Comprehensive School Safety Plan
SB 187 Compliance Document

2022-2023 School Year

School: Mary E. Silveira Elementary School
CDS Code: 21-65318-6024194
District: Miller Creek Elementary School District
Address: 375 Blackstone Drive
San Rafael, CA 94903
Date of Adoption: February, 2022

Approved by:

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines 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.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

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 Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision
What is a safe school?
Safe schools are orderly and purposeful 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 What is a safe school?
- Safe schools are orderly and purposeful 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 (including those of other cultural and ethnic backgrounds);
- 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 also are 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”
Components of the Comprehensive School Safety Plan (EC 32281)

Mary E. Silveira Elementary School Safety Committee

Assessment of School Safety
Mary Silveira does assessments of school crime annually.

Mary Silveira adheres to the Miller Creek School District's discrimination and harassment policy for the safety of all our students and staff.

Requirement:
SB 187: Comprehensive School Safety Plan (per Education Code 32282)
- School sites develop a Comprehensive School Safety Plan relevant to the needs and resources of the school district.
- Small school districts with an ADA of 2,501 units may develop a district-wide Comprehensive School Safety Plan that is applicable to each school site.
- Plans must be reviewed and adopted annually.
- Comprehensive School Safety Plans must be evaluated and amended as needed on an annual basis.
- Comprehensive School Safety Plans be reviewed with school site staff annually.
- School sites should complete an annual update/evaluation of a Comprehensive School Safety Plan.
- School sites develop an Action Plan to remedy safety concerns identified.

Process:
Miller Creek Elementary School District administrators will review the plan’s strengths and weaknesses with their staff, site council, and community members on an annual basis. Changes and additions to the plan will be accomplished by following the established timeline and completing the required documentation.

Timeline
By Start of School Year
Administrator(s) review the school safety plan with school staff and submit any changes to emergency team personnel to the district office by mid-September. Site maintenance designee will instruct principal on where critical shut off valves are located and how to turn them on and off. Before and aftercare program personnel will be notified of procedures and responsibilities.

October
Administrator(s) review the school safety plan and receive input from staff (and Site Council) to complete the Annual Verification and Update/Evaluation Form.

November
Action Plans are developed to address safety concerns described in the Annual Update/Evaluations Form and corrective action is initiated to make needed change(s).

December
Implementation of Action Plans are completed and submitted to the Superintendent.
Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
At Mary Silveira, it is the responsibility of each student to attend school regularly, be prepared for each day’s lessons and conduct himself/herself in a respectful manner toward adults and other students throughout the school. We are committed to doing all that we can to teach our students to cooperate, to treat others with respect, and to be responsible members of the community. We always hope the recognition of students we provide and the life skill lessons help to prevent most of the issues that normally arise in schools. If a student chooses to break a rule the following steps are followed to ensure the safety of others and to help change the behavior of the student.

We provide warnings
We issue citations (Level 1 & Level 2) which go home to be signed by parents.
We have a code of conduct that we refer to during Monday morning announcements, at assemblies, and in our classrooms:

Be safe
Be respectful
Be responsible

As much as possible, discipline issues will be addressed in the classroom. For serious issues such as possession of weapons or drugs, students are referred to the principal. Here is a general look at what might happen depending upon the circumstances:

- Conference with student
- Notify parent
- Assign consequence
- Restrict school activities
- Suspend student to the office
- Suspend student home
- Any combination of the above
- Refer the student to authorities
All students have the right to a safe school environment. Any form of harassment, emotional, physical, sexual or other will not be tolerated. Students who make comments, gestures, or in any way harass other students will be subject to one or more of the following: Parent conferences, loss of privileges, suspension.

We work hard to create a community where all students feel safe and are celebrated. It is the policy of the District to provide an educational environment free of bullying or harassment. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying 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.

Harassment based on perceived sexual orientation, gender expression, race, ethnicity nationality, gender, disability or religion is never allowed.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. Additionally, reports of bullying or harassment may submit a verbal or written complaint, although a written summary of events is preferred. Complaints will be investigated and resolved using the steps outlined in the Miller Creek Elementary School District's policies.

We work diligently to pull students together and talk about how to better communicate frustrations as well provide them with an opportunity to discuss what they may be seeing that our adult leaders may be missing. The great majority of issues that naturally arise are solved in this manner.

There are times throughout the year when students need assistance in solving problems with peers. The following is the process we utilize:

I agree to solve the problem  
I will not interrupt  
I will tell the truth  
I will not use put-downs  
The following process is an example of a conflict resolution:

Each person tells a side of the story including feelings  
Each person tells how they will help to solve the problem  
All participants consider ways to solve the problem  
All participants review the process  
Principal checks in with teachers of students (and parents if serious)

Classroom management  
Each teacher will identify a behavioral/management system and utilize with fairness and consistency  
The classroom program shall be explained clearly to students and families  
Each teacher includes program description on web page to enhance collaborative and communicative efforts  
If teacher sends student to office, an office call or written explanation to secretary is required

Teacher recess management  
Take clipboard and yellow radio with you to yard  
Be on time to your duty so others are not inconvenienced

Student recess expectations  
When ending bell rings, students take knee, stop talking wherever they are, and wait for whistle to stand up and walk to class  
No drinking from fountain after bell. Teachers remind students to use restroom and drink water as they head to recess  
Students sit in line in front of teacher’s door and wait for teacher to arrive
Students must be seated on benches when eating at recess
In the field area below, students must remain 10 feet from all fences
Baseball field near the garden area is off limits unless special permission by teachers is provided
No wandering through hallways during lunch or recess
No running in playground structures including slides. No tag games in upper blacktop courtyard
As a teacher, keep clipboard and yellow radio with you during recess

Student lunchtime expectations
Students remain seated while eating and always raise hands for water, restroom, garbage or recycling
No sharing food between students
Students dismissed from lunch only after dismissed by staff member
1st lunch group exits lunch area by corner of room 16 not corner of room 7
After bell sounds, 2nd group lines up for lunch on numbers seated, and waiting to be released by adult

Star Cards
At start of year, secretary will pass to each classroom, a set of blue Star Cards. Distribute them when students are caught doing the “right thing”
Students are recognized on stage at assemblies when they turn 5 Star Cards to the office
Star Cards help build self-esteem and recognize students for their accomplishments

MPR expectations
Remind students to keep their hands and feet to themselves
Remind students to walk in quietly
Remind students about making faces or rolling eyes at one another
Remind students about what it means to be a good citizen
Remind students to listen and to be attentive, to clap for performers and guests
All hats should be off during assemblies

Bay Area Community Resources (BACR) is our counseling group that provides: Individual/group counseling; grief counseling; parent consultation, crisis management, and family therapy; school community services; classroom education; and teacher consultation. Their goal is to promote the development of our students and prevent or stop drug or alcohol related problems. At Mary Silveira we have a lead counselor and usually a few interns. If you would like your child to have this opportunity you must sign a consent form that can be obtained in the front office.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
We have child abuse reporting procedures in place at Mary Silveira.

Staff members are required to report all suspected child abuse situations. Failure to make a telephone report within 24 hours is a misdemeanor. A written report must follow within three days unless you are advised otherwise. In either case, always document that a call has been made to either Children and Family Services (CFS) or the police.

Although you are responsible for making the report, you may consult with the principal or ask for assistance. You are not required to do so.

Be careful to not put yourself in the role of an investigator in trying to ferret more information from a child; this is the function of CFS or the police. It is sufficient and appropriate to report a suspected child abuse. The law is designed to provide confidentiality to the reporter.

All staff are required to complete and pass a annual Mandated Reporting on line training.
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Mary Silveira has routine and emergency disaster procedures.

Miller Creek School District’s Emergency Preparation Plan, in conjunction with school site emergency plans, provides a framework for protecting students, staff, and school facilities and describes the responsibilities of staff members for a wide range of emergency and disaster situations. It has been prepared in compliance with legal requirements and in cooperation with the Marin County Office of Education (MCOE) and local Office of Emergency Services (OES). In the event of a widespread emergency, it is recognized that available government resources may be unable to respond to all requests for assistance. This plan assumes the common standard that a school or classroom site must be self-sufficient for 72 hours.

Levels of Emergencies
Emergencies are described by one of the following three levels:

Level One Emergency: A localized emergency which school district personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.

Level Two Emergency: A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, Sheriff’s Department, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

Level Three Emergency: A major disaster, clearly beyond the response capability of school district personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

Authorities and References
The Plan is based on federal and state law and district policy.

Plan Implementation
The Plan will be:

1. initiated by the Superintendent, principal or designee when conditions exist which warrant its execution.

2. Implemented by all staff who will remain at school and perform those duties as assigned until released by the principal or Superintendent/designee. Priority release will be considered. If an emergency occurs outside of school hours, sign-in and timesheets will be provided to staff who are able to report to a site as Disaster Service Workers, a condition of employment per Government Code Section 3103.

3. Reviewed at least annually by the School Site Council.

4. Emergency and disaster functions have been identified and pre-assigned.

5. Emergency Teams will be updated at least annually by the September 11th date.

Hazard Assessment
Each school year, prior to the arrival of the teaching staff, the maintenance director and crew, and principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas.

Students with disabilities

Emergency disaster procedures and routines are adapted for students with disabilities.
Staff Orientation/Training
All school staff will be oriented to this plan by the principal and/or designee by September 1st.

Selected staff members designated for medical responsibilities and site leadership shall have first aid and CPR certification and training in triage on an annual or semi-annual basis.

Drills
In accordance with state law:

1. Evacuation (Fire) drills will be conducted on a monthly basis.

2. Earthquake = Drop, Cover and Hold drills will be conducted on a monthly basis.

3. Lockdown drills will be conducted three times a year.

4. Test earthquake plan, or portions thereof, on a rotating basis, at least two (2) times during the school year. (Section 560, Title V, California Administrative Code)

5. All students and staff will participate in these mandated drills.

6. A district wide drill/simulation is recommended yearly. All drills will be preceded by parent notification and will be followed with de brief sessions and plan revisions as needed.

Evacuation Routes
The principal is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

Parent Communication/Responsibility
All school sites utilize the School Messenger automated communication system to communicate with parents in emergency and non-emergency situations. This system gives parents multiple contact options (phone, cell phone, text, and e-mail) as well as providing the district with up-to-date contact information that is linked to our Aeries student database. We also have the ability to distribute all communications in multiple languages. The district does have the ability to coordinate this alert with Terra Linda High School if deemed necessary.

Pertinent components of this plan will be included in the beginning-of-school parent packet (Superintendent’s letter and Principal's letter), as well as monthly principal newsletters and notices sent home as needed.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick up their child in the event of an emergency.

Supplies and Equipment
Disaster supplies and equipment are maintained as follows:

1. Emergency backpacks in each classroom, to include Student Emergency Forms and basic first aid supplies. At the start of the year, staff will review contents of packs.

2. First aid and other search and rescue supplies which may be needed during the first few hours following an emergency.

3. Tools for shutting off the utilities at each shut-off location.

4. Drinking water (two 55 gal barrels stored in first aid shed) will be recycled and replenished on an annual basis in August by district maintenance personnel.

Emergency File
An Emergency File containing Emergency Contact Cards/Student Release information for all students will be maintained in the school office and will be taken by the school secretary whenever the school building is evacuated.

Communications
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During an emergency, telephones, cell phones, and walkie-talkies will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds. It is the responsibility of the superintendent/principal to disseminate information to the public.

Emergency Actions:
When an emergency occurs, it is critical that every staff member takes immediate steps to protect themselves and others. Each staff member must become familiar with each EMERGENCY ACTION and be prepared to do assigned responsibilities.

All students are to be taught by staff what their actions are when each of the following EMERGENCY ACTIONS are implemented:

1. All Clear
2. Evacuation/Directed Transportation
3. Duck, Cover and Hold
4. Evacuate/Leave Building
5. Lockdown
6. Hold and Secure
7. Take Cover

Emergency Preparedness Procedures:
This Plan establishes procedures to be followed which will nullify or minimize the effects of the emergencies listed below. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.

The 12 emergencies outlined in this Plan are:

1. Bomb Threat
2. Chemical Accident
3. Earthquake
4. Explosion and/or Threat of Explosion
5. Fallen Aircraft
6. Fire
7. Flood
8. Irrational Behavior
9. Personal Emergencies
10. Rabid Animal/Animal Disturbance
11. Severe Windstorm
12. War
PRINCIPAL’S RESPONSIBILITIES

The principal of the school is responsible for all pre-disaster planning and preparedness for the school. In the event of an emergency, the principal or his/her designee, will assume overall direction of disaster procedures for their school. The Superintendent/designee or principal is the sole representative of the school communicating with the media. The following alternates are appointed to act in succession in the absence of the principal regarding administration and supervision of all aspects of the emergency:

- Lead Teachers (Minimum of two):
- School Secretary:
- Head Custodian (Night and Day):
Every teacher should become thoroughly familiar with the contents of this emergency action guide, and students should be instructed in the procedures outlined for emergency action so they will be prepared to react quickly to instructions given to them in times of emergency.

Principal will meet with before care and after care program personnel and instructed at the start of the year on procedures of the safety plan. This includes procedures responsibilities.

**ACTION OF SCHOOL STAFF**

**PRINCIPAL** – The principal, or in his/her absence, the designated representative shall assume overall direction of emergency procedures.
1. Direct evacuation of building, as required, for fire, threatened explosion, or following cessation of earthquake tremors.
2. Arrange for transfer of students if threatened by floods or approaching fires.
3. The Superintendent/designee or principal is the sole public information officer for communicating with the media and press unless designated otherwise.

**TEACHERS** – Teachers will be responsible for the supervision of students in their charge.
1. Direct evacuation of children in their charge to inside or outside assembly areas.
2. Give DROP/COVER/HOLD or DROP command during an earthquake or in a surprise attack.
3. Take roll when class relocates outside, inside an assembly area or at any other location.
4. Responsible for bringing emergency backpack out of classroom.
5. Report injured and/or missing students to the principal.
6. Send students in need of first aid to school nurse or person trained in first aid.

**TEACHERS (FIELD TRIPS)** – In the event of an emergency while on a field trip, teachers will:
1. Take small pack with Student Emergency Forms (in clipboard) and first aid kit on the field trip.
2. Follow emergency directions of local emergency officials.
3. Contact the school via telephone, or request local emergency officials to contact the school or school district officials.
4. Follow relevant procedures listed under "Teachers" (Above)

**INSTRUCTIONAL ASSISTANTS** – Instructional Assistants will assume responsibility for their assigned tasks, as outlined below.

**OFFICE PERSONNEL**
1. Report fire or disaster to appropriate authorities.
2. Manage telephone, monitor radio emergency broadcast, serve as messenger, and aid in administering first aid.
3. Stand by office area as appropriate.
4. Will assume responsibility for their assigned tasks, as outlined in the school’s emergency plan.

**CUSTODIANS/MAINTENANCE CREW**
1. Examine building and plant for damage and keep principal informed of condition of plant.
2. Turn off utilities and ventilation systems as needed.
3. Check bathrooms and other random-use rooms in multi-purpose room, primary buildings and outside upper classroom area for students and/or staff.
4. Secure entrances and exits for use of emergency personnel.
5. Direct Fire Department or emergency personnel as needed.

**SCHOOL NURSE** – If present, administer first aid and supervise administration of first aid by those trained in it.

**BUS DRIVERS**
1. Supervise the care of children if emergency occurs while children are in bus.
2. Issue DROP/COVER/HOLD or DROP command if earthquake or surprise attack occurs while children are in bus.
3. Transfer students to new locations, as directed by Superintendent/designee.

**OTHER STAFF** – Evacuate children as per school emergency plan, remain with them in assigned area, and/or return them to teacher
if teacher is in that area. Report injured and/or missing students to the principal, and send students in need of first aid to school nurse or person trained in first aid.

Emergency Teams:
During and after an emergency, the school’s Emergency Teams are essential to ensure that everything possible is being done to save lives, prevent injuries, and protect property.

The Emergency Teams outlined in this Plan are:
- Communications Team
- Crisis Intervention
- Emergency Operations Center Team
- First Aid Team
- Maintenance/Fire Team
- Search and Rescue Team
- Student Release Team

Team Membership:
The School’s Emergency Teams shall be comprised of personnel selected by the principal or designee. Each team will consist of individual team members, a team leader, and an alternate team leader. These persons shall receive training and participate in drills in preparation for an actual disaster in order to be fully prepared to respond both during and after the emergency.

Team Leader Responsibilities:
The leader of each team shall have a number of ongoing responsibilities, including the following:
- requesting the principal or designee to fill any vacancies on the team;
- arranging for the training of new members and alternates;
- ensuring that necessary supplies and equipment are maintained;
- recommending purchase of necessary supplies and equipment to the principal or designee;
- conducting annual meetings with team members to validate or update procedures;
- attending annual meetings with other team leaders and the principal or designee;
- determining where and under what conditions the team will meet during emergencies; and
- coordinating team activities during actual emergencies.
NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

Personal Preparedness
When a major emergency occurs, every employee should be prepared and committed to serving their students. To do this each employee must:

* know and complete those assignments for which they are assigned.
* have the confidence that they have prepared their own families to deal with emergencies.

The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.

Public Agency Use of School Grounds

Mary Silveira has a procedure to allow a public agency, such as the American Red Cross, to use school grounds, buildings, and equipment for mass care and welfare shelters during disasters or other emergencies.

**EMERGENCY ACTION PLAN**
Drop, Cover, and Hold On

Quick Look at the Drill
* (Announcement) "This is an earthquake drill. This is an earthquake drill. Please begin disaster drill procedures"
* Students duck under tables, cover heads, hold on and with faces away from windows.
* Students and staff wait for release bell or when shaking and aftershocks cease after a few minutes.
* Adults direct students to evacuation lines ensuring classroom doors are open and lights are off.
* Adults glance around room to be sure all students are out.
* Students are not to take items such as books with them.
* Adults place red and blue laminated template on window sill or door, noting status of class (Blue, All Clear, you are leaving room with everyone, Red, Need Help, you are staying with a child and sending your class with your partner).
* Adults take emergency packs and roll sheet and evacuate quickly and quietly following evacuation pathway on map hanging in room.
* Adults stop by partner classes to check on progress of partner class (See below). If teacher stays in class, teacher checking takes roll sheet with them.
* Once in line, students sit quietly.
* Adults don safety vest and place name tag stickers on students and place batteries in radios and turn to channel 1. Volume up.
* Adults are not to use radio unless absolutely necessary.
* Adults complete EOC form noting missing students and careful not to list students absent from school.
* Adults place name and class number on top of EOC form and pass form to teacher runners.
* Runners will collect EOC forms and return to command center.
* Once EOC forms are collected, team leaders from Search and Rescue, Food and Water, Student Release, and First Aid move their teams into position (Do not meet at command center).
* Food and water teams move to the shed by pond and unlock door.
* Search and Rescue moves to shed to gather supplies and then to command center for information regarding classes in distress.
* Command center notifies reassembly team to begin reassembly at baseball field after all classes are accounted for and as search and rescue begins their work.

Students are walked along pathways towards baseball field. Kindergarten classes at home plate, 1st grade at 1st base, 2nd grade at 2nd base, 3rd grade at 3rd base, 4th grade in right field, and 5th grade in center field. *First aid team moves to shed to gather supplies and then to Kindergarten yard.
* Team members alert nearby teachers they are leaving so classes are managed.
* Team waits for guardians to meet and collect children.

**PARTNER CLASSES**
As you leave your classroom make sure to take a look in your colleague’s class to make sure they are out or making their way out of
their room safely.

Rooms 18, 20, 22  Previtali/Winter
Rooms 24, 26, 27  Van Deusen/Wayne/Counseling/Tech
Rooms 21, 23, 25  Music/Counseling/After care
Rooms 16, 19  Case/DiGirolamo
Rooms 15, 17  Ritscher/Hu
Rooms 11, 13  Rossini/Hooper
Rooms 10, 12, 14  /Clark/Armstrong (Library)
Rooms 8, 9  Franklin/Lum
Rooms 4, 6  Nichols/Hutchens
Rooms 5, 7  Tanner/Malaret
Rooms 2, 3  Madden/Moore

EMERGENCY TEAMS
Information below includes names of people on teams and their responsibilities.

Emergency Operations Center and Team Leaders

Bjorn Remmers – Command Center
Hugo Pineda – Maintenance
Tara Devine – Communications
Adelena Rodriguez – First Aid
Ed Malaret – Search and Rescue
Susan DiGirolamo – Student Release
Darcie Case – Student Assembly
Sarah Hu – Runner
Suzi Wayne – Runner
Kim Jones – Crisis Intervention – reports later if needed
Susan Ritscher – Food, Water and Supply – reports later if needed

COMMAND CENTER
Location
Inside: Work Room
Outside: Emergency Operations Center (Between MPR and Mail room)

Functions
Maintain a complete school list of all classrooms
Determine appropriate actions for students, i.e. evacuate school buildings, evacuate school site, return to class, etc.
Assign emergency functions as appropriate. Appoint runners that pick up Injury and Missing Person Report from each teacher and report to EOC.
Conduct drills in keeping with requirements.
Collect, analyze and report information concerning: students and staff who are injured or unaccounted for; facility damage assessment; etc.; and report status to the District Office.
Determine the need for, and request, outside assistance.
Provide the overall direction for all activities that occur during an emergency.
Account for all students/staff.

COMMUNICATIONS
Location
Parking lot or office

Functions
Reports and/or releases of emergency information concerning the status of students, staff and school facilities to the Marin County Office of Emergency Services, Marin County Office of Education, District Trustees, parents, public and the press.
Maintains communications with district employees.
Maintains log of all incoming and outgoing communications.
Communicates with EOC. Coordinates runners with EOC.
Manages holding area for people arriving on site and willing to assist.

MAINTENANCE (Utility check, Damage assessment, Emergency access, Open Storage)
Hugo Pineda - EOC

Ed Malaret (Backup)
Hugo Piñeda

Location
Inside: Emergency Operation Center
Outside: Courtyard Between East/West Wings

Functions
Report to EOC for walkie talkies and directions.
Turn off utilities if hazard exists and secure water system.
Extinguish small fires if possible.
Notify EOC of utility/damage status.
Assure that emergency vehicles have access to school grounds.
Secure school buildings against unauthorized entry.
Seal off and post areas where hazardous conditions exist.
Join Search and Rescue with walkie-talkie.
Unlock gate for emergency crews to access innards of school

Note: Step 1 of this Team takes precedence over all other assignments for custodian(s).

SEARCH AND RESCUE (Manage equipment, check rooms, remove victims, secure building)
Ed Malaret – EOC Team Leader – Flexibility with Jalil

Lara Franklin, Alison Hutchens, Vicki Van Deusen, Sarah Hu and Kerrie Nichols

Location
Inside: Supply Container/Room 27
Outside: Emergency Operations Center

Functions
Always managed in teams of no less than two people

Be sure that you have the proper equipment, located in storage container. (Walkie Talkies, Master Keys)
Check exterior of building
Select a safe entrance to each room
Interior Search
Mark entry door with a /
Initiate a sweep of assigned area in an orderly pre-assigned sweep pattern.
Upon entering an area call out and wait for an answer.
Remove non-trapped victims first.
Remove trapped victims if possible.
When exiting make an X and write pertinent information on the door.
Secure the building from re-entry after the search
Report to Principal/EOC and describe situation.

FIRST AID (Set up by Rm. 9 in sandbox area of K yard, assess injuries, and report to EOC
Adelena Rodriguez – EOC Team Leader

Adelena Rodriguez, Samantha Palmer, Marian Previtali,
Location
Inside: Room 8 or 9
Outside: Kindergarten Yard near Sand Box

Functions
Set up first aid area and get supplies from storage container.
Assess injuries and provide first aid as indicated.
Determine need for skilled medical assistance and request from the EOC. (Appoint one person to communicate with EOC.)
Tag each of the injured with name, address, injury and any treatment rendered.
Establish priorities for the transport of the injured to hospitals, when transport is available. Note: No injuries should be sent to First Aid until operational. First Aid should handle serious injuries only. Student Assembly can do band aids, etc.
Complete the Injury and Missing Persons Report. Send a list of injured students, extent of injuries, and transport needs to EOC by runner. Do not use radio to transmit information, if possible.
If multiple injuries, use two rooms (8 & 9) and separate out serious/not-as-serious.
Escort parents who wish to be with their injured child – Check situation first.

STUDENT MANAGEMENT (Manage students on the blacktop, assess moving students, maintain calm)
Darcie Case - Team leader

Darcie Case, Susan Ritscher, Karen Madden, Theresa Lum, Cristina Rossini, Cathleen Amann, Sandy Taylor, Terry Gibbons, Gisele Clark, 3-5 Music Teachers, Megan Fuller, BACR Counseling, After School care, Volunteers

Location
Inside: MPR
Outside: Blacktop and baseball field

Functions
EOC leader will release team when directed by EOC.
Head to designated spot on baseball field K home plate, 1st 1st base, 2nd 2nd base, 3rd 3rd base, 4th right field, 5th center field
Put class name tag on tile (if in MPR) or secure to floor or grass, or use cones with slits.
Have universal "quiet" signal—clapping/counting to 3/shhh.
Children need to check with adults if they leave the area for bathroom, etc. They should only leave if accompanied by a buddy.
Roll check as necessary. Sing or tell story to calm kids and adults.
Check for minor injuries and handle with band aids from backpacks.
More major injuries should be taken to First Aid by an adult.
Students released to parents by stage door only after notified by student release team

STUDENT RELEASE (Set up area by loop, get emergency cards/forms, check id's)
Susan DiGirolamo – EOC Team Leader

Susan DiGirolamo, Kim Jones (also crisis intervention as needed), Carmen Boyer, Tara Devine (After working command center), Lynda MacMillan, Suzi Wayne (Runner)

Location
Inside: Multipurpose Room
Outside: Adjacent to Emergency Operations Center

Supplies needed:
3 binders with emergency cards
Green Authorized Parent cards
Collection box for white and yellow Student Release Forms
Pens
Student Release Forms
2 tables
3 expanding files alphabetized to match binders. (Option – one alphabetized expanding file.)
Student Release Procedure
Emergency cards separated into 3 binders/3 lines: A-G, H-N, O-Z.
Each parent writes their name and the names of the students they want to pick up on Green Authorized Parent card.
Parent gets in a line with Green Authorized Parent card and photo id. Parents may have to repeat process if they are picking up students with different last names.
Parent gives Green Authorized Parent card to student release person at binder.
Parent completes one Student Request Form per student, while student release member verifies parent pick up permission for each child listed.
Student release member verifies photo id and completes right side of Student Release Form.
Student release member keeps white copy of Student Release Form and gives the yellow copy to parent.
Student release member files white copy by first initial of last name. (Option – assign someone to file all copies of the white forms.)
Green Card is given to runner to pick up students.
Parent takes yellow copy of Student Release Form to student release area bleachers.
Runner finds and takes students listed on Green Card to student release area bleachers and checks that each student’s name is listed on the yellow form before releasing students to parent.
Parent gives yellow copy to the runner to verify they have taken student.
Runner returns to release table puts yellow form in collection box.

FOOD, WATER AND SUPPLY MANAGEMENT (Assess facilities, needs for shelter, water, etc)
Susan Ritscher – EOC Team Leader

Location
Inside: Room 27
Outside: Shed Located Near Pond

Functions
Assess food preparation facilities.
Estimate number of persons requiring shelter and for what period of time.
Assess adequacy of available water, food, blankets and other supplies.
Control conservation of water. Backpack water should be used first.
Establish a list of all persons in shelter and determine any special needs.
Report additional equipment and supply needs to the EOC.
Set up portable latrines, pumps for water supply.
Copies of the key to the storage container will be available for team.
For level I drill, stay with your class and work with Re-assembly crew in managing students in MPR.

CRISIS INTERVENTION/COMMUNICATION (prepare response and information release)
Kim Jones – EOC Team Leader

Kim Jones, Kim D’Arcy and counseling Interns,

Location
Inside: Office or Staff Room
Outside: Emergency Operating Center

Function
In response to notification of an emergency or disaster, sudden death, suicide, etc., the principal or designee should immediately notify the superintendent and assemble the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:
Preparation of a written statement to staff members as to how to handle phone calls and requests for information about the emergency or disaster.
Establish a crisis center on campus where crisis team members will be available to meet with the students.
Request assistance, if needed, from District Office or Marin County Office of Education Psychological Services, and/or the Marin
County Mental Health Services.
Promptly share factual information with staff, students, parents and community according to District requirements.
Plan staff meetings or other communications as soon as possible to share information.
Provide an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students’ questions and needs.
Provide a written statement that teachers may use to announce the event to students.
Request teachers to refer students who seem especially upset to the school’s crisis center for individual counseling.

Silveira back pack contents
Pens or pencils
Chalk for door (Clarify)
Clip Boards
Class List
Large Teacher Name Card
White Emergency Cards (copied from Blue Emergency Forms)
Name Tag Stickers – 2 sets
Red Wrist Bands Medical (CHECK)
White Wrist Bands for all students (CHECK)
Gloves (Latex and work)
Gauze, ace bandage, band aids (Search and rescue)
Flashlights (mag Lights)
Walkie Talkie
E.O.C. Form

EMERGENCY ACTIONS 1-7

EMERGENCY ACTION 1 ALL CLEAR
Description
This ACTION signifies the end of the ACTION that had been initiated.

Announcement
An announcement in person directly or over the public address system.

Example: Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) Thank you.
Use messengers with oral or written word as an alternate means of staff notification. Routing: Start at Office and move in both clockwise and counter clockwise directions.
Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.

Use Parent School Messenger Alert System if appropriate.

When Used
This ACTION is used as the final ACTION to conclude: Duck, Cover and Hold, Leave Building, Secure Building, Stand-By, Take Cover

EMERGENCY ACTION 2 DIRECTED TRANSPORTATION/EVACUATION
Description
Students and staff will be loaded into school buses, cars and any other available means of transportation and moved from an area of greater danger to an area of lesser danger.

Who is assigned to each loading area? Principal and Lead Teachers

Where is loading area? In front of school (designated bus zone)

What staff supervises this ACTION, and where? Superintendent, Principals, and Transportation Director (and/or Designees)

Use Parent School Messenger Alert System if time permits.
This Action will normally be preceded by Action STAND-BY or another Action.

Announcement
An announcement in person directly or over the public address system.

Example: Your attention please. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) DIRECTED TRANSPORTATION (Pause) DIRECTED TRANSPORTATION (Pause) When the dismissal bell rings.

Use messengers with oral or written word as an alternate means of staff notification. Routing: Start at Office and move in both clockwise and counter clockwise directions.

When Used
This ACTION is considered appropriate for, but is not limited to, the following: Flood, Fire, Chemical accident

EMERGENCY ACTION 3 DUCK, COVER, AND HOLD
Description
When inside
Upon the command: DUCK, COVER AND HOLD", students and staff should immediately drop to the floor, get under their desk and hold on to desk legs. Desks should be arranged so that they do not face windows and faces should be facing away from windows as well.

When outside
Upon the command "DUCK, COVER AND HOLD", students and staff should immediately move away from buildings and other objects which might topple over, DROP to the ground and COVER the head in the same way as the Civil Defense Protective Position.

Use Parent School Messenger Alert System if appropriate. Principal and Communications Team will initiate this response.

Announcement
An oral command to "DUCK, COVER AND HOLD" (repeat as needed) given by the teacher or other staff member who realizes that an earthquake is occurring.

When Used
This ACTION is appropriate for: Earthquake, Explosion, Surprise attack

EMERGENCY ACTION 4 EVACUATE/LEAVE BUILDING
Description
This is the orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety.

This ACTION should be followed by another action or a return to school buildings and normal class routine.

All clear signal: Given by principal.

Use Parent School Messenger Alert System when appropriate.

Announcement
Fire alarm (bell or horn signal).

Provided time is available, make an announcement in person directly or over the public address system which will indicate the nature of the emergency event.

Example: Your attention please. (Pause) LEAVE BUILDING, (Pause) LEAVE BUILDING, (Pause) LEAVE BUILDING.

Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.
Routing: Start at Office and move in both clockwise and counter clockwise directions.

When Used
This ACTION is considered appropriate for, but is not limited to, the following:
Fire, Bomb threat, Chemical accident, Explosion or threat of explosion, Post earthquake Other similar occurrences which might make the school buildings unsafe

EMERGENCY ACTION 5 HOLD AND SECURE (Disturbance on campus or in the neighborhood)
Description
INDOORS: Teachers will hold students in classrooms, close blinds, lock doors, continue teaching and wait for further instructions. This will be followed by another ACTION or return to normal school activities.
OUTDOORS: Students and teachers are to move back indoors, returning to their classrooms and proceed with Indoor plan.

Announcement
An announcement in person directly or over the public address system

Example: "Your attention please. (Pause) HOLD AND SECURE, (Pause) HOLD AND SECURE, (Pause) HOLD AND SECURE. Additional information to follow."

Use messengers with oral or written word as an alternate means of faculty notification.

Routing: Start at Office and move in both clockwise and counter clockwise directions Use Parent School Messenger Alert System if appropriate.

When Used
This ACTION is appropriate for all disasters or emergencies, except those that occur without warning as well as an unsafe situation occurring off campus, not related to the school, (e.g. a bank robbery occurs near the school)

EMERGENCY ACTION 6 LOCKDOWN (Active Shooter, Extreme Violence)
Description
Indoors: Teachers, staff members, and volunteers are to immediately lock doors, have students hide behind tables, blockade doors when possible, remain out of sight and remain silent. Designated staff will sweep bathrooms for students prior to locking doors (if it is safe to do so).

While students are moving to designated safe areas of the classroom, close any shades and/or blinds if it appears safe to do so. Turn off lights and any lighted technology (computers, LCD, Document Reader, etc.) Remain as quiet as possible.

Teachers and students are to remain silent until a member of law enforcement or school administration unlocks the door and provides assurances, status of situation, and/or information on what to do next.

Outdoors: If a LOCKDOWN alert is called during recess or lunch, all adult supervisors will quickly and safely route/evacuate students off the campus to one of three designated off-campus locations.

Principal will review procedures of this drill with certificated and classified staff.

Staff will receive specific training and practice this drill once a year, routing students off campus to designated locations.

Local law enforcement agencies will be notified of the designated safe areas.

Announcement
If time permits, this drill will begin with one long extended bell, whistle, an announcement in person or an announcement directly over the public address system. Example: "Your attention please, Dixie School. (Pause) THIS IS A LOCKDOWN, (Pause) THIS IS A LOCKDOWN, (Pause) THIS IS A LOCKDOWN,"
When Used
This ACTION is considered appropriate for, but not limited to, the following: Extreme Violence, Active Shooter, Gunfire This ACTION will not normally be preceded by any warning. Use Parent School Messenger Alert System as soon as possible. Teachers should initiate this ACTION anytime they hear extremely violent behavior, gunfire, etc. outside their classroom.

EMERGENCY ACTION 7 TAKE COVER
Description
Move to and take refuge in the best-shielded areas within the school buildings. Use Parent School Messenger Alert System as soon as possible.
Announcement for Natural Disasters/Severe Weather
An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) Severe Windstorm imminent."

Continuing short bell signals.

Use messengers with oral or written word as an alternate means of faculty notification.

When Used
This ACTION is appropriate for, but is not limited to, the following: Severe windstorm with little or no warning

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
STUDENT SUSPENSION AND EXPULSION/DUE PROCESS BP 5144.1
The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

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

While on school grounds

While going to or coming from school

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

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

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)
A student’s parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

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

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

**On-Campus Suspension**

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

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

**Authority to Expel**

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

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

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

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

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

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

Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under “Grounds for Suspension and Expulsion: Grades K-8” and “Additional Grounds for Suspension and Expulsion: Grades 4-8,” the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

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

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

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

Maintenance and Monitoring of Data

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

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

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
Mary Silveira notifies teachers of dangerous pupils pursuant to Ed. Code section 49079.

If a Student or Staff Member Exhibits Irrational Behavior:
- Notify principal
- Notify nurse
- Isolate person from students
- Notify family (attempt to get direction as to how they want the situation handled)
- Protect individual from injury
- Make arrangements for necessary care of individual
- Notify Law Enforcement (911) if individual is endangering self or others (If violent, notify appropriate Law Enforcement Agency immediately.) Notify District Office.

Campus Visitor
- Notify principal
- Isolate person from students
- Request person to leave campus, if possible. Remain calm, talk in soft non-threatening manner, avoid hostile-type actions, except in cases when necessary to safeguard person or property.
- Use Hold and Secure procedures (Emergency Action 5, Hold and Secure)
• Notify appropriate Law Enforcement Agency. Notify District Office. Responsibility of Principal/Designee or Lead Teachers

BULLYING Policy 5131.2

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

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

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

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

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

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

Administrative Regulation 5131.2

Examples of Prohibited Conduct

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

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

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

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

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

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

Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on
social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

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

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

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

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

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

Staff Development

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

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

Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

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

The district’s policy on student suicide prevention, including a reference to the policy’s age appropriateness for students in grades K-6

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

Title IX information included on the district’s web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE’s web site pursuant to Education Code 221.6

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation,
bullying, and cyberbullying

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

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

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

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

Reporting and Filing of Complaints

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

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

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

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

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

Discipline/Corrective Actions

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

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

Support Services

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

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

(E) Sexual Harassment Policies (EC 212.6 [b])

Mary Silveira adheres to the Miller Creek School District’s discrimination and harassment policies, which includes our district's sexual and gender-based harassment policies.

STUDENT SEXUAL AND GENDER-BASED HARASSMENT

Purpose: Board Policy 5145.7
The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:
What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

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

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

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

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
Information about the district’s procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.

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

A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

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 district schools.

AR5145.7

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 sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

Submission to the conduct is explicitly or implicitly made a term or condition of a student’s academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

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.

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.

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

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual’s body or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Confidentiality

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 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.
When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

A copy of the district's sexual harassment policy and regulation shall:
Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
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)
A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.
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)
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)
Be included in the student handbook
Be provided to employees and employee organizations

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Guidelines for Student Clothing and Shoes

We ask that you help to make sure that your children are coming to school with appropriate and functional clothing and shoes. All students must wear shoes that are safe and comfortable for doing energetic physical activities. A good rule of thumb: only sandals that have secure back straps are appropriate. Clogs and platform shoes are not a good idea.

Please help us by reinforcing that you must wear shoes to school that are comfortable and safe for all types of activities on every day. We are also asking that students wear modest and appropriate spring and summer clothing to school. Please eliminate short shorts and midriff tops.

Please be sure to follow the guidelines listed below:
* No midriff shirts- a good rule of thumb is “when arms are held out straight to the side, no midriff can show”.
* No flip-flops. All sandals must be secure on your feet and they must have a back strap. No platform shoes or heels.
* No t-shirts with distasteful or inappropriate logos or statements.
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Each of the District’s four schools has procedures for safe ingress and egress of students. Students are to report directly to class upon arrival at school. They are to leave immediately upon release at the end of the school day. Students who are late must sign in at the office and those that leave during the school day must sign out in the school office. K-5 schools require the presence of an authorized adult at sign out. The middle school requires a note, phone contact, or the physical presence of an authorized adult at sign out. All visitors to a school site must sign in at the office. All campuses are closed campuses.

Morning drop off and afternoon pick up
To support our goal of providing a safe environment for students and families during pick up and drop off, we staff the front area of the school with at least 2 staff members, our school site Principal, and a minimum of one other staff member. This team helps students into and out of cars, walks families safely across the street, and ensures that students arrive to classes safely. In addition, on Wednesdays, we have two staff members and the principal out helping with the bus lines as the buses are late on those days.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Safe School Environment

Element:
Increase student and staff safety through social/emotional core competencies.

Opportunity for Improvement:
Develop a systemic schoolwide SEL approach to integrating Social-Emotional Learning across all school contexts.
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<th>Objectives</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Lead Person</th>
<th>Evaluation</th>
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<tr>
<td>Organize and improve existing site SEL systems to support continual academic progress while nurturing the social-emotional growth in all of our students.</td>
<td>In the 21-22 school year, the District Wellness Team created a shared vision and communication strategy involving all stakeholders. Continue to collaborate with the District Wellness Team around programming in support of this shared vision, assess ongoing needs/resources, and design a multi-year SEL implementation plan.</td>
<td>SSC, SLT, DEI, Staff, SEL, CASEL, YouthTruth Survey</td>
<td>District Wellness Team</td>
<td>Review Wellness Folder and associated activities to determine what worked and what needs adjusting. Review Life Skills 2021-2022, reviewed with site and district teams</td>
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<td>Cultivate a community of adults who examine and engage in their own social and emotional learning, collaborate on strategies for promoting SEL, and model SEL throughout the school. Provide professional development opportunities on the CASEL 5 Core Competencies and social-emotional learning strategies as outlined in the multi-year plan.</td>
<td>HSC, SSC, SLT, BACR, DEI, Staff, Stakeholders, CASEL</td>
<td>Counselor, Principal and Site Leadership Team</td>
<td>Conduct Youth Truth Survey in February and review results in March with staff and site council teams.</td>
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<td>Develop a coordinated approach for supporting students’ social and emotional learning across the school, classrooms, homes, and communities. Meet regularly with the counseling team to review needs. Hire an additional K-5 counselor.</td>
<td>HSC, SSC, BACR, SLT, DEI, Staff, Stakeholders, CASEL, Mindfulness, Life Skills, Student Leadership Teams</td>
<td>Counselor, Principal and Site Leadership Team</td>
<td>Conduct Youth Truth Survey in February and review results in March with staff and site council teams.</td>
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<td>Establish a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-level decisions and drive improvements to SEL implementation. Administer the Youth Truth and CA Healthy Kids surveys. Analyze results with all stakeholder groups to inform the revision of the multi-year plan and professional development needs.</td>
<td>HSC, SSC, SLT, DEI, Staff, Stakeholders, CASEL, YouthTruth Survey</td>
<td>Counselor, Principal and Site Leadership Team</td>
<td>Conduct Youth Truth Survey in February and review results in March with staff and site council teams.</td>
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<td>Increase family involvement in the SEL program through newsletters, parent workshops, and shared language. Consider creating an SEL Family Handbook to increase awareness.</td>
<td>CASEL Framework, multi-year plan, HSC, SSC, BACR, MCSD Counseling team</td>
<td>Counselor, Principal and Site Leadership Team</td>
<td>Conduct Youth Truth Survey in February and review results in March with staff and site council teams.</td>
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**Component:**
Safe School Environment

**Element:**
Regularly update the Covid Safety Plan in response to Public Health Guidelines and site needs so that all students and staff are safe

**Opportunity for Improvement:**
Improve upon existing aspects of the Covid Safety Plan in order to respond to new information arising from all students being back in school
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<td>Regularly update the Covid Safety Plan in response to Public Health Guidelines and site needs so that all students and staff are safe</td>
<td>Regularly attend Public Health meetings for most current information. Post current version on school website and share in newsletters</td>
<td>MCOE, Marin HHS, California Department of Public Health</td>
<td>Site Principal Health Specialist, Site Secretary</td>
<td>Website, newsletters</td>
</tr>
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<td>Health Specialists collaborate regularly and share current updates with the site team</td>
<td>MCOE, Marin HHS, California Department of Public Health</td>
<td>Jane Ganorkar</td>
<td></td>
<td>Health Specialist meetings</td>
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<td>Attend administrative meeting, discuss plans, and align practices</td>
<td>Administrative Team, MCOE, Marin HHS, California Department of Public Health</td>
<td>Site Principal</td>
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<td>Weekly admin meetings</td>
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<td>Regularly review the Covid Safety Plan with the administrative and site team. Update the plan with the most current guidelines from public health and input from stakeholders</td>
<td>SSC, SLT, Custodial team, Staff, Health Specialist, Administrative Team, MCOE, Marin HHS, California Department of Public Health</td>
<td>Site Principal Health Specialist, Custodian, Site Secretary</td>
<td>Covid Safety Plan updated regularly during admin and Health Safety Meetings Site Council</td>
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<td>Communicate updates to staff and stakeholders through emails, newsletters, HSC meetings, SSC meetings, SELAC meetings, and webinars. Use translation tools to ensure access to all families.</td>
<td>Newsletters and websites, Covid Safety Plan</td>
<td>Site Principal Health Specialist</td>
<td>Review with associated teams</td>
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<td>Collaborate with Public Health and the County Office of Education to provide additional information sessions in anticipation of vaccine mandates.</td>
<td>Administrative Team, MCOE, Marin HHS, CDPH</td>
<td>Site Principal Health Specialist</td>
<td>Continue to follow Public Health guidelines and offer parent information sessions, as needed.</td>
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<tr>
<td>Revise existing student information systems to support the collection of vaccine proofs.</td>
<td>Aeries</td>
<td>District Tech Dept., Site Secretary</td>
<td>Add updated field in Aeries</td>
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<td>Provide training to staff, as needed</td>
<td>SSC, SLT, Staff, MCOE, Health Specialist</td>
<td>Site Principal, Health Specialist</td>
<td>Follow PH guidelines and recommendations Update/train staff at PD and staff meeting times</td>
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Mary E. Silveira Elementary School Student Conduct Code

Conduct Code Procedures
Our goal at Mary E. Silveira Elementary is to provide clear guidelines for student behavior. Our plan combines the recognition of positive behavior as well as establishing logical consequences for unacceptable behavior.

The Behavior Management Plan has several components: "Certificate of Recognition" certificate - Students displaying positive behavior that promote MES Elementary LifeSkills will receive Star Cards. When a student earns 5 Star Cards, a special certificate recognizing the appropriate behavior is issued and students are honored at assemblies. Positive rewards are given within the classroom, as well.

Additionally, students may receive written citations for unacceptable behavior inside / outside of the classroom. Minor Infraction Citations will be given for those offenses that generally get a warning or a benching such as poor sportsmanship, arguing with a teacher/yard supervisor or pushing others. If a student receives a minor infraction citation they will be asked to explain the rule they broke and may write how they will behave the next time in a similar situation. A copy of the citation will be kept on file in the classroom.

The possible consequence(s) for receiving minor infraction citations are as follows:

First citation:
Student benched for remainder of recess or given school service job Parent called Copy of citation sent home for parent's signature Citation must be returned signed next day or student will not have full recess until it is returned

Second Citation
Student benched for remainder of recess or given school service job Parent called Copy of citation sent home and must be returned signed or student will not have full recess until it is returned.

Third Citation
Student benched for remainder of recess or given school service job Parent called A student, parent, teacher and/or principal conference is held A student behavior plan/contract is established

Fourth Citation
Student benched for remainder of recess or given school service job. Parent called Student placed on "in-school" suspension for remainder of day or sent home Parent called and copy of citation sent home

The second type of behavior referral is the Major Infractions Citation and may call for immediate principal, teacher and/or parent involvement. Examples of major infractions are the use of excessive physical force/fighting, excessive swearing, vandalism, stealing, defiance of authority, or possession of weapons. As required by the State of California, students will be immediately suspended for possession of weapons, drugs or alcohol.

The consequences for receiving a major infractions citation may include, but are not limited to:

- Student sent to office and parent notified
- In-school or at home suspension
- Recommendation to Superintendent for expulsion Comprehensive School Safety Plan 8 of 58 10/18/21
Working together we can help our students use the MES Life Skills and follow our School Rules. We want our students to understand what appropriate behavior looks like and be able to demonstrate it on a daily basis. At the end of each school year, all citations will be cleared and students will "start over" with fresh behavior records. MES classroom teachers and support staff will review the School Rules and explain them to students during the month of September.

(J) Hate Crime Reporting Procedures and Policies
Purpose
BP 5131.2 Bullying.

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

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

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

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

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

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

Bullying Administrative Regulation 5131.2
Examples of Prohibited Conduct

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

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

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

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

Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles.

Measures to Prevent Bullying

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

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

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

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously.

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.

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

Staff Development

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

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

- Discuss the diversity of the student body and school community, including their varying immigration experiences.
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
- Identify the signs of bullying or harassing behavior.
- Take immediate corrective action when bullying is observed.

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information and Resources

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

The district’s policy on student suicide prevention, including a reference to the policy’s age appropriateness for students in grades K-6.
The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

Title IX information included on the district’s web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE’s web site pursuant to Education Code 221.6

District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

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

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

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

Reporting and Filing of Complaints

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

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

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

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

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

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

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

Support Services

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

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

The Comprehensive School Safety plan is evaluated and amended each year in collaboration with the School Site Council for School Board Approval by February 1st.
Safety Plan Appendices
### Utilities, Responders and Communication Resources

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<tr>
<th>Type</th>
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<td>Law Enforcement/Fire/Paramedic</td>
<td>Marin Sheriff/ Marin Fire</td>
<td>911 or 9-911</td>
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Mary E. Silveira Elementary School Incident Command System

**Incident Commander**
Bjorn Remmers: Principal
Tara Devine: Secretary
Carmen Boyer: Office Assistant
Alison Hutchens: Teacher-in-Charge in the event that principal is off-site. Instructional Leadership Team is in charge when Alison and I are away.

**Safety Officer**
Bjorn Remmers, Principal

**Public Information Officer**
Tara Devine, Secretary

**Scribe**
Tara Devine, Secretary

**Operations**
Bjorn Remmers, Principal

**Planning/Intelligence**
Bjorn Remmers, Principal
Tara Devine, Secretary

**Logistics**
Bjorn Remmers, Principal
Tara Devine, Secretary

**Finance/Administration**
Bjorn Remmers, Principal
Tara Devine, Secretary

**First Aid & Search**
Teacher A
First Aid:
Adelena Rodriguez
Samantha Palmer
Marian Previtali

Search and Rescue:
Ed Malaret
Lara Franklin
Alison Hutchens
Vicki Van Deusen
Sarah Hu
Kerrie Nichols

Student Release & Accountability
Teacher B
Susan DiGirolamo
Kim Jones
Carmen Boyer
Karen Young
Tara Devine
Suzi Wayne
Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Partner Classes

As you leave your classroom make sure to take a look in your colleague’s class to make sure they are out or making their way out of their room safely.

Rooms 18, 20, 22
Previtali/Winter

Rooms 24, 26, 27
Van Deusen/Wayne/Counseling/Tech

Rooms 21, 23, 25
3-5 Music Team/After care

Rooms 16, 19
Case/DiGirolamo

Rooms 15, 17
Ritscher/Hu

Rooms 11, 13
Rossini/Hooper

Rooms 10, 12, 14
Clark/Armstrong (Library)

Rooms 8, 9
Franklin/Lum

Rooms 4, 6
Nichols/Hutchens

Rooms 5, 7
Nii/Malaret

Rooms 1, 2, 3
Jones/Madden/Palmer

Silveira Emergency Teams

Information below includes names of people on teams and their responsibilities. Please be sure to review prior to the drill.

Emergency Operations Center and Team Leaders

Bjorn Remmers – Command Center
Hugo Pineda – Maintenance
Tara Devine – Communications
Adelena Rodriguez – First Aid
Ed Malaret – Search and Rescue
Susan DiGirolamo – Student Release
Darcie Case – Student Assembly
Sarah Hu – Runner
Suzi Wayne – Runner
Kim Jones – Crisis Intervention – reports later if needed
Susan Ritscher – Food, Water and Supply – reports later if needed

COMMAND CENTER
Location
Inside: Work Room
Outside: Emergency Operations Center (Between MPR and Mail room)

Functions
Maintain a complete school list of all classrooms
Determine appropriate actions for students, i.e. evacuate school buildings, evacuate school site, return to class, etc.
Assign emergency functions as appropriate. Appoint runners that pick up Injury and Missing Person Report from each teacher and report to EOC.
Conduct drills in keeping with requirements.
Collect, analyze and report information concerning: students and staff who are injured or unaccounted for; facility damage assessment; etc.; and report status to the District Office.
Determine the need for, and request, outside assistance.
Provide the overall direction for all activities that occur during an emergency.
Account for all students/staff.

COMMUNICATIONS
Location
Parking lot or office

Functions
Reports and/or releases of emergency information concerning the status of students, staff and school facilities to the Marin County Office of Emergency Services, Marin County Office of Education, District Trustees, parents, public and the press.
Maintains communications with district employees.
Maintains log of all incoming and outgoing communications.
Communicates with EOC. Coordinates runners with EOC.
Manages holding area for people arriving on site and willing to assist.

MAINTENANCE (Utility check, Damage assessment, Emergency access, Open Storage)
Hugo Pineda - EOC
Ed Malaret (Backup)
Tesfay Gebremichael

Location
Inside: Emergency Operation Center
Outside: Courtyard Between East/West Wings

Functions
Report to EOC for walkie talkies and directions.
Turn off utilities if hazard exists and secure water system.
Extinguish small fires if possible.
Notify EOC of utility/damage status.
Assure that emergency vehicles have access to school grounds.
Secure school buildings against unauthorized entry.
Seal off and post areas where hazardous conditions exist.
Join Search and Rescue with walkie-talkie.
Unlock gate for emergency crews to access innards of school

Note: Step 1 of this Team takes precedence over all other assignments for custodian(s).

SEARCH AND RESCUE (Manage equipment, check rooms, remove victims, secure building)
Ed Malaret – EOC Team Leader – Flexibility with Hugo
Lara Franklin
Alison Hutchens
Vicki Van Deusen
Sarah Hu
Kerrie Nichols

Location
Inside: Supply Container/Room 27
Outside: Emergency Operations Center

Functions
Always managed in teams of no less than two people

Be sure that you have the proper equipment, located in storage container. (Walkie Talkies, Master Keys)
Check exterior of building
Select a safe entrance to each room
Interior Search
Mark entry door with a /
Initiate a sweep of assigned area in an orderly pre-assigned sweep pattern.
Upon entering an area call out and wait for an answer.
Remove non-trapped victims first.
Remove trapped victims if possible.
When exiting make an X and write pertinent information on the door.
Secure the building from re-entry after the search
Report to Principal/EOC and describe situation.

FIRST AID (Set up by Rm. 9 in sandbox area of K yard, assess injuries, and report to EOC
Gina Tanner – EOC Team Leader

Adelena Rodriguez
Samantha Palmer
Gina Tanner
Marian Previtali

Location
Inside: Room 8 or 9
Outside: Kindergarten Yard near Sand Box

Functions
Set up first aid area and get supplies from storage container.
Assess injuries and provide first aid as indicated.
Determine need for skilled medical assistance and request from the EOC. (Appoint one person to communicate with EOC.)
Tag each of the injured with name, address, injury and any treatment rendered.
Establish priorities for the transport of the injured to hospitals, when transport is available. Note: No injuries should be sent to First Aid until operational. First Aid should handle serious injuries only. Student Assembly can do band aids, etc.
Complete the Injury and Missing Persons Report. Send a list of injured students, extent of injuries, and transport needs to EOC by runner. Do not use radio to transmit information, if possible.
If multiple injuries, use two rooms (8 & 9) and separate out serious/not-as-serious.
Escort parents who wish to be with their injured child – Check situation first.

STUDENT MANAGEMENT (Manage students on the blacktop, assess moving students, maintain calm)
Darcie Case - Team leader

Darcie Case
Susan Ritscher
Karen Madden
Theresa Lum
Cristina Rossini
Gisele Clark
3-5 Music Teachers
Megan Fuller
Shipra Gupta
Laura Winter
Counseling
Each Emergency Card/Runners

Functions
EOC leader will release team when directed by EOC.
Head to designated spot on baseball field K home plate, 1st 1st base, 2nd 2nd base, 3rd 3rd base, 4th right field, 5th center field
Put class name tag on tile (if in MPR) or secure to floor or grass, or use cones with slits.
Have universal “quiet” signal—clapping/counting to 3/shhhh.
Children need to check with adults if they leave the area for bathroom, etc. They should only leave if accompanied by a buddy.
Roll check as necessary. Sing or tell story to calm kids and adults.
Check for minor injuries and handle with band aids from backpacks.
More major injuries should be taken to First Aid by an adult.
Students released to parents by stage door only after notified by student release team

STUDENT RELEASE (Set up area by loop, get emergency cards/forms, check id’s)
Susan DiGirolamo – EOC Team Leader

Susan DiGirolamo
Kim Jones (also crisis intervention as needed)
Carmen Boyer
Karen Young
Tara Devine (After working command center)
Lynda MacMillan
Suzi Wayne (Runner)

Location
Inside: Multipurpose Room
Outside: Adjacent to Emergency Operations Center

Supplies needed:
3 binders with emergency cards
Green Authorized Parent cards
Collection box for white and yellow Student Release Forms
Pens
Student Release Forms
2 tables
3 expanding files alphabetized to match binders. (Option – one alphabetized expanding file.)

Student Release Procedure
Emergency cards separated into 3 binders/3 lines: A-G, H-N, O-Z.
Each parent writes their name and the names of the students they want to pick up on Green Authorized Parent card.
Parent gets in a line with Green Authorized Parent card and photo id. Parents may have to repeat process if they are picking up students with different last names.
Parent gives Green Authorized Parent card to student release person at binder.
Parent completes one Student Request Form per student, while student release member verifies parent pick up permission for each child listed.
Student release member verifies photo id and completes right side of Student Release Form.
Student release member keeps white copy of Student Release Form and gives the yellow copy to parent.
Student release member files white copy by first initial of last name. (Option – assign someone to file all copies of the white forms.)
Green Card is given to runner to pick up students.
Parent takes yellow copy of Student Release Form to student release area bleachers.
Runner finds and takes students listed on Green Card to student release area bleachers and checks that each student’s name is listed on the yellow form before releasing students to parent.
Parent gives yellow copy to the runner to verify they have taken student.
Runner returns to release table puts yellow form in collection box.

FOOD, WATER AND SUPPLY MANAGEMENT (Assess facilities, needs for shelter, water, etc)
Susan Ritscher – EOC Team Leader

Susan Ritscher
Debra Armstrong
Theresa Lum

Location
Inside: Room 27
Outside: Shed Located Near Pond

Functions
Assess food preparation facilities.
Estimate number of persons requiring shelter and for what period of time.
Assess adequacy of available water, food, blankets and other supplies.
Control conservation of water. Backpack water should be used first.
Establish a list of all persons in shelter and determine any special needs.
Report additional equipment and supply needs to the EOC.
Set up portable latrines, pumps for water supply.
Copies of the key to the storage container will be available for team.
For level I drill, stay with your class and work with Re-assembly crew in managing students in MPR.

CRISIS INTERVENTION/COMMUNICATION (prepare response and information release)
Kim Jones – EOC Team Leader
Cathleen Amann, Speech
Kim D’Arcy and counseling Interns

Location
Inside: Office or Staff Room
Outside: Emergency Operating Center

Function
In response to notification of an emergency or disaster, sudden death, suicide, etc., the principal or designee should immediately notify the superintendent and assemble the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:
Preparation of a written statement to staff members as to how to handle phone calls and requests for information about the emergency or disaster.
Establish a crisis center on campus where crisis team members will be available to meet with the students.
Request assistance, if needed, from District Office or Marin County Office of Education Psychological Services, and/or the Marin County Mental Health Services.
Promptly share factual information with staff, students, parents and community according to District requirements.
Plan staff meetings or other communications as soon as possible to share information.
Provide an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students’ questions and needs.
Provide a written statement that teachers may use to announce the event to students.
Request teachers to refer students who seem especially upset to the school’s crisis center for individual counseling.
Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.
Types of Emergencies & Specific Procedures

Aircraft Crash
1. Determine which Emergency Action, if any, should be implemented. (Action will depend on the size of the aircraft, nature of the crash, and its exact location.) If safe to remain in building, ALL students should be kept inside under adult supervision. Responsibility of Principal or Classroom Teachers

2. Sound the appropriate warning signal. Responsibility of Principal or Designee

3. If possible, determine whether the aircraft is military, commercial, or private. Responsibility of Principal or Custodian

4. Notify the Fire Department (911). Responsibility of Principal or Designee

5. Notify the Police Department (911). Responsibility of Principal or Designee

6. Notify the District Office Responsibility of Principal or Designee

7. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials. Responsibility of Principal/Designee or Lead Teachers

8. Do not allow return of students to classrooms until buildings have been declared safe by Fire or Law Enforcement Officials. Responsibility of Principal/Designee or Lead Teachers

9. Ensure that students and staff members remain at a safe distance from the crash. Responsibility of Principal or Lead Teachers

Animal Disturbance
1. The first consideration is the safety of the pupils and personnel.

2. Isolate the pupils from the animal.
   - If animal is outside, keep pupils inside. Responsibility of Principal/Designee or Lead Teachers. Hold and Secure notification goes into play
   - If animal is inside, keep pupils outside or in some other sheltered area. Responsibility of Principal/Designee or Lead Teachers

3. Call Marin Humane Society Animal Control (883-4621) Responsibility of Principal/Designee or Lead Teachers

4. Call the Law Enforcement or Fire Department (911). Responsibility of Principal/Designee or Lead Teachers

5. If animal injures someone, call the school nurse and the parent. Responsibility of Principal/Designee or Lead Teachers

Armed Assault on Campus
For safety reasons, the Mary Silveira Active Shooter Protocols will not appear in the safety plan, made public, or shared with the Site Council. Rather, it is for all active site employees and reviewed by/with the principal.
Biological or Chemical Release
1. Determine which Emergency Action, if any, should be implemented. (The nature of the chemical and nearness of the accident will probably be the deciding factor. Evacuation of the school may be ordered by Law Enforcement, Fire Department or Civil Defense Officials.) Responsibility of Principal.

2. If necessary, implement Action EVACUATE/LEAVE BUILDING. Responsibility of Principal or Lead Teachers.

3. Any chemical cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If time is of prime importance, it may be necessary to evacuate the school by foot. If this occurs, move crosswind to avoid fumes, never upwind or downwind.

4. Notify the District Office. If time is available, initiate Action DIRECTED TRANSPORTATION. Move students and staff away from the path of the chemical. Responsibility of Superintendent or Principal
5. Notify the Fire Department (911). Responsibility of Superintendent or Principal
6. Notify Law Enforcement (911) Responsibility of Superintendent or Principal
7. Teachers report names of missing students to office. Those not found will be reported to Fire Department or Law Enforcement Officials, if forced by conditions to evacuate the school grounds. Responsibility of Principal or Lead Teachers
8. Do not allow the return of students to the school grounds or buildings until Fire Department or Law Enforcement Officials declare the area safe.
9. Upon return to school, ensure that all classrooms are aired out by opening all doors and windows. Responsibility of Classroom Teachers, Custodian, or Principal

Bomb Threat/Threat Of Violence
Person receiving call should:
1) Listen: Do not interrupt caller. Keep caller on the phone as long as possible. (Bomb threat check list should be located by all phones at site.)
2) If possible, alert a co-worker by a prearranged signal while the caller is on the line and, using a separate phone line, attempt to have call traced. **see next page
3) Notify Principal or designee immediately after completing the call.
4) Complete bomb threat checklist.

Principal or Designee should:
1) Notify police department using 911.
2) Notify Superintendent and Building and Grounds Director.
3) With assistance from the Principal or designee, responding police officials will evaluate the threat and will determine whether to evacuate the building or institute a search of the premises.
4) If there appears to be imminent danger, the evacuation signal may be called.
5) Do not turn on or off any electrical machine switch.

EVACUATION
1) Have students proceed to predetermined area at least 300 feet from buildings as quickly as possible (avoid parking lots as bombs might be placed in cars).
2) Teachers need to take attendance lists and give roll count to assigned person, who will report to principal.
3) Principal should have site plans available for police search team.

DO NOT touch, move or cover any suspicious looking packages or objects. Report location to police.
4) Principal or designee should exit with building keys and communication devices (cell phones/walkie talkies, etc.).
5) Set up incident command site: the Principal should be available to communicate with police at the incident command site. The Superintendent or designee will go to the incident command site as soon as possible.
6) All other sites and the County Office will be notified by the District Office as soon as possible.
7) After the situation is over, a final student and staff head count should be made. Report anyone not accounted for. A staff member should be assigned to write a narrative to document the event and subsequent actions taken. Limit publicity as much as possible. Superintendent/Principal will determine extent of parent notification.

BOMB THREAT: FOR SUSPICIOUS LETTERS AND PARCELS
The following list shows some areas that should draw immediate concern:
* Foreign mail, air mail and special delivery
* Restrictive markings such as: Confidential or Personal
* Excessive postage
* Handwritten or poorly-typed addresses
* Incorrect titles
* Titles, but no names
* Misspelling of common names
* Oily stains or discoloration
* No return address
* Excessive weight and unevenly distributed or lopsided
* Rigid envelope less flexible than normal letters
* Protruding wires or tin foil
* Excessive securing material such as masking tape, string, etc.
* Visual distractions, misleading statements as being Official
* Edges are normally sharp, not rounded

Earthquake
When Inside School Buildings
1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of an earthquake. Responsibility of Classroom Teacher or Principal

2. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.

3. When the earthquake is over, initiate Action EVACUATE/LEAVE BUILDING. Special consideration should be given to exit routes as many older schools have heavy architectural ornaments over main entrances. Responsibility of Lead Teacher or Principal

4. Post guards a safe distance away from building entrances to see that no one re-enters the buildings. Responsibility of Lead Teacher or principal to identify guards: Custodian and possible parent volunteers Where posted? A safe distance away from building in danger

5. Warn all personnel to avoid touching electrical wires which may have fallen to the ground. Responsibility of Principal or Lead Teachers

6. Notify the appropriate District official. Responsibility of School Office Manager or Principal

7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes. Responsibility of School Office Manager or Principal

8. Inspect school buildings. When damage is apparent, contact superintendent and determine the advisability of closing the school. Responsibility of Search and Rescue Team or Principal
9. Initiate any other Action deemed necessary, or return to normal routine.
Responsibility of Lead Teachers or Principal

When Outside on School Grounds
1. Execute those Actions required under 4 through 9 above.

At Times Other Than School Hours
1. Inspect school buildings. When damage is apparent, contact the superintendent and determine the advisability of closing the school.
Responsibility of Principal or Lead Teachers

2. If school must be closed, notify staff members and students.
Responsibility of Principal or Lead Teachers

3. Notify the District Office who will inform public information media as appropriate.
Responsibility of Communications Team or Principal

General Earthquake Emergency Procedures/Guidelines:
1. Duck and cover.
2. Check for injuries.
3. Wait for all clear signal- listen for ringing bell.
4. Evacuate to designated areas by grade level on the playground- Fire Evacuation to fire Drill Area.
5. Walkie-talkies will be delivered to lead staff via office.
6. Send checklist of names by classroom to Command Center after evacuation. (Command Center is between library and office at the top of the stairs.)
7. Search & Rescue checks tagged doors (orange streamers).
8. Class Supervisors stay with children on C Yard until all clear signal is given (listen for Administration to tell you on walkie-talkie).
9. Children will be moved to MPR (if structurally safe) to designated areas by grade level- wait for Administration to give direction by walkie-talkie.
10. Students will be released through Student Release Station set up in front of the main office.
11. Custodial staff checks water and gas mains to determine if shut-off is necessary and put traffic control barriers in place.
12. Search and rescue equipment, additional first-aid supplies and water (Two 55 gal. barrels) is stored (and should be checked/restocked annually) in wooden shed near MPR/parking lot.

Explosion or Risk Of Explosion
1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of the explosion. Responsibility of Principal or Teachers

2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate Action EVACUATE/LEAVE BUILDING.
Responsibility of Principal or Lead Teachers

3. Notify the appropriate Fire Department.
Responsibility of Principal or Lead Teachers

4. Notify Law Enforcement (911).
Responsibility of Principal or Lead Teachers

5. Teachers report missing students to office. Those not found will be reported to Fire Department and Law Enforcement.
Responsibility of Principal or Designee

6. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes. Responsibility of Principal or Designee

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2/7/22
7. Notify the District Office.
   Responsibility of Principal or Designee

8. Do not allow the return of students or staff members to school buildings. Responsibility of Principal or Lead Teachers

9. Initiate any other Action deemed necessary because of the condition of the school, or return to normal routine.
   Responsibility of Principal or Lead Teachers

Threat of Explosion

1. Initiate Action EVACUATE/LEAVE BUILDING.
   Responsibility of Principal or Designee

2. Execute those Actions required under 3 through 9 above.
   Responsibility of Principal/Designee or Lead Teachers

Fire in Surrounding Area

Fire Near School

1. Determine the need to implement any Action. If the answer is no, continue with school routine. Notify appropriate Fire Department to be sure alarm has been given.
   Responsibility of Principal or School Office Manager

2. If the fire threatens the school, execute those Actions under "Within School Buildings" 1-9 above. Responsibility of Principal or School Office Manager

Fire on School Grounds

Within School Buildings

1. Person who first witnesses fire should pull nearest fire alarm

2. Immediately initiate Action EVACUATE/LEAVE BUILDING.
   Responsibility of Principal or School Office Manager

3. Notify the Fire Department (911).
   Responsibility of Principal or School Office Manager

4. Notify the Police Department (911).
   Responsibility of Principal or School Office Manager

5. Organize a fight of incipient fires until arrival of the Fire Department. (This should be done only to the level that people have been trained. Never risk injury or loss of life. Evacuation is advised.) Responsibility of Principal

6. Ensure that access roads are kept open for emergency vehicles. Responsibility of Lead Teachers or Principal

7. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials. Responsibility of Principal or School Office Manager

8. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes. Responsibility of School Office Manager or Lead Teachers
Responsibility of Principal or School Office Manager

10. Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

Flooding
Within School Buildings
1. The extent of the flood and the time before it arrives will dictate the course of action to be taken. Depending on the situation, it may be necessary to initiate one or more of the following Emergency Actions and procedures:
Responsibility of Principal/Designee or Lead Teachers

- Action HOLD AND SECURE, followed by
- Action EVACUATE/LEAVE BUILDING, or
- Action DIRECTED TRANSPORTATION, or
- On official request, Action CONVERT SCHOOL as directed by Office of Emergency Services (OES)

2. Sound the appropriate warning signal.
Responsibility of Principal/Designee or Lead Teachers

3. Keep battery powered radio tuned to a local radio station for information. Responsibility of Principal/Designee or Lead Teachers

Radio location: Principal’s office

4. Supervise the execution of the Action decided upon.
Responsibility of Principal/Designee or Lead Teachers

Responsibility of Principal/Designee or Lead Teachers

Loss or Failure Of Utilities
In the event that utilities fail at the site, the Principal and/or designee will contact the district office and director of maintenance via radio. District office personnel will make the appropriate contact with power and water agencies. The Superintendent or designee will make the decision with regard to school closures due to loss of utilities.