors in an actual or threatened emergency or full-fledged disaster.

Goal:

To prevent a potentially chaotic situation from escalating into a catastrophic event.

To help those affected to return, as quickly as possible, to a normal level of functioning. To decrease the potential long-term effects of the crisis.

Public Employee Responsibility in a Disaster:

California Government Code, section §3100, declares 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.” Staff members should be prepared to be at the school site for up to 72 hours.

No District staff person will be released from their normal or emergency response duties without the expressed permission of the principal or designee as directed by the superintendent or a designee. School principals will not allow such releases of their staff without first obtaining authorization from the superintendent or a designee.

Priority Release of Employees:

Staff members with special home conditions, such as infant children or invalid relatives, are invited to submit a written petition for “first opportunity” release after the crisis stages of an emergency. The administrator in charge will exercise this release at the earliest opportunity as follows:

? Those with dependents

? Those with no dependents

? Administrators

Guiding Principles of Crisis Intervention

The following actions will serve as guiding principles to use with students and staff when responding to a crisis at school:

? Intervene immediately: be direct, active and authoritative.

The sooner students and staff are assisted in coping with the crisis situation, the better the chances are of restoring equilibrium. The longer the student remains in a state of confusion or unable to take some sort of action to address the situation, the more difficult it will be to intervene.

? Keep the focus of the intervention on the precipitating situation.

Help the individual to accept that the crisis has occurred by encouraging him/her to express the facts of the situation as well as expressing feelings.

? Provide accurate information about the situation.

Give a realistic assessment of what has occurred, and what might be the expected outcomes.

? Do not give false reassurance. Always remain truthful and realistic.

Recognize the anxiety, depression or tension but, at the same time, provide some sense of hope and expectation that the student will ultimately overcome the crisis. Do, however, let the individual know that things may never be the same as they were before the crisis.

? Recognize the primacy of taking action.

Every crisis-counseling interview should have an ultimate outcome of some action that the student can take. Restoring the student to the position of actor rather than victim is critical to success.

? Provide emotional support.

Find a group of peers, a group of school staff members or a family member who can provide both support and temporary assistance to involved individuals during the crisis. Implement a buddy system so that the individual isn't left alone.

? Focus on self-concept.

Emphasize how the individual has coped with the situation so far and how he or she has already used strategies for moving forward. Encourage the individual to implement solutions or strategies that have a high probability of success.

## GENERAL CRISIS/INCIDENT RESPONSE

### A. Basic Response to a Crisis

Crisis or emergency situations often cause those involved to feel bewildered, shocked and helpless. An effective crisis response makes both the physical and emotional safety of individuals a priority. It is essential to have general crisis response actions determined in anticipation of, and prior to, an actual event. Preparedness steps, including the coordination of basic initial response actions must be taken before an incident occurs. The following are initial steps to be taken by school staff in responding to any crisis:

#### 1. Fact gathering- (Done by the Command and Control Team leaders)

? Confirm and clarify the facts surrounding the crisis.

? Conduct interviews with participants and any identified witnesses.

? Notify principal or designee as to incident or developing situation

? Contact police or other emergency services if situation or condition is a potential or real threat to school students and/or staff, district officials, parents of involved students.

#### 2. Call to action

? Principal, or designee, will implement a basic Incident Command System and will assume command over the situation as needed.

? Principal, or designee, will determine the level of activation required for assembling the Crisis Response Team.

? Incident Commander will determine/request support services needed (i.e., MDUSD psychologists or other district or community emergency services).

? Liaison officer will notify District officials.

#### 3. Inform staff, students, parents and community

? School, as part of the coordinated response system, will implement communication plan with faculty and other staff.

? The principal will determine method and timing of providing students, parents and the school community with information.

? The school Public Information Officer (PIO) will, when appropriate, prepare a written statement – anticipate questions. PIO will manage all media inquiries after input from the Incident Commander.

#### 4. Taking action



- ? The nature of the emergency will dictate what initial actions are needed.
- ? Responders will keep adult leaders circulating through school.
- ? Plan for teacher-guided discussions, assembly, classroom activities, and presentations, as appropriate.
- ? Identify high risk individuals.
- ? Schedule faculty and parent meetings as needed.
- ? Make referrals to community agencies.
- ? Document events.
- ? Determine next steps using post-incident response procedures.

#### Bancroft Emergency Response Procedures

##### Staff Expectations:

- ? Provide instruction and practice to students.
- ? Know and understand your roles and responsibilities within the organizational response plans.
- ? Take appropriate action for student and staff safety.
- ? Account for all students in your classroom.
- ? Have activities available during confinement.
- ? Initiate emergency first aid as needed.
- ? Manage communication-Turn on and carry Walkie-Talkie. (one walkie-talkie assigned to each program/classroom).In shelter in place or lock down, utilize teacher dedicated computer for email communication with command and control.
- ? Take and keep emergency backpack with class.
- ? Once students are evacuated, place emergency identification on students.
- ? Carry out any emergency actions as required.

#### Bancroft Emergency Preparedness Organizational Team

See Organizational Chart along with Duties and Responsibilities on previous page.

##### Chain of Command:

In the event of a crisis the principal will act as the Crisis Response Team Incident Commander at all school emergencies. If the principal is not present, or cannot assume control for any other reason, the "Chain of Command" is as follows:

Incident Commander: Linda Schuler, Principal

Alternate 1- Deanne Giffin, Administrative Designee

(Partner Teacher AND RS assistant or Learning Center Assistant to push in for Deanne Giffin in the event the Alternate 1 must be put in effect.)

Alternate 2- Susan Spalding Administrative Designee

- Safety Office, Custodian, Jose Cancio and Local Law enforcement as available
- Planning, Record, Intelligence, Finance: Linell Rooney
- Liaison- Tammy Slezak
- Public Information Office- Giffin/Gay
- Operations Coordinator: Susan Spalding and Linell Rooney
- Logistics Coordinators: Jose Cancio and Tammy Slezak

- Search and Rescue Team
- A Pod- Rosselli/Schuler/Gay
- B Pod-Grunert/Stiles
- C Pod-Purcell/Hagen/Baham
- D Pod- Ledbetter/Lipnicke
- Plaza-Lee/Timmer/Reynolds
- MUR- Cancio/Petersen

Staff and volunteer responders need to wear their team identification neck-tags. Every staff member needs to have a pair of athletic shoes and socks and a long sleeve shirt on hand to change into for safety during an after-incident event. In addition staff members need to have a 3 day supply of their own regularly taken medications.

Command and Control Center: Place where the Incident Commander and Control Team oversees the overall responsibility for campus, student, staff, and visitor safety in a major emergency

Primary Location – Blacktop

Alternate Locations – Courtyard, Bus Circle, MUR , Conference Room

The primary responsibilities and functions of the Command and Control Center are to:

- ? Institute the Incident Command System
- ? Assess type and scope of emergency and prioritize response
- ? Determine threat to human life and structures
- ? Determine need for site evacuation and take appropriate action
- ? Call people to needed functions from Organization Chart
- ? Communicate with district office, support services, and media

Safety Officer:

Primary: Jose Cancio, Head Custodian, Search and Rescue team, law enforcement

- ? Ensures that the Command and Control Center and other operation areas near the Command Post are secure from unauthorized personnel.
- ? Ensures that all response actions are conducted in the safest manner possible under the circumstances of the incident itself.
- ? Conducts a damage survey, along with the Search and Rescue Team. This team will decide if damage is minor, major, or destroyed. Minor damage includes: broken glass, loose plaster, or lights. Major damage may include: cracked walls or ceilings, jammed doors or windows, collapse of all or part of the room, overhangs, etc.
- ? Checks for gas leaks, turns off gas if necessary. The gas is turned off to the right (opposite to most valves).
- ? Turns off electricity/water if necessary. Water shuts off to the left.
- ? Hangs up caution tape where needed.
- ? Keeps Incident Commander advised of status and activity and of any problem areas that need or will require solutions.
- ? Utilize Safety Office check list/operational duties
- ? An all school map will show gas, electricity and water sources

Liaison Officer:

Primary: Tammy Slezak

Alternate 1:

Alternate 2:

- ? Point of contact for agency representatives from assisting organizations and agencies outside the school district.
- ? Ensures proper flow of information.
- ? Opens and maintains a position log.
- ? Maintains all required records and documentations to support the history of the emergency or disaster.
- ? Keeps Incident Commander informed of agencies' actions plans.
- ? Provides periodic update briefings to agency representatives as necessary.
- ? Utilize Liaison office check list/operational duties

Public Information Officer:

Primary: Deanne Giffin, Teacher

Alternate 1: Janet Gay, Librarian

Alternate 2: Ann Rosselli, SLP

Acts as the official spokesperson for the school site in an emergency situation.

? Staff members are to refer any media questions to the Public Information Officer (PIO). Utilize PIO check list.

Operations Section Chief:

Primary: Susan Spalding

Alternate 1:

Manages the direct response to the disaster, which can include the following: Evacuation Coordinator. Other possible duties: site facility check; search and rescue; student care; student release; evacuation branch; medical branch. The Operations Chief leads and directly coordinates the actions used by responders to carry out the action plan duties for the incident/disaster.

Evacuation Coordinator

The Coordinator, Tammy Slezak will report immediately to the primary designated Evacuation Assembly Area, whenever an evacuation is called, and inspect the area for safety and security. In the event of a natural emergency [earthquake, fire, etc.] the Coordinator will ensure that the area is not a potential danger to the evacuees and/or is not in the path of the event.

In the event of a technological emergency such as a gas leak or a hazardous materials spill or release, the Coordinator will ensure that the assembly area is upwind, upstream or otherwise completely out of the danger zone potential of the release. The Coordinator will immediately notify the Incident Commander if evacuation is deemed unsafe and will call for an evacuation in place as appropriate.

In ALL emergency evacuations the Coordinator will also inspect the area for potential violence threats. This will include inspecting the area for threatening persons [even students], explosive devices or other forms of violent threats. This will provide an assessment as to whether an alarm given for an evacuation was, in fact, a ruse to place students and staff in harm's way.

The Evacuation Coordinator will take the accounting reports from the Search and Rescue Team and report these to Command and Control. Upon shared discover of situation, the primary evacuation site will be utilized unless deemed unsafe and an alternate site selected and announced.

Planning/Intelligence Section Chief:

Primary: Linell Rooney

Alternate 1:

? Responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the studs of resources.

? Maintains accurate records and site map.

? Provides ongoing analysis of situation and resource status.

First Aid/Emergency Medical – Kirsten Salmon

Primary Location: School Library

Alternate 1: Blacktop or field

Alternate 2: MUR

? Responsible for the provision of emergency medical response, first aid, and counseling.

? Informs the Operations Chief or Incident commander when the situation requires health or medical services that staff cannot provide;

? Ensures that appropriate actions are taken in the event of deaths.

Traffic and Access Control Personnel: Extra staff not needed with students or in other search and rescue efforts and or parent volunteers

Location: front of school

Back of school

Parking lot entrance

Kindergarten entrance

? Access Control Personnel

Whenever an evacuation is called, personnel designated as Access Control Personnel will assume duties as traffic controllers to prevent unauthorized public vehicle access to the school campus. Personnel will be assigned from Command and Control Team.

Once they have relocated and assumed site control duties, they will report to the Evacuation Branch Supervisor via radio or other designated form of communication, that they are in position and their respective areas of operation have been secured. They will remain at their posts until relieved by the Command Post.

The Access Control Personnel will ensure that no vehicles enter the school campus area unless they are emergency vehicles or they are authorized to enter by the Command Post.

The Access Control Personnel will also ensure that no vehicles leave the school campus area without the authorization of the Command Post.

Once responders have arrived, another decision will be made to continue or discontinue this post based on site and safety needs.

Search and Rescue Team.

Under the supervision of Susan Spalding; Operations Chief.

POD A- Slezak/Schuler/Rooney

B- Grunert/Stiles

C- Purcell/Hagen/Baham

D- Ledbetter/Lipnicke

Bobcat Plaza- Lee/Timmer/Reynolds

MUR- Jose/Mark

Bancroft Enrichment Center (Day Care)- Stephanie Lee (Day Care personnel)

Ensures the orderly, coordinated, and efficient evacuation of the building including bathrooms, storage rooms, staff rooms, etc.

? Searches visually and vocally.

? Reports to the Operations Chief (Susan Spalding) that the Pod or Plaza classes are clear.

? When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff.

? Report to classroom release stations when needed to assist with student release to designated emergency contacts on release forms

School Staff-Buddy Program Description

During an evacuation, staff members are assigned a Buddy in the event of injury, or back up support. In addition, if a buddy teacher and class are at another location of the school, if it is safe, the assigned buddy teacher shall bring the "away" buddy teacher's backpack to the evacuation site. Every backpack has a full set of school class lists, the prep, buddy class, and special programs schedule, school map, emergency response jobs and the response plan "cliff notes".

See Buddy Teacher Chart as follows:

Site Logistics

Morgue

- If this is necessary, a morgue is will be set up in C-7- .

Emergency Information and Medication

- Carry out office emergency cards: Tammy Slezak, Liaison
- Carry out student medication: Kirsten/Tammy
- Medications taken to first aid station site

Evacuation from School Premises

In the event that we must evacuate away from the school, a sign will be posted on the front of the school directing parents to the school evacuation site. Staff will be notified of the correct evaluation route and location via one of the communication systems in place and operable. Every staff member must keep walkie-talkies on and with them at all times during an emergency response.

Emergency Supplies

1. Health Room
2. Multi-Use Room
3. Pod Centers and in each Plaza classroom- bottled water

4. Outside storage shed- the majority of supplies will be held here and updated as needed.
5. Classroom emergency backpacks and emergency roller containers with designated personnel. (one in each pod). Walkie-Talkies- stored in central location one per teacher.
6. Student ID and release information labels and Red and Green Signal cards are in emergency backpacks
7. Students and staff with Epi-pens, insulin, asthma inhalers or other life sustaining medications will have medications in the health room or stored in the classroom. Parent or employee (for self) will provide to the school and keep a 72 hours supply of medications on hand in the event that a disaster prevents medical attention from getting the school or evacuation site.

#### Release of Students from School Site

Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school.

It is the policy of the MDUSD and this school, to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. All children will be cared for and comforted until reunited with family or family-chosen adult as indicated on emergency release information forms.

In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand in writing by the parent. Emergency Release Information Forms shall be completed by parents, kept in the classroom emergency backpacks and used for this purpose. These forms are required at the Bancroft annual School Info Days. It is the responsibility of the parents to update information on emergency cards and emergency release forms throughout the year if any student release data changes.

Following an emergency during school hours, the release of the students will occur at classroom lines or grade level clusters at the evacuation site (typically the blacktop, field or MUR) by the classroom teacher. If an evacuation must take place away from the school site, a sign will be posted on the front doors and entrance of the school on Parish Drive indicating our evacuation location. No child will be released without prior parent consent on file. Parents or guardians are encouraged to include as many authorized adults on their child(ren) release forms as possible. At the time of student release, the authorized adult will be asked to show identification, and will need to sign the emergency release form and indicate their destination with that child. A copy of the form will be given to the adult to whom the child was released to and the school shall retain a copy of the emergency release information form as verification of student release and the person they were released to.

Parents, guardians and/or adults indicated on emergency forms responding to the school site must be prepared to park away from all school entrances, keeping streets clear for emergency vehicles. Cars should be parked on side streets, or in Countrywood shopping center. Please walk onto campus and calmly find the evacuation site. Then proceed to locate your child(ren) teacher or "Buddy Teacher", who will assist you with an orderly and safe release of your child or provide you with information as to who has already picked up your child as indicated on the emergency form.

Any volunteers on campus during or shortly after the incident who can become part of the Bancroft Response Team should report immediately to the Command and Control Center for job assignment.

#### Summary of Emergency Codes

##### EARTHQUAKE

##### Inside

- ? Move away from windows, shelves, and heavy objects.
- ? Drop to the floor.
- ? Duck, cover, and hold under a table, desk, or doorway.
- ? Stay in position until directed to evacuate or take other protective action. To evacuate\*\*\* the building, walk your class to your evacuation site (fire drill location). Work with Buddy Teacher for evacuation plan.
- ? Shut the door when you exit.
- ? Take roll to account for all students.
- ? Signal with RED/GREEN cards for immediate class status
- ? Prep and Program (instrumental, art, SLP, RS) teachers evacuate with students and reunite students with their own classroom.
- ?

##### Outside

- ? Move away from buildings and trees.
- ? Duck to ground and cover head with arms.
- ? When shaking stops, proceed to evacuation site (fire drill location). Teachers reunite with classes

#### FIRE

- ? Alarm will sound.
- ? Evacuate the building immediately.
- ? Shut the door when you exit.
- ? Walk class to assigned area on the playground.
- ? If students are at recess or lunch, report to evaluation lines on blacktop.
- ? Take roll to account for all students. Use RED/GREEN signal cards for immediate class status.
- ? The Operations Officer (Susan Spalding) will do a Red/Green card check for student accounting and report to Event/Crisis Commander. After the evacuation, the Safety Officer and Search and Rescue leaders will do a sweep of the school.

#### Burning clothing

Stop-drop-roll, smother fire with jackets, etc.

#### CHEMICAL SPILL or RELEASE

The office will alert classes to:

"Staff, I need you to initiate shelter in place procedures immediately. Continue to shelter in place until further notice.

- ? Do not permit anyone to leave the room.
- ? Close windows, curtains or blinds, and doors.
- ? Seal off air at bottom of door (use what is on hand: jackets, pillows, cushions, blankets, towels.)
- ? Turn off heating or air conditioning.
- ? Office will call for student accounting.
- ? Stay inside and keep students calm and working.
- ? Do not allow anyone to leave the classroom. Use indoor POD restroom entrances only for students in POD's.
- ? Wait for further instructions or an all clear.
- ? Electricity will be left on. Intercoms, walkie-talkie, radios, and TV's may be used for getting information during the event.

#### INTRUDER/LOCK DOWN ALERT

The office will alert classes to:

Staff, I need you to initiate lock down procedures immediately. Remain in lock down until further notice.

Do not attempt to contact the office unless you witnessed the incident or the suspects

- ? Remain calm and ensure that your doors are locked
- ? Pull in as many loose students as you can.
- ? Close windows and curtains or blinds.
- ? Shut off all lights in the classroom.
- ? Turn off all computers, TV's, etc. (Teachers may leave on the teacher dedicated computer for E-Mail communications from office. Computer should be dimmed and volume off)
- ? Move children to the floor in the darkest, safest part of the room (this may be under desks) away from doors and windows
- ? If students are not in their classroom (gone to the bathroom, etc.) they should report to the nearest classroom as quickly as possible – if they are not able to get into a classroom they should hold in place inside the restroom. Lock stall door and sit up on toilet seat. Remain silent.
- ? At recess students should report to the nearest classrooms as quickly as possible, unless directions are provided to go directly to their own classroom.
- ? Take roll.
- ? The office will Walkie-talkie each room and account for students.
- ? Do not allow anyone to leave the classroom and do not let anyone in.
- ? Do not open doors/windows until the all clear.
- ? Please avoid the use of personal cell phones, however, keep cell phones on vibrate mode and in your possession in case emergency or school personnel wishes to contact teacher via cell phone instead of the school walkie-talkie.
- ? No student cell phones should be on or in use.
- ? "All clear" will occur when known staff member and or a police officer comes to the classroom door and pronounces a return to all safe. Each classroom, after the all safe, must stay in lock down until all classes are cleared. An intercom announcement along with a group email to your district email account on your classroom computer will be made to release us from lock down.

### Bomb Threat or Suspicious Package,

Upon notification of a bomb threat, the principal will decide whether to clear the building for the safety of staff and students. If the emergency action to leave the building is ordered, classes will be evacuated according to the fire drill plan.

Anyone discovering a suspicious package, box, or strange device will do the following:

- ? Do not touch or remove strange objects.
- ? Notify the teacher or staff member on duty or in charge and principal.
- ? Listen for directions from the principal.

### Severe Windstorm

Warning of an impending windstorm is usually received via radio, television or civil defense officials. The United States Weather Bureau can usually forecast severe windstorms. If high winds develop during school hours without sufficient warning, the following emergency actions should be taken:

- ? Implement action to TAKE COVER. Students and staff should assemble inside shelters or buildings.
- ? Close windows and window coverings. Seek shelter away from windows.
- ? Remain near an inside, ground level wall if the building is more than one level.
- ? Evacuate classrooms that bear the full force of the wind.
- ? Avoid auditoriums, gymnasiums and other enclosures that have long roof spans.
- ? Keep tuned to a local radio station for the latest advisory information.
- ? Take roll and complete Student Accountability Form.
- ? Notify site administrator of any break or suspected break in utility lines or buildings which might present an additional hazard.
- ? If possible, contact and report conditions to the superintendent.
- ? Don't permit any staff to leave the building until the winds have subsided and it is safe to do so.

### Fallen Aircraft

Warning of a failing or fallen aircraft is usually by sight, sound or fire. If an aircraft falls near the school, the following actions will be taken:

- ? The site administrator will determine which emergency actions should be implemented. When necessary, teachers will take immediate action to ensure the safety of students if the site administrator is unable to direct emergency action.
- ? Students and staff must be kept at a safe distance from the aircraft, as it may explode. Move crosswind or stay up wind to avoid fumes.

### Rabid or Vicious Animal

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified to hold all students within the classrooms and await further instructions. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors.

### Natural Gas Leak or Ruptured Gas Line

The site administrator will evaluate the situation and determine the need for a building evacuation. Offsite emergency responders will be called if a leak is suspected. In general, an evacuation of the building(s) will be conducted whenever there is a strong smell of natural gas within the school. Evacuations under other circumstances will be decided upon based on discussions with offsite emergency responders. The site administrator will then initiate whatever emergency action is required.

### Discarded Weapon or Drug Paraphernalia

A staff person may discover a discarded weapon or discarded drug lab or drug use paraphernalia. A student may also bring this to a staff person's attention. In these circumstances, the staff person will remain at the location and use a two-way radio to notify the office of the situation. If a radio is not available the staff person will locate a student and send the student to the office. The office will immediately notify the local authorities. The staff person will not take any active response role in these situations unless they have received appropriate training in weapons handling and hazardous materials handling response techniques.

\*\*\* Evacuation Alerts:

- Staff, I need you to evacuate to the primary evacuation site immediately (blacktop lines).
- If primary site not possible...Staff, I need you to evacuate to \_\_\_\_\_ immediately.  
(Location to be determined based on emergency and safest location\*\*\*)

\*\*\* Possible Evacuation sites:

- Blacktop
- Field
- Bus circle
- Countrywood shopping center

Route A- Back gate, Treat route

Route B- Trail route

- Heather Farms Park on Trail route

## EMERGENCY RESPONSE COMMUNICATIONS

### With Functioning Power:

The Intercom System: Tammy Slezak Logistics and Liaison officer, will manage all intercom calls/reports from the classrooms or other areas.

Walkie-talkies: The Command and Control team and location will serve as the base stations during the response operation.

Telephones and Computers: Personal cell phones may be used as needed. During a lock down or shelter in place or any other non evacuation situation, the Teacher dedicated computer should be on and open to district e-mail account for Command and Control Center and classroom updates.

### Without Functioning Power:

Walkie-talkies: All Walkie Talkies will serve as the base of communication during the response operation.

Search and Rescue Team: School staff designated as Search and Rescue will examine all areas of the facility they are assigned to and report to the Command and Control Center; Operations Coordinator. Staff may be called upon to serve as messengers to drive to other schools, the district office, or other district or community locations.

Bullhorn: A Command and Control team member may use a bullhorn as a back-up for giving directions to groups.

Telephones: District telephones will not operate during a power failure. Cell phones may provide service and access and can be used to make contact with responders and district. Phone use must be limited to emergency response activity. Response team members are all working on behalf of everyone's safety. When the time is right personal phone use may resume.

## Water Purification Procedures

Boiling: Boil vigorously for 1-3 minutes. To improve taste of the water, pour one container to another container several times.



Purification Tablets: Follow the directions on the package.

Bleach Purification: Liquid household bleach can also be used. It must contain hypo-chlorine, preferably 5.25%. Add to the water according to the table below and mix.

Water Clear Water Cloudy Water

1 quart 2 drops 4 drops

1 gallon 8 drops 16 drops

5-gallons ½ tsp 1 tsp

Emergency Supplies

Take your classroom emergency backpack with you on all drills, and fieldtrips. This will include emergency release forms.

Life and Death

“The Killers”

? Airway obstruction- need CPR

? Stoppage of the heart- need CPR

? Choking- need the Heimlich

? Bleeding- pressure

? Shock- cover, raise feet

Triage

? Define need

? Categorize and prioritize

? Serve the greatest need and greatest number

Patient Assessment

? Preliminary survey: check the airway, circulation, mental status

? Secondary survey: head to toe check

CPR Ready Reference

Victim Adult Child

Victim w/Pulse= 1 Rescue Breath Every 5 seconds 5 seconds

Victim No Pulse= Trace ribs into same as adult

Locate Chest notch, place 2

Compression Landmark fingers on Sternum

Do Chest Compression 2 hands stacked, Heel of 1

Heel of 1 hand on hand on

Sternum sternum

Rate of Compression 100 per min 100 per min

Compression Depth 1½ – 2 inches 1 – 1½ inches

Ratio of Compressions

1 rescuer 15 Compressions 5 Compressions

to every 2 Breaths to every 2 Breaths

{i\_AppJ}

### **Appendix K: Assurances**

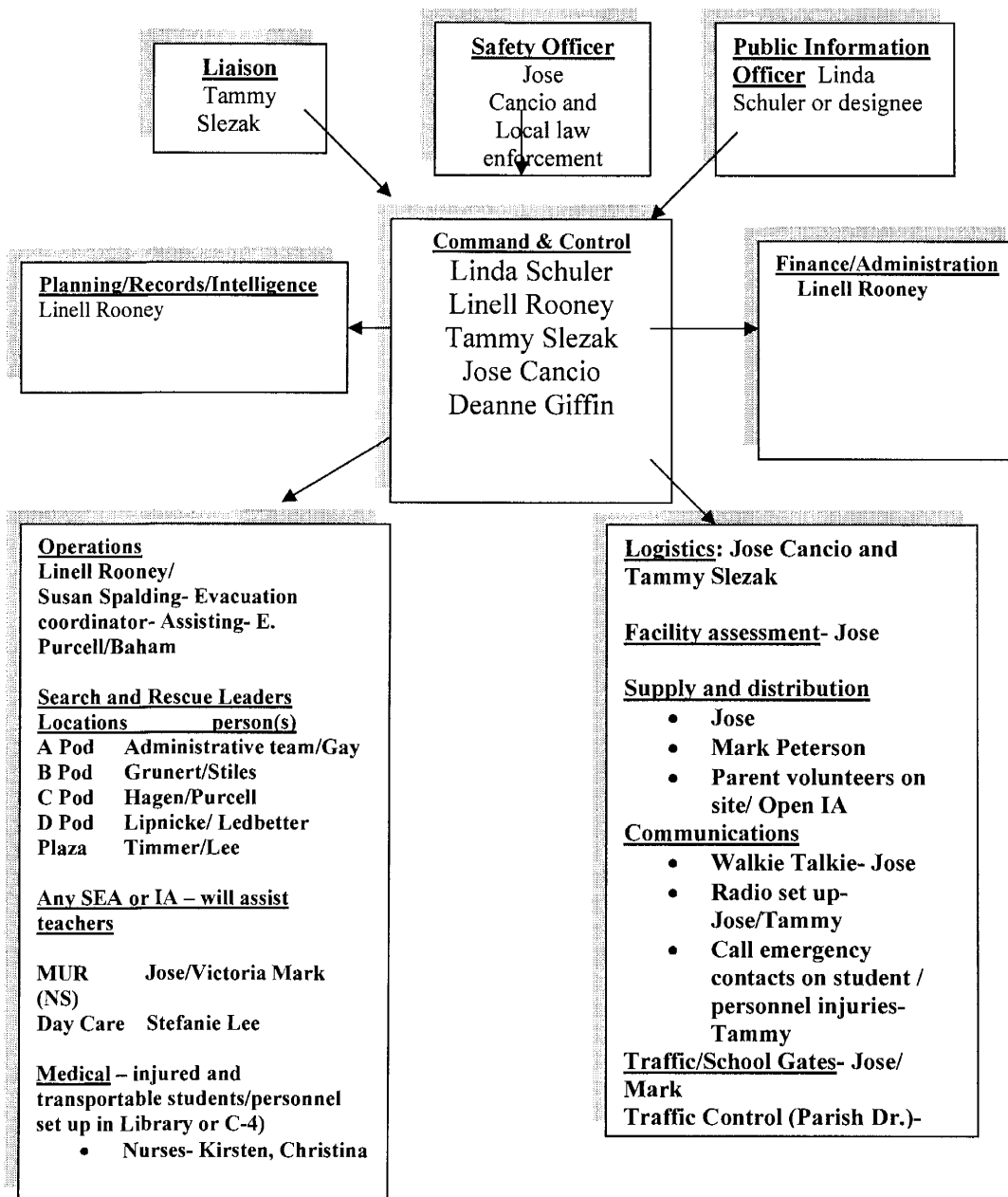
As verification that your safety plan has been evaluated at least once a year and revised by March 1st of the current year, scan, and insert a copy of the Assurance page with the Principal's and SSC Chairperson's signatures.

{i\_AppK}

### **Appendix L: References**

CA Child Abuse Reporting Form ss 8572	<a href="http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf">http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf</a>
CA School Boards Association	<a href="http://www.csba.org">http://www.csba.org</a>
CA Dept. of Education Crisis Preparedness	<a href="http://www.cde.ca.gov/ls/ss/cp">http://www.cde.ca.gov/ls/ss/cp</a>
CA Seismic Safety Commission	<a href="http://www.seismic.ca.gov">http://www.seismic.ca.gov</a>
Centers for Disease Control and Prevention	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
Federal Emergency Management Agency	<a href="http://www.fema.gov">http://www.fema.gov</a>
Mount Diablo Unified School District	<a href="http://www.mdusd.org">http://www.mdusd.org</a>
MDUSD Administrator's WIKI	<a href="http://MDUSDadministrators.pbworks.com">http://MDUSDadministrators.pbworks.com</a>
MDUSD Student Support Programs	<a href="http://www.mdusd.org/studentssupport">http://www.mdusd.org/studentssupport</a>
U.S. Dept. of Education Publications	<a href="http://Edpubs.gov">http://Edpubs.gov</a>
U.S. Dept. of Homeland Security	<a href="http://dhs.gov">http://dhs.gov</a>

### **Appendix M:**



### Emergency Disaster Response Procedure

Once a disaster occurs, the Emergency Preparedness Organizational Structure will be activated in the following manner:

**Step One:** All Command and Control personnel will assemble in the Command Center (Conference Room, front of school or back black top) **Step Two:** Assess the situation. **Step Three:** Prioritize a response.

**Step Four:** Depending on severity of the incident, the following persons will be called into service (See above Organizational Chart).

Badges- prepared and hanging in Health Room. First Responder Tote- Health Room. All other emergency totes are in the small room next to cafeteria in MUR

**Step Five-** Set up student release station/ evacuate to safe location/ Access supplies in shed after all are safety removed, treated, and accounted for.

# CLASSROOM EMERGENCY PROCEDURES

**ALL EXTERNAL DOORS MUST BE KEPT  
LOCKED DURING THE DAY.**

**STAFF MEMBERS, PLEASE KEEP AND CARRY KEYS.**

**EXCEPTION: FRONT OFFICE DOOR &  
C-POD BATHROOM EXTERNAL DOORS**

## FIRE

When the fire alarm goes off:

1. Evacuate area (route posted by door) in fast, orderly manner using closest, safe exit. In a real fire, the closest exit may be blocked. Be prepared to modify, the exit route if necessary.
2. Take the emergency backpack and close the door after making sure all students are out of the area/classroom. Shut your door. Proceed away from the buildings to the playground. Direct students to line up in designated areas and take roll/head count. Use red/green card to signal help/all okay. Wait for a signal to return to classrooms.

## EARTHQUAKE

In classrooms or multi-use room:

1. Give "Drop, duck, cover, and hold." command to students.
2. Check to be sure all students are in "duck, cover, and hold" position, under desk, with backs toward windows.
3. Instruct student to close eyes, clasp hands behind neck. Teacher assumes the same position or stands in the door frame.
4. Remain in position until rolling stops, then evacuate the building. Lock your door if your room has been completely vacated. Keep you door unlocked if there is someone inside who has been injured. Use the buddy system so that you, another teacher or a support person is able to stay behind with the injured. Refer to the earthquake evacuation map attached.
5. Take the classroom emergency backpack to the evacuation site. Be ready to report any student missing or injured to the principal or the person in charge. Use red/green card to signal help/all okay.

## LOCK DOWN

Principal will announce via the intercom: **All outside doors to remain locked to exclude possible intrusions.**

1. If inside remain calm and close your locked door immediately.
2. If outside, go to the nearest room. Lock the door when everyone is in the room, and no more children are approaching. Take in any child from outside immediately.
3. Do not open the door. Permit no one to leave the classroom. Have all students answer to a roll call.
4. Shut off all lights and close the blinds in the classroom. Turn off all computers, TV's etc.
5. Stay off the phone. Keep phone lines open for emergencies. **DO NOT USE CELL PHONES!**
6. Move all students out of their seats and onto the floor in the safest part of the room, away from doors and windows.
7. Ignore all bells until further notice.
8. Remain calm; instructions will follow via the intercom or other means of communication.
9. Do not leave your classroom until you are told to do so by someone who communicates an **ALL CLEAR** message.

## SHELTER IN PLACE

1. Close and lock windows. Secure doors. Shut off heating, air conditioning or other ventilation system so outside air is not drawn indoors.
2. Seal cracks around doors and windows (and any vents that do not close) with damp towels, duct tape, plastic sheeting, etc.
3. Stay off the phone. Keep phone lines open for emergencies.
4. When all is clear, open doors and windows and air out the building.

- **EVACUATION ON SITE:**
  - A. Blacktop to numbered circles.
  - B. Alternate on site location – Large Field.
- **EVACUATIONS OFF SITE:** You will be provided with information for which route is necessary.
  - C. Exit back gate and go up Treat to Carondelet.
  - D. Exit front gate and go up trail to Carondelet.
  - E. Exit front gate and go up trail to Park Shadelands.
- External bathroom doors will be kept locked except for C-Pod. In the event of a lock down C-5 and C-4 teachers will lock restroom doors.

March 1, 2015

Dear Members of Walnut Creek City Council,

Each year California public schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 35294.1. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

- Assessment of school crimes committed on school campuses and school related activities;
- Identification of appropriate strategies and programs that will ensure a high level of school safety;
- Child Abuse reporting procedures;
- Disaster procedures;
- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
- Discrimination and Harassment policies;
- Provisions of a school-wide dress code that prohibits pupils from wearing gang related apparel;
- Procedures for safe ingress and egress of pupils;
- Assurance of a safe and orderly school environment conducive to learning;
- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

Before the Comprehensive School Safety Plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school's safety plan. The School Site Council or the School Safety Planning Committee shall notify, in writing the following persons or entities, if available, of this public meeting:

- The local mayor
- A representative of the school employee organization(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plan will be adopted, is 04/23/2015. You are encouraged to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at [schulerl@mdusd.org](mailto:schulerl@mdusd.org) or 933-3405, if you are planning to attend the meeting, or if you have questions regarding this matter.

Sincerely,

Linda Schuler, Principal  
Bancroft Elementary School

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p><b>Date of Public Hearing April 14, 2015</b> The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>➤ Local Mayor</li> <li>➤ Representative of the local school employee organization</li> <li>➤ A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs</li> <li>➤ A representative of each teacher organization at the school site</li> <li>➤ A representative of the student body government</li> <li>➤ All persons who have indicated they want to be notified</li> </ul> <p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>➤ A representative of the local churches</li> <li>➤ Local civic leaders</li> <li>➤ Local business organizations</li> <li>➤ In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i></li> </ul>
<p>Review of Progress for Last Year</p>	<p>February 25, 2015</p>
<p>Law Enforcement review</p>	<p><i>Raquel Cantillon</i> Date: 9/18/15</p>
<p>Site Council Approval</p>	<p><i>Andrea Schub</i> Date: 4/16/15</p>
<p>School Board Approval</p>	<p>Date:</p>