

**Milpitas Unified School District**

Rose Elementary School

250 Roswell Dr.

Milpitas, CA

95035

(408) 635-2668

**Comprehensive School Safety Plan**

**2019-2020 School Year**

*This Comprehensive School Safety Plan was developed collaboratively with members of the Sunnyhills Child Development Center School Safety Planning Committee and adopted by the Board of the Milpitas Unified School District on \_\_/\_\_/\_\_.*

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***MUSD Board Approval Confirmed by:***

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## Comprehensive Safety Plan Purpose & Compliance

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 must include 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
- Procedures for conducting tactical responses to criminal incidents, including guns on campuses
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The Comprehensive School Safety Plan will be reviewed and updated by March 1<sup>st</sup> of each year by the school site Safety Planning Committee. Each 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.

As defined in **MUSD Board Policy 3516**, MUSD recognizes the District will develop and maintain a District Emergency and Disaster Plan that conforms to State and local emergency/disaster plan regulations and procedures.

Each school principal shall be responsible for the development of a school plan which is school site specific and conforms to the District plan. Each school plan will include the assignment of staff responsibilities, the in-service training of staff and pupils, and provide pertinent and necessary information to parents and the school community. District and school in-services shall include drills and trial emergencies in order to determine process validity.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board Policy and Administrative Regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive school safety plan shall be available for review at Rose Elementary School offices and online at <https://rose.musd.org/>

***Declaration regarding MUSD Board Policy and Administrative Regulation references:***

*Except when specifically quoted, the MUSD Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language. To review these policies and regulations in their entirety, please visit the MUSD District Office during regular business hours or view them online at [www.musd.org](http://www.musd.org)*

## **Milpitas Unified School District Mission and Principles**

### **Mission**

Milpitas Unified School District educates all children to their unique potential by teaching, modeling, and supporting the skills and attitudes that contribute to their development as globally and socially responsible citizens.

### **Principles and Strategies for Comprehensive School Safety Plan (BP 0450)**

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that may affect our schools' social and physical climate.

## Components of the Comprehensive School Safety Plan

*Site-specific procedures to implement the components of this plan will be included within the body or appendices of this document.*

### School Safety Planning Committee

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Planning Committee. (Ed. Code 32281(b)(1))

The School Safety Planning Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 32281(b)(2))

Local law enforcement and fire department has been consulted (Ed. Code 32281(b)(3))

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Staff leaders
- Additional parent representatives

**Rose Elementary School Safety Plan Signature**  
**Page 20/20**

The undersigned members of the Rose Elementary School Safety Planning Committee certify that the requirements of the Comprehensive School Safety Plan have been met.

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**Principal (PRINT)** **Signature**

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**School Site Council (PRINT)** **Signature**

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**Teachers Association Representative (PRINT)** **Signature**

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**Classified Association Representative (PRINT)** **Signature**

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**Parent Representative (PRINT)** **Signature**



identification and reporting of all certificated personnel, instructional and teacher aides, teacher assistants and other classified employees. (Penal Code 11165.7)

**MUSD Administrative Regulation 5141.4** provides additional detail including definitions of child abuse and procedures for reporting suspected incidents of child abuse.

A mandated reporter shall make a report using the procedures described below (with reference to the full text of AR 5141.4) whenever, in his/ her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When reporting a witnessed or suspected case of child abuse, the following steps shall be taken by the appropriate personnel.

**Step 1** - To report known or suspected child abuse, any employee shall report by telephone to the local child protective agency.

Child Protective Services

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**Step 2** - Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail to the local child protective agency a written report, which includes a completed Department of Justice form. (DOJ 558572) Mandated reporters may obtain copies of the Department of Justice form from either the school office.

Detailed instructions are included on the back of the form. Reporters may ask the site administrator for help completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

One copy will be given to the principal for a child abuse confidential file (optional). The mandated reporter may keep a copy of the completed form.

**Step 3** - Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal telephone report.

### **(B) Emergency and Disaster Preparedness Plan**

*Additional code references: Education Code 35295-35297; Government Code 8607 and 3100*

In **MUSD Board Policy 3516**, the Board of Trustees recognizes that in order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events, which threaten to result in disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan that details provisions for handling all foreseeable emergencies and disasters. The Superintendent or designee may appoint a committee to regularly review the disaster preparedness plan and recommend changes. The principal or designee shall augment the district plan with working plans and procedures specific to each school. He/she shall present a copy of these site plans and procedures to the Superintendent.

District and site plans shall address at least the following situations:

1. Fire on or off school grounds which endangers students
2. Natural or man-made disasters
3. Bomb threat or actual detonations
4. Attack or disturbance by individuals or groups

The Superintendent or designee should ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communication system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis

The Superintendent or designee shall use state approved Standard Emergency Management System guidelines when updating the Site Disaster Preparedness Plans. The Superintendent or designee may consult with town and/or county agencies so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school. Disaster preparedness exercises shall be held regularly at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

*Additional code reference: Education Code 48900, 48915 (d) and (c)*

As stated in **MUSD Board Policy 5144.1** The Board of Trustees recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify district behaviors standards.

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

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

The grounds for suspension and expulsion and the procedures for reconsidering, recommending and/or implementing suspension and expulsion shall be specified for individuals with exceptional needs.

For all occasions of suspension or expulsion, due process will be followed. The Board wishes to provide all the protection implied in "due process," and all staff members are expected to accord due process rights to all pupils.

Each principal shall annually inform all students and parent/guardians of the school discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension, and expulsion. (Education Code 35291, 35291.5)

### **Student Due Process**

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administration and staff shall comply with procedures for notices and appeals as specified in regulation. Procedures governing student due process shall conform in all aspects to provisions in law. (Education Code 48911, 48915, and 48915.5)

Whenever a student is suspended, school officials may (but are not required to) meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code 48914)

### **Required Parental Attendance**

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the student's parent/guardian may be required to attend a portion of a school day in the class from which the student was suspended. After completing the classroom visit and before leaving school premises, the parent/guardian shall meet with the principal or designee. (Education Code 48900.1)

Reasonable efforts to have the parents/guardians visit the class voluntarily shall be made before requiring parental attendance. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

Parental attendance may be required on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parent/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get certain release time from work.

The teacher shall apply this policy uniformly to all students with the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians

shall be notified of this policy before it is implemented and at the beginning of each subsequent school year.

*For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to the school office and annual notices for information. Current versions will be available for review alongside this comprehensive school safety plan in the District Office.*

#### **(D) Procedures to Notify Teachers of Dangerous Pupils**

*Additional code reference: Education Code 49079*

As described in **MUSD Board Policy 4158**: The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)

#### **(E) Discrimination and Harassment Policies**

*Additional code reference: Education Code 200-262.4*

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in **MUSD Board Policy 0410, 5145.3** Which states The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

**MUSD Board Policy 5145.3** states that The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position(s) as Coordinator(s) for Nondiscrimination:

Assistant Superintendent of Education Services and Human Resources  
Milpitas Unified School District  
1331 E. Calaveras Blvd. Milpitas CA 95035  
(408) 635-2600

Any student who feels that he/she is being harassed should immediately contact either the nondiscrimination coordinator or the principal or designee. If a situation involving harassment is not promptly remedied by the nondiscrimination coordinator, principal or designee, a complaint may be filed with the superintendent or designee who shall determine which complaint procedure is appropriate.

As written in **MUSD Board Policy 4119.11, 4319.11 (Employees)/5145.7 (Students)**, it is the district's policy to provide a working and learning environment free from all unlawful discrimination. Sexual harassment is a form of illegal sex discrimination. The district prohibits sexual harassment.

Any district student or employee who harasses another student or employee through sex-based conduct or communication violates this policy.

The district will promptly investigate all sexual harassment complaints and will take remedial action reasonably calculated to end the harassment. If a student engages in sexual harassment, remedial action may include discipline, up to and including expulsion. If an employee engages in sexual harassment, remedial action may include discipline, up to and including termination.

The Governing Board directs the Superintendent to establish administrative guidelines to implement the district's policy to provide a sexual harassment-free working and learning environment.

*For campus-specific bullying and cyberbullying policies, please refer to the District website. Current versions will be available for review alongside this comprehensive safety plan at the MUSD District Office.*

### **(F) School-wide Dress Code**

*Additional code reference: Education Code 35183*

As described in **MUSD Board Policy 5132**, The Board of Trustees believes that the development of attitudes and behavior patterns in dress and grooming should be a part of each student's total educational experience. Furthermore, the Board of Trustees expects that students will present themselves in an orderly manner conducive to the advancement of education. Their appearance should be neat and acceptable to the general society and in keeping with the activity of the particular school.

The Board of Trustees recognizes that specific school sites may request approval to implement a voluntary school-wide uniform dress policy. School sites may request approval from the Superintendent if such actions are warranted by demonstrated staff and parental involvement and support.

The Board of Trustees considers dress and grooming to be judgment area of the principal of the school. However, when a school site is requesting a school-wide uniform plan, the principal will follow Administrative Guidelines 5132.

### **(G) Procedure for Safe Ingress and Egress to and from School**

Through a collection of Board Policies, The Milpitas Unified School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- BP 5131: holds students accountable for conduct not only on campus but also going to or coming from school, at school activities, or using district transportation.
- BP 5131.7: prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind with specific reference to times where students are on their way to or from school.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in **MUSD Board Policy 1250**:

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises.

*Additional code references: Education Code 32210-322 / 1, Penal Code 627*

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

As intended by Education Code 32282(b) the action plans shown in the tables on the following pages were developed using strategies presented in the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action".

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

<b>Safe Physical Climate Goal:</b>				
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead(s)</b>	<b>Outcomes</b>

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<b>Safe Social Climate Goal:</b>				
<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead(s)</b>	<b>Outcomes</b>

## (I) School Discipline Rules and Consequences

*Additional code references: Education Code 35291 and 35291.5*

**MUSD Board Policy 5144** identifies district-wide standards for student discipline and Conduct:

The Board believes that a peaceful, orderly school environment is essential to quality education. In order to ensure an optimum learning climate, school site expectations for pupil discipline are to be enforced fairly, uniformly, and consistently.

All reasonable means shall be taken to protect against invoking disciplinary action against pupils on the basis of unfounded charges. School District personnel shall not inflict, or cause to be inflicted, corporal punishment or physical pain upon a pupil attending any school in the District. The privacy rights and other due process rights of pupils shall be adhered to as described by Federal and State law.

All school site rules, expectations, and consequence shall be strictly based on District policy, regulation, and existing law.

Procedures for the development of such expectations shall be established by the Superintendent. Special care shall be taken to solicit the views of the school community. The adoption of each school's discipline expectations are the responsibility of the school principal and the school site council.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law.

Students may possess or use electronic signaling devices, including but not limited to cellular telephones, provided that such devices do not disrupt the educational program or school activity. Electronic signaling devices shall be turned off during class time and at any other time directed by a district employee. If disruption occurs, the employee may direct the student to turn off the device and/or confiscate the device until the end of the class period, school day, or activity.

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

*For campus-specific rules and comprehensive description of conduct and student behavior expectations, please refer to school website or office.*

**Additional Board Policies** are listed below, which describe overarching discipline standards for specific areas of concern. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:

- The Milpitas Unified School District Board desires students and staff to be free from the fear and danger presented by firearms and other weapons. The Board therefore prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitations firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. **MUSD Board Policy 5131.7**
- The Board of Trustees desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence, disruptive behavior or defacement of property with graffiti. The Board therefore prohibits all gang related activity on all school campuses and during all school sponsored events. Additionally, the presence of any apparel, jewelry, accessory,

notebook, symbols, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute denotes membership in such a group or gang, is prohibited. In addition, the Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore, cooperation with Law Enforcement including Police and Probation Officers and participating agencies is essential. A strong Student Study Team for support and prevention is recommended. **MUSD Board Policy 6164.5**

#### **(J) Procedures for Conducting Tactical Responses to Criminal Incidents**

As written in **MUSD Board Policy 0450** any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

#### **(K) Bullying Prevention**

MUSD Board Policy 5131.2

In the review of **MUSD Board Policy 5131.2**, the Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to

provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

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

## **(L) Suicide Prevention and Awareness**

In **MUSD Board Policy 5141.52**, the Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations. One specific strategy is that staff will be provided professional development in this area.

## **Safety and Disaster Plan Review, Evaluation and Amendment Procedures**

All Milpitas Unified School District Disaster Preparedness Plans will be reviewed and amended (if necessary) by the school site's principal or designee in September of each school year. In addition the goals for the Comprehensive Safety Plan will be reviewed and revised by school sites annually in January, and submitted to the School Board by March 1<sup>st</sup>.

Pursuant to Education Code Section 35294.6(a), the Milpitas Unified School District adopted this annual Comprehensive School Safety Plan at the regular meeting of the Board of Education as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Documented Safety Planning Process.

An updated file containing all appropriate or required safety related plans and materials are available for public inspection in the Milpitas Unified School District Office.

## Safety Plan Appendices

### Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the school site administrative offices at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under the California Public Records Act (Government Code 6254 parts *c* and *aa*) and prescribed by MUSD Administrative Regulation 1340, the following items will be identified as "**Confidential**", reviewed only in a closed session of the MUSD Board of Education and withheld from public release of the Comprehensive School Safety Plan:

- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.  
*(Further detail on protected information is also defined in GC 6254.3.)*
- Any appendices prepared to assess District Office and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt School District operations.

According to the procedures developed by the Department of Homeland Security and defined in OHS Management Directive 11042.1, the following items will be designated "**For Official Use Only (FOUO)**", reviewed only in a closed session of the MUSD Board of Education and released only for official safety assurance or crisis response use: Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc), and emergency supplies storage.

# Appendix A: Documented Safety Planning Process

## Safety Team Meeting Sign In Sheet 2019-2020

Name	Role	9/5/19	1/29/19	4/21/19
Pauline Cabales	SDC Teacher			
Sarath Chandra	Community Member, Parent			
Barbara Cheung	1st/2nd Grade Teacher			
Monica Garcia	Secretary Clerk			
Cathy Julian-Caday	Speech Teacher			
Liqā Moin	Assistant Principal			
Joseph Nguyen	2nd Grade Teacher			
Swati Sanwal	RSP Teacher			
Melissa Schmitz	3rd Grade Teacher			
Parshuram Zantey	Community Member, Parent			

### Safety Team Meeting Thursday, Sept. 5th Agenda

1. Introductions
2. Purpose/Role
3. Drills Schedule
4. Walkie-Talkie Updates

5. Fire, Earthquake, and Intruder Drill procedures.
6. Other

**Safety Team Meeting**  
**Wednesday, January 29th**  
**Agenda**

1. Fire department visit
2. Wheelchair Lifts
3. SDS (Safety Data Sheets)
4. Walkie-Talkie Updates
5. Triage Drill
6. Open Discussion

**MILPITAS UNIFIED SCHOOL DISTRICT**  
**SAFETY TRAINING INFORMATION**  
**2019-2020**

Type of Training	Personnel	Date/Time/Place
Blood Borne Pathogens	All Employees	Video at each site or through Keenan Safe Schools – c/o Safety Officer

Adult First Aid/CPR	Health Clerks and Site Secretaries	TBA – c/o Student Services & District Nurse
Infant/Child First Aid/CPR	Rose CDC & Sunnyhills CDC Staff	TBA/CDC
Adult First Aid/CPR	Athletic Coaches	TBA/Athletic Director

<b>Drill Information</b>		
Intruder Drill	Site and Teams	1 drill by Nov 20 <sup>th</sup>
Intruder at an Inconvenient Time	Site and Teams	1 drill by Feb 8 <sup>th</sup>
Additional Intruder Drills	Site and Teams	Minimum of 5 extra; completed every 4-6 weeks
Triage Drill	Site and Teams	1 drill by April 5 <sup>th</sup> . Can be combined with 1 Earthquake Drill
Earthquake Drill (Drop, Cover and Hold)	All Sites	1 drill every 3 months between Sept and June
Fire Drill	Elementary and Intermediate	Once Monthly
Fire Drill	Secondary	Not less than twice yearly

<b>Safety Presentations</b>		
School Bus Evacuation	All SDC Students (Preschool through 6 <sup>th</sup> Grade)	Scheduled per Site with Rona in MOT between October 1 and November 2
Fire Prevention	All 1 <sup>st</sup> Grade Students (including SDC)	All Elementary Schools during October, scheduled per Site through Rona in MOT w/MFD

<b>Site Safety Officer Meetings</b>		
<b>Date</b>	<b>Time</b>	<b>Location</b>
Thursday, October 10, 2019	3:30 pm – 4:30 pm	Adult Ed./Room TBD
Thursday, January 16, 2020	3:30 pm – 4:30 pm	Adult Ed./Room TBD
Thursday, April 2, 2020	3:30 pm – 4:30 pm	Adult Ed./Room TBD

## **Milpitas Unified School District Site Safety Drill Information 2019/2020**

- Site Safety Officers are responsible for scheduling triage and intruder drills. Individual site triage drill and intruder dates and times should be arranged with Milton Quezada.
- Site Safety Officers are responsible for conducting fire drills. The date and time sequence of each drill needs to be called in or emailed to the secretary in Maintenance, Operations, and Transportation, 408-635-2888 ext. 6521, and entered onto the shared drill Google Doc form after the drill. The Fire Alarm shall be signaled not less than once every calendar month at the elementary and intermediate levels; and not less than twice yearly at the secondary level.

- Site Safety Officers are also responsible for earthquake drills, also known as “Drop, Cover and Hold”. Three (3) of these drills shall be conducted each year. They will be done separately from all other drills with the exception of one, if desired. It may be done in conjunction with a triage drill, thus only requiring two (2) additional earthquake drills.
- One (1) Intruder drill in early Fall (by Nov. 19th). One (1) Intruder drill at an inconvenient time in late Winter (by Feb. 7th) and one (1) Triage drill in early Spring (by Apr. 3rd).
- Mass Triage and Feeding evacuation drill in conjunction with the City of Milpitas has been canceled until further notice, effective January 2012.

## Appendix B: Legal Notice for Pupils and Parent/Guardians-Bullying and Harassment

March 2, 2020

Dear Parent/Guardian,

Rose Elementary School is dedicated to addressing the issue of bullying in our school. We take any report of bullying seriously by conducting a thorough investigation in a timely manner, providing support for the victim and taking action to prevent future incidents. When possible, we take a restorative justice approach which aims to repair the harm that was done to the victim by the bully.

One challenge we have as a school, is that bullying is often underreported. As a result, we are not aware that there is a problem and bullying may continue much longer as a result. We encourage you - the families - to notify the administration if you hear of any bullying immediately. The way to report bullying is to either send an email to Ms. Nanci Pass ([npass@musd.org](mailto:npass@musd.org)) or Mrs. Liqa Moin ([lmoin@musd.org](mailto:lmoin@musd.org)) or to come to the office directly to set up a meeting. This is a team effort and we all need to work together to end bullying.

Finally, you can read the detailed district anti-bullying/antidiscrimination policy below.

Sincerely,

Rose Administration

[POLICIES & PROCEDURES](#) / Bullying

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### **BULLYING**

[Report Bullying](#)

Anti-Bullying Policy/Nondiscrimination Policy:

The Milpitas Unified School District prohibits any discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender

expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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

#### What Bullying Is:

Repeated aggressive behavior that might include the following

- Intended to cause harm (physical or emotional)
- An attempt by one or more individuals to gain power over another
- Physical: Hitting, kicking, pushing, destroying property
- Verbal/Written: Threatening, name-calling, teasing, taunting
- Social/Emotional: Terrorizing, spreading rumors, intimidating, humiliating, blackmailing, isolating
- Cyber-bullying: Using technology to bully others verbally, emotionally and/or socially

#### What Isn't Bullying:

- Not liking someone
- Accidentally bumping into someone
- A single act of telling a joke about someone
- Expression of unpleasant thoughts or feelings regarding others
- Arguments or disagreements
- Being excluded from a game or group on the playground (unless being done regularly and with intention to hurt the feelings of another)
- Isolated acts of harassment, aggressive behavior, intimidation or meanness

#### Filing a Report

Students, parents, and community members are encouraged to notify school staff, the assistant principal(s) or principal when they are being bullied or have witnessed another student being bullied or harassed. Complaints may be filed with the site principal or supervisor, or the appropriate Title IX coordinator:

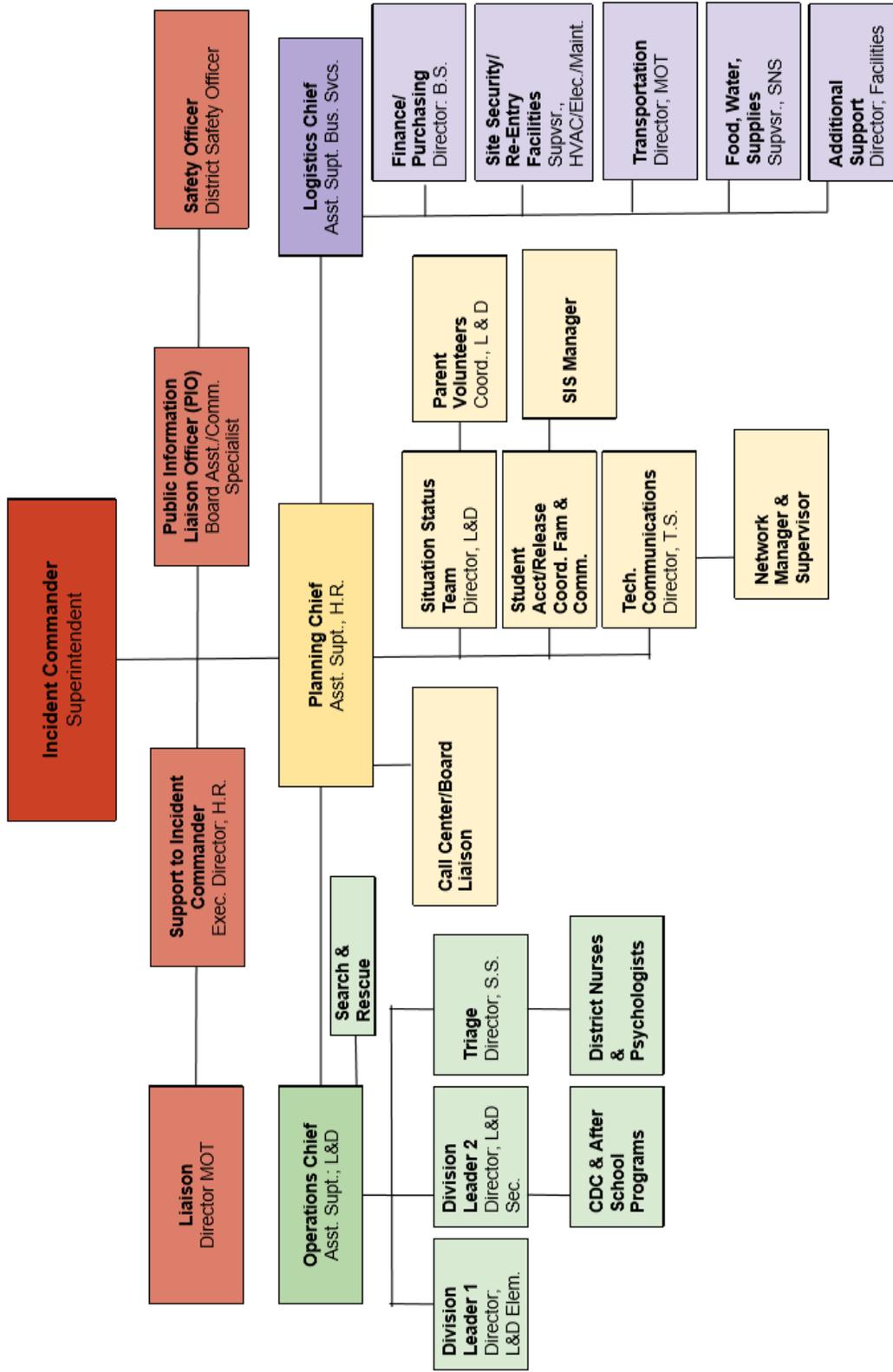
The Uniform Complaint Procedures shall govern the process for investigating and resolving a complaint of bullying, harassment, and sexual harassment. The Uniform Complaint Procedures Board Policy 1312 and Administration Regulations 1312.3 may be found in the MUSD Parent Student Handbook, the MUSD website, and at each school or department site. Students may submit complaints on the MUSD Student Discrimination / Harassment / Assault Complaint and Title IX Grievance Form (AR 5145). When the circumstances involve cyber-bullying, individuals with information about the activity are encouraged to save and print any electronic or digital messages that may constitute cyber-bullying. This evidence will assist the administrator or supervisor in completing his/her investigation of the complaint.

#### Confidentiality

Reasonable efforts will be made to keep a report of bullying or harassment and the result of the investigation confidential. The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.



# Appendix C.1: Incident Comm Struct



## *Appendix C.2: Campus Staff Emergency Contacts*

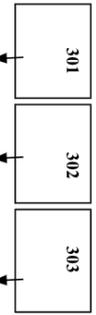
### **A. District Dedicated Telephone Numbers**

<b>Site Name</b>	<b>Dedicated Number</b>	<b>Location</b>
District Office	635-2600 x 6077 635-2600 x 6022 635-2600 x 6013  635-2600 x 6073 635-2600 x 6039	Receptionist's Desk - Lori Business Office – Secretary - Naomi Superintendent's Office – Secretary – Charito or Marivel Personnel Office – Secretary - Heather Educational Services Dept. – Nancy
Corporation Yard – Radio-Monitor receiver	635-2888	Front Desk – Kellie - 6521
Burnett School	635-2650	Secretary's Desk (Julie)- 1407 Principal's Office (Rich) - 1405
Curtner School	635-2852	Secretary's Desk (Pattie) - 1507 Principal's Office (Jackie) - 1505
Pomeroy School	635-2858	Secretary's Desk ( Daisy) - 1807 Principal's Office (Sheila) - 1805
Randall School	635-2662	Secretary's Desk (Carol) – 1607 Principal's Office (Carlos) -1605
Rose School	635-2668	Secretary's Desk (Valerie) – 1207 Principal's Office (Nanci) – 1205 Vice Principal's Office (Liqa) - 1206
Sinnott School	635-2674	Secretary's Desk (Lydia) – 1907 Principal's Office (Laurie) – 1905
Spangler School	635-2870	Secretary's Desk (Lena) – 1007 Principal's Office (Catherine) - 1005
Weller School	635-2876	Secretary's Desk (Liz) – 1106 Principal's Office (Raquel) -1105
Zanker School	635-2882	Secretary's Desk (Jennie) -2006 Principal's Office (Trisha) - 2005
Rancho Middle School	635-2656	Secretary's Desk (Virginia) - 3109 Principal's Office (Casey) - 3106
Russell Middle School	635-2864	Secretary's Desk (Lexie) – 3207 Principal's Desk (Damon) - 3205
Milpitas High School	635-2800	Secretary's Desk (Jackie) – 4125 Principal's Desk (Cheryl) - 4120
Cal Hills High School	635-2690	Secretary's Desk (Donna) - 4211 Principal's Desk (Carl) - 4210

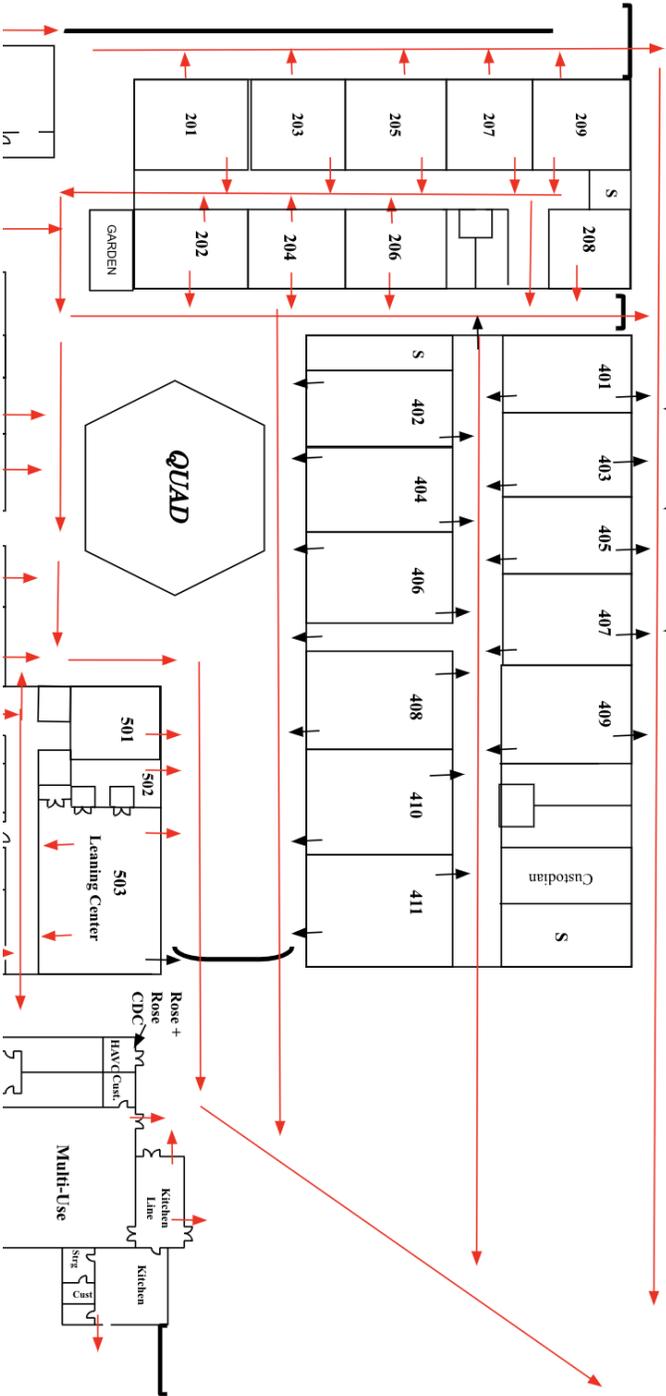


## **Appendix F: Daily ingress and egress routes**

# Alexander Rose Elementary School



# Evacuation Map



NOTE: In case of the need for a staging area to conduct campus searches or rescue, blacktop towards Foothill Park will be used.

## *Appendix C.3: Campus Search and Rescue zones*

**Search and Rescue Member: Barbara Cheung**

### **ZONE 1**

**Location: 200 Building & 300 Portables**

200 Hallway

201

202

203

204

205

206

207

208

209

Girl's Bathroom

Boy's Bathroom

Storage Closet

301

302

303

**Search and Rescue Member:**     Cathy Julian-Caday    

**ZONE 2**

**Location: 100 Bldg, 600 Bldg.**

- Kinder Yard
- 101
- 101 Bathroom
- 102
- 102 Bathroom
- 600 Bathroom
- 601
- 602
- 603
- 604
- 605
- Quad
- Kitchen Line
- Kitchen
- Multi Use Room
- Stage
- MUR Boy's Bathroom
- MUR Girl's Bathroom

**Search and Rescue Member: Swati Sanwal**

**ZONE 3**

**Location: Front Office, Multi-Use Room**

- Front Office
- Health Office
- Office Storage
- Office Bathroom
- AP Office
- Psychologist Office
- Principal Office
- Conference Room
- Office Storage
- Bathroom 1
- Bathroom 2
- Workroom
- Library
- Lounge
- Learning Center
- Green Room
- Girl's Bathroom
- Boy's Bathroom

**Search and Rescue Member:     Melissa Schmitz**

**ZONE 4**

**Location: 400 Building**

- Storage (textbook)
- 400 Hallway
- 401
- 402
- 403
- 404
- 405
- 406
- 407
- 408
- 409
- 410
- 411
- Boy's Bathroom
- Girl's Bathroom
- Custodian Closet
- Storage (supplies)

## *Appendix C.5: Campus Emergency Shutoff Locations*



# *Appendix C.6: Campus Emergency Evacuation Plans*

## **Triage Drill Procedures**

In the case of a natural disaster and triage is necessary, we will follow the following procedures:

- Evacuation of students to safe area
- Teachers take roll to make sure all students are accounted for. Red or green cards will be held up to signal whether all students are present and Division Leaders will report number of students that are missing to Incident Command Center.
- If students and/or adults are reported missing, Search team will report to the Incident Command Center. They will put on glasses, hard hat, and vest. Each team will also carry a two-way radio for communication and a flashlight. Teams will first go out to the rooms where missing students and/or adults were last seen. If missing persons are not found in those rooms then Search team will leapfrog to each room until all rooms have been swept and/or all persons have been found.
- Search team will survey the scene and make sure it is safe to enter. If any found person has the ability to walk, the Search team will guide him/her to the Triage area. If any person is found and cannot physically walk out but is responsive, Search team will put person on to rolling chairs and roll him/her to the Triage area.
- Triage team will assess victims and then report to Fire and Rescue when they arrive.

## **Run, Hide, Defend Drill Procedures**

- If students are at recess, a staff member on yard duty on both playgrounds will blow his/her whistle three times and students will “Stop, Look, and Listen” for directions.
- Teachers on yard duty will need to listen to the announcement and assess best course of action in herding students towards safety. (In case of a real emergency, all students/staff will regroup at Murphy Park)
- Teachers and staff members in classrooms, common areas, or the office will take care of students in their sight and assess best course of action in getting to safety.

- Classroom teachers are to: Quickly glance outside the room to direct any students or staff members in the hall or bathrooms to safety.
- Decide whether it is safe to run off campus to safety or if it is safest to hide in a classroom. If the decision is to run, make sure all students are quiet and that all belongings are left behind. (In case of a real emergency, run away from the direction of danger and do not stop running until you determine it is safe to do so. While running to safety, keep cars, building, and structures between you and the threat of danger.) When it is safe to do so, take roll and text Nanci (408-892-3266) and Liqa (650-799-0843) all students who are safe and accounted for.
- If escape is not feasible and you determine to hide, shut and lock your door and turn out lights. Lower or close any blinds. (In the case of a real emergency, create a barricade against all doors into the classroom.) Have students take cover in a corner of the room behind large pieces of furniture. Remain quiet and silence all cell phones. Do not open doors until it determined safe to do so. Take roll and text Nanci and Liqa all students who are safe and accounted for.
- During a drill, an all clear bell will sound to resume instruction.

### **Fire Drill Procedures**

- Direct students to evacuate building in a quiet and orderly manner.
- Make sure to take your Emergency Backpack with you and that all doors are closed.
- Evacuate to the blacktop area that borders Foothill Park and have students sit in a line corresponding to your classroom number.
- Take roll and have a student at the front of the line hold up the Green or Red card. Division Leaders will make sure all students are present and accounted for.

### **Earthquake / Triage Procedures**

- In classroom or buildings, drop to the ground and seek protective cover under or near a desk, table, or chair in a kneeling or sitting position.
- Hold onto the table or chair legs to prevent it from moving away from you.
- Students who are outside, move away from overhead hazards. Drop to the ground, cover the back of your neck with your hands intertwined. If students are near the lunch area, have students take cover under the lunch tables. Students stay where they are until the “All Clear” has been given.
- When the “All Clear” bell rings, evacuate the building and walk quietly to your designated lines.
- Take any available Emergency Backpack with you and make sure your doors are open.
- Evacuate to the blacktop area that borders Foothill Park and have students sit in a line corresponding to your classroom number facing the school.

- Take roll and have a student at the front of the line hold up the Green or Red card. Division Leaders will make sure all students are present and accounted for.

## **Appendix E: Crisis Response/Community Emergency Contacts**

In case of an evacuation, Rose site administrative assistant will carry the black box of the emergency contact numbers for students from Aeries and staff members information is stored in a binder which will be carried out by attendance clerk.

The following numbers will be contacted to convey information about the current situation to district staff, departments or school sites.

## Appendix G: Safety Team (2019-2020)

Name	Position	Contact
Pauline Cabales	SDC Teacher	pcabales@musd.org
Sarath Chandra	Community Member, Parent	<a href="mailto:sarathummethela@gmail.com">sarathummethela@gmail.com</a> (408) 915-9889
Barbara Cheung	1st/2nd Grade Teacher	bcheung@musd.org
Monica Garcia	Secretary Clerk	mogarcia@musd.org
Cathy Julian-Caday	Speech Teacher	cjulian@musd.org
Liqa Moin	Assistant Principal	<a href="mailto:lmoin@musd.org">lmoin@musd.org</a> (650) 799-0843
Joseph Nguyen	2nd Grade Teacher	jnguyen@musd.org
Swati Sanwal	RSP Teacher	ssanwal@musd.org
Melissa Schmitz	3rd Grade Teacher	mschmitz@muisd.org
Parshuram Zantey	Community Member, Parent	<a href="mailto:zantep@gmal.com">zantep@gmal.com</a> (503) 562-9632

### TRIAGE DRILL POSITIONS

Name	Position	Triage Role
Pauline Cabales	SDC Teacher	First Aid
Jenny Katzen	Instructional Coach	First Aid
Barbara Cheung	1st/2nd Grade Teacher	Search and Rescue, Zone 1
Monica Garcia	Secretary Clerk	Command & Control
Cathy Julian-Caday	Speech Teacher	Search and Rescue, Zone 2
Liqa Moin	Assistant Principal	Command & Control
Joseph Nguyen	2nd Grade Teacher	3-6 <sup>th</sup> grade Team Lead
Swati Sanwal	RSP Teacher	Search and Rescue, Zone 3
Melissa Schmitz	3rd Grade Teacher	Search and Rescue, Zone 4



## 2019 – 2020 Emergency Buddy Classes

(Site Safety Team Members are in **BOLD**)

When the alarm rings or when students are asked to evacuate, students will form a single file line. They will remain quiet so they may hear any necessary instructions as they proceed to their designated areas. The emergency backpack is to be carried out with the class and will contain:

- Emergency supplies
- Class roster
- Green/Red laminated paper

After the classes reaches the destination, the teacher will take roll. If everyone is present, and/or accounted for, the teacher holds up the GREEN card. If any students are missing from the line, the teacher holds up the RED card. The Safety Office will receive and convey reports for all classes using the walkie-talkie.

Triage team members with walkie-talkies will bring them out. Triage Team Members count the number of students in their lines once outside. They then hand the class roster to the teacher of the Buddy Class who takes roll and displays the appropriate card. This allows Triage Team Members to report to the Command Center quickly.

Room 403 - Wilmot	Room 207 - Lundeen	
Room 101 – Tran	Room 102 – Aker	
Room 204 - Rao	Room 209 – Lai	
Room 202 - Tang	Room 203 - Fadrilan	<b>Room 201 – Cheung</b>
<b>Room 205 – Nguyen</b>	Room 206 – Masoud	Room 404 - Anderson
<b>Room 208 – Schmitz</b>	Room 407 - Vijil	Room 401 - Ochoa
Room 402 – Sommese	Room 406 - Necochea	
Room 409 - Grilli	Room 410 - Bowen	
Room 405 - Dacy	Room 303 - Ruiz	<b>Room 501 - Cabales</b>

# Appendix G: Safety Drill Procedures

## Fire Drill Procedures

**Frequency: Once per month**

- Direct students to evacuate building in a quiet and orderly manner.
- Make sure to take your Emergency Backpack with you and that all doors are closed.
- Evacuate to the blacktop area that borders Foothill Park and have students sit in a line corresponding to your classroom number.
- Take roll and have a student at the front of the line hold up the Green or Red card.
- Division Leaders will make sure all students are present and accounted for and report back to command central.

## Earthquake / Triage Procedures

**Frequency: Three times a year (may be combined with triage once)**

- In classroom or buildings, drop to the ground and seek protective cover under or near a desk, table, or chair in a kneeling or sitting position.
- Hold onto the table or chair legs to prevent it from moving away from you.
- Students who are outside, move away from overhead hazards. Drop to the ground, cover the back of your neck with your hands intertwined. If students are near the lunch area, have students take cover under the lunch tables. Students stay where they are until the “All Clear” has been given.
- When the “All Clear” bell rings, evacuate the building and walk quietly to your designated lines.
- Take any available Emergency Backpack with you and make sure your doors are open.
- Evacuate to the blacktop area that borders Foothill Park and have students sit in a line corresponding to your classroom number facing the school.

- Take roll and have a student at the front of the line hold up the Green or Red card. Division Leaders will make sure all students are present and accounted for.

# Run, Hide, Defend Procedures (Intruder Drill)

## Frequency: Twice a year (Fall and Winter)

- If students are at recess, a staff member on yard duty on both playgrounds will blow his/her whistle three times and students will “Stop, Look, and Listen” for directions.
- Teachers on yard duty will need to listen to the announcement and assess best course of action in herding students towards safety. (In case of a real emergency, all students/staff will regroup at Murphy Park)
- Teachers and staff members in classrooms, common areas, or the office will take care of students in their sight and assess best course of action in getting to safety.
- Classroom teachers are to: Quickly glance outside the room to direct any students or staff members in the hall or bathrooms to safety.
- Decide whether it is safe to run off campus to safety or if it is safest to hide in a classroom. If the decision is to run, make sure all students are quiet and that all belongings are left behind. (In case of a real emergency, run away from the direction of danger and do not stop running until you determine it is safe to do so. While running to safety, keep cars, building, and structures between you and the threat of danger.) When it is safe to do so, take roll and text Nanci (408-892-3266) and Liqa (650-799-0843) all students who are safe and accounted for.
- If escape is not feasible and you determine to hide, shut and lock your door and turn out lights. Lower or close any blinds. (In the case of a real emergency, create a barricade against all doors into the classroom.) Have students take cover in a corner of the room behind large pieces of furniture. Remain quiet and silence all cell phones. Do not open doors until it determined safe to do so. Take roll and text Nanci and Liqa all students who are safe and accounted for.
- During a drill, an all clear bell will sound to resume instruction.

# Triage Drill Procedures

## Frequency: Once a year (combined with Earthquake)

In the case of a natural disaster and triage is necessary, we will follow the following procedures:

- Evacuation of students to safe area
- Teachers take roll to make sure all students are accounted for. Red or green cards will be held up to signal whether all students are present and Division Leaders will report number of students that are missing to Incident Command Center.
- If students and/or adults are reported missing, Search team will report to the Incident Command Center. They will put on glasses, hard hat, and vest. Each team will also carry a two-way radio for communication and a flashlight. Teams will first go out to the rooms where missing students and/or adults were last seen. If missing persons are not found in those rooms then Search team will leapfrog to each room until all rooms have been swept and/or all persons have been found.
- Search team will survey the scene and make sure it is safe to enter. If any found person has the ability to walk, the Search team will guide him/her to the Triage area. If any person is found and cannot physically walk out but is responsive, Search team will put person on to rolling chairs and roll him/her to the Triage area.
- Triage team will assess victims and then report to Fire and Rescue when they arrive.

# Appendix H: Safe Physical and Social Environment PBIS Processes

## Rose School-Wide Behavior Expectations Grid

<i>School-wide Expectations</i>				
<i>Setting Locations</i>	<b>R</b> Respectful	<b>O</b> Open-Minded	<b>A</b> Ambitious	<b>R</b> Responsible
<b>All Areas</b>	<p>Leave each area better than you found it</p> <p>Keep each area clean</p> <p>Use appropriate voice volume</p> <p>Follow adults' directions</p>	<p>Remember that everyday is a new day.</p> <p>Be ready to learn in new ways.</p> <p>Try and challenge yourself.</p> <p>Know that everyone learns differently.</p> <p>Be sensitive to the differences of others</p> <p>Embrace change</p> <p>Show curiosity to learn new things</p> <p>Show a willingness to listen to others opinions</p> <p>Turn your problems into opportunities to learn</p>	<p>Lead by example.</p>	<p>Clean up after yourself.</p>
<b>Lunch Area</b>	<p>Use appropriate voice volume</p> <p>Stand patiently in line</p> <p>Show good manners and use polite conversation</p>	<p>Try new foods, but don't share</p> <p>Don't "yuck" someone else's "yum"</p> <p>Be sensitive and accepting of food allergies</p> <p>Sit with new people</p>	<p>Clean up before you are told</p> <p>Try to pack a zero waste lunch</p> <p>Pick up extra garbage</p> <p>Eat at least 1 fruit or vegetable each meal</p>	<p>Put unopened food in the basket, not the trash</p> <p>Only take food you will eat</p>

<p><b>Playground</b></p>	<p>Share equipment and take turns</p> <p>Use equipment appropriately</p> <p>Be a friend and invite others to play</p> <p>Keep hands and feet to yourself</p> <p>Run only in designated areas</p> <p>Show good sportsmanship</p> <p>If a ball rolls your way, stop it and return it to the correct person</p>	<p>Try different activities</p> <p>Be open to playing with new people</p> <p>Play with different people</p> <p>Introduce yourself to those who are by themselves</p>	<p>Invite new people to play with you</p> <p>Practice/teach a P.E. skill/game you found challenging</p> <p>Bring a healthy snack</p>	<p>Follow procedures when the bell rings</p> <p>If you brought it out, bring it in</p> <p>Only eat in the designated snack areas</p>
<p><b>Classroom</b></p>	<p>Follow adults' directions</p> <p>Keep your area clean</p> <p>Use appropriate voice volume</p> <p>Take care of school property and shared materials</p> <p>Be kind and helpful</p> <p>Wait for your turn to speak</p> <p>Be on time</p> <p>Be on task</p>	<p>Any partner is awesome</p> <p>Actively listen</p> <p>Try your best</p> <p>You have many teachers, not just one</p> <p>Be okay with mistakes, they help you grow</p> <p>Enjoy learning how to do something you may already know in a new way</p> <p>Don't be afraid to ask questions/contribute to class discussions</p> <p>Accept your consequences as a positive thing that helps you to improve yourself</p> <p>Keep a positive attitude about others' suggestions</p> <p>Be creative and resourceful</p> <p>Give compliments specific to growth mindset</p>	<p>Help a friend find success</p> <p>Go beyond your goals</p> <p>Aspire to learn something new, not just to complete a task</p> <p>Try to find another way to solve the problem</p> <p>Aim to do your best work</p>	<p>Come prepared with materials and ready to learn with a positive attitude</p> <p>Take ownership of common spaces and materials</p> <p>Help yourself and others stay on task</p>

<p><b>Cyberspace (Online)</b></p>	<p>Communicate responsibly and kindly with one another.</p> <p>Respect each other's ideas and opinions.</p>		<p>Stand up to cyberbullying.</p>	<p>Protect your own and others' private information online.</p> <p>Stay safe online by listening to your gut feelings.</p>
<p><b>Library</b></p>	<p>Keep your area clean</p> <p>Use a quiet library voice</p> <p>Follow adults' directions</p> <p>Put books, rulers, and chairs in their correct place before you leave</p> <p>Make sure all the books are standing up before you leave</p> <p>Handle books with care at school and at home</p>	<p>Willing to read new genres</p> <p>Ask for book recommendations</p> <p>Realize that "easy" for you is not "easy" for all</p>	<p>Choose books to help you reach your double goal</p> <p>Choose books at a higher level</p> <p>Read from a genre you haven't read before</p>	<p>Put your books in a safe place</p> <p>Use the book ruler when searching for books</p> <p>Return your books in a timely manner</p>
<p><b>Hallways</b></p>	<p>Walk</p> <p>Use a quiet voice</p> <p>Follow adults' directions</p> <p>Appreciate wall art with your eyes only</p> <p>Stay on task when working</p> <p>Clean up after yourself</p> <p>Don't leave belongings on the floor</p> <p>Pull your feet in when you see people walk by</p>			<p>Politely remind others to use quiet voices</p> <p>Return fallen work to the proper teacher to avoid it from getting damaged</p>

<b>Quad</b>	<p>Walk on paved surfaces only</p> <p>Leave nature for all to enjoy</p> <p>Clean up after yourself</p> <p>Use a quiet voice</p>			
<b>Line-up areas</b>	<p>Stay in your place in line</p> <p>Greet others</p> <p>Keep your hands, feet, and belongings to yourself</p>		<p>Strive to have the best line</p> <p>Lead by example</p> <p>Prepare yourself to try your best today</p>	<p>Stay in line</p> <p>Keep your backpacks and jackets with you in line</p>
<b>Parking Lot Pick Up Drop Off</b>	<p>Thank the valets for opening and closing your car doors</p> <p>Be aware of your surroundings</p> <p>Wait patiently on the steps</p> <p>Drop off and pick up in the yellow area only</p> <p>Enter and exit your car quickly</p>		<p>Make an effort to be on time</p>	<p>Use crosswalks and follow crossing guard's directions</p> <p>Help your parents understand the procedures</p> <p>Wait for parents on the stairs safely</p> <p>Watch for your car at pick up</p> <p>Make an effort to be on time</p>
<b>Bathrooms</b>	<p>Flush</p> <p>Wash hands with soap and water</p> <p>Conserve water, soap, and paper towels</p> <p>Put trash in the trash can</p> <p>Give everyone privacy</p> <p>Use quiet voices</p>			<p>Report inappropriate behavior to an adult</p> <p>Use the bathroom at recess</p> <p>Be quick and tidy</p>

<p><b>Office</b></p>	<p>Ask for permission to use the phone</p> <p>Appreciate wall displays with your eyes only</p> <p>Walk</p> <p>Ask office staff nicely when you need something</p> <p>Use quiet voices</p> <p>Wait your turn</p> <p>Give others privacy</p> <p>Hold the door open for others</p>	<p>Others' needs may be higher than yours</p> <p>Be patient</p> <p>Come to the principal's office willing to change for the better</p>	<p>Observe the work of others to inspire your own work</p>	<p>Be on time and get a tardy slip if you are late</p>
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# Appendix I: Discipline Procedure

## Discipline Procedure for Minor and Major Infractions

**Guiding Principles - All behavior has a purpose, our goal is to teach and reteach expectations. Issues are handled in an objective, non-argumentative manner following the classroom and school procedures. After discipline is completed the student starts over (no grudges), praise and rewards are more effective at changing behavior than punishment. Parent/Guardians must be kept informed- no surprises.**

**\*\*If a student commits a major infraction go directly to Step 4.\*\***



**Step 2**  
**1<sup>ST</sup> REFOCUS**

**R.O.A.R. Refocus Form**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

1. What happened on the date? \_\_\_\_\_

2. How do you feel about what you did or what was done to you? \_\_\_\_\_

3. How can you fix the problem? \_\_\_\_\_

4. How do you feel about the fix? \_\_\_\_\_

5. How do you feel about the fix? \_\_\_\_\_

6. How do you feel about the fix? \_\_\_\_\_

Teacher Signature: \_\_\_\_\_  
Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_



**Step 3 MINOR IN**  
**2<sup>ND</sup> REFOCUS**

**Minor School Refocus Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

1. What happened on the date? \_\_\_\_\_

2. How do you feel about what you did or what was done to you? \_\_\_\_\_

3. How can you fix the problem? \_\_\_\_\_

4. How do you feel about the fix? \_\_\_\_\_

5. How do you feel about the fix? \_\_\_\_\_

6. How do you feel about the fix? \_\_\_\_\_

Teacher Signature: \_\_\_\_\_  
Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**ATTACH MINOR I TO 1<sup>ST</sup> & 2<sup>ND</sup> REFC & SUBMIT TC**

Things to think about for on-going behaviors:

- Have you worked to establish a relationship and engage the student?
- Have you considered the motivation for the behavior?
- Have you met with parents about your concerns?
- Have you checked the student's cum folder?
- Does the student have a 504 or IEP?
- Have you looked at Aeries log entries from previous years and/or teachers?
- Did the student have a behavior contract in previous years?
- Have you spoken to other teachers regarding student's behavior? What has worked in the past?

Major Infraction or Continuous Minor Infraction

**Step 4 OFFICE REFERRAL**

**Basic Elementary School Office Referral Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Student: \_\_\_\_\_

1. What happened on the date? \_\_\_\_\_

2. How do you feel about what you did or what was done to you? \_\_\_\_\_

3. How can you fix the problem? \_\_\_\_\_

4. How do you feel about the fix? \_\_\_\_\_

5. How do you feel about the fix? \_\_\_\_\_

6. How do you feel about the fix? \_\_\_\_\_

Teacher Signature: \_\_\_\_\_  
Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_



**R.O.A.R. Refocus Form**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

1. What happened on the date? \_\_\_\_\_

2. How do you feel about what you did or what was done to you? \_\_\_\_\_

3. How can you fix the problem? \_\_\_\_\_

4. How do you feel about the fix? \_\_\_\_\_

5. How do you feel about the fix? \_\_\_\_\_

6. How do you feel about the fix? \_\_\_\_\_

Teacher Signature: \_\_\_\_\_  
Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**\*\*If a student commits a major infraction go directly to Step 4.\*\***

**Step 1 PROMPT**

**Warning** - conference privately with student and re-teach behavior.

- Have student state and model correct behavior
- Reinforce positive behavior with praise and/or rewards



**Step 2 1ST REFOCUS**

**1st Refocus** - Remind student of expected behavior. Give student a refocus form and have them reflect on their actions. Meet with student and design a plan for student success. These can include:

- Visual cues for expectations
- Buddy System
- Positive reward for expected behavior



**Step 3 MINOR INF & 2ND REFOCUS**

**ATTACH MINOR INFRAC 1ST & 2ND REFOCUS FORM TO OFFICE**

**Minor Infraction** - Complete form and give out appropriate:

- Class time out
- Recess/Lunch Detention
- Loss of Privileges

**2nd Refocus** - Student should complete second refocus form either in classroom, the hallway or at Conference with student regarding behavior.

**Next Steps:**

1. Notify parent or send form home to be signed. Keep pink copy.
2. Once communicated, attach refocus form of Minor Infraction and white copy into the folder.
3. Develop classroom student success plan; communicate plan to parents/guardians.

**Things to think about for on-going behaviors:**

- Have you worked to establish a relationship and engage the student?
- Have you considered the motivation for the behavior?
- Have you met with parents about your concerns?
- Have you checked the student's cumulative folder?
- Does the student have a 504 or IEP?
- Have you looked at Aeries log entries from previous years and/or teachers?
- Did the student have a behavior contract in previous years?
- Have you spoken to other teachers regarding student's behavior? What has worked in the past?

**Major Infraction or Continuous Minor Infractions**

**Step 4 OFFICE REFERRAL**

**Office Referral** – Send student to office with completed Office Referral along with all related documents (Minor Infractions and Refocus forms). Possible Administrative consequences may include one or more of the following:

- Reflection
- Parent Conference
- Community Service
- Lunch Detention
- After school detention
- Restorative Practice
- Suspension

Teacher will be notified of consequence and referral will be returned.

Upon return, work to restore student to classroom, reinforce improvement

**Next steps:**

- Teacher(s), parents/guardians, and administrator(s) will meet to discuss student behavior
- Strategies will be developed for student and teacher that will help student be successful in class
- An agreed plan will be maintained by all parties
- Remind/reteach expectation and praise improvement.



# Common Definitions of Minor and Major Behavior Infractions

In order to provide clear and consistent consequences for violations in behavior at Rose Elementary School, we have developed common definitions for identifying behaviors.

<b>Minor Behavior Infractions</b>	<b>Major Behavior Infractions</b>
<b>Inappropriate Language:</b> Student engages in inappropriate language not directed at an individual or group	<b>Abusive Language:</b> Student directs inappropriate or abusive language at an individual or group.
<b>Physical Contact:</b> Student engages in non-serious, but inappropriate physical contact such as bumping in line, pushing, shoving, etc.	<b>Fighting/Aggression:</b> Actions involving serious physical contact where injury may occur such as hitting, punching, hitting with an object, kicking, hair pulling, etc.
<b>Defiance:</b> Student engages in brief or low-intensity failure to respond to multiple adult requests.	<b>Overt Defiance:</b> Refusal to comply after multiple requests and visits to the office or phone call home.
<b>Disruption:</b> Student engages in low-intensity, but inappropriate disruption.	<b>Disruption:</b> Student engages in continuous or severe inappropriate disruption that affects the learning of other students.
<b>Harassment / Bullying:</b> Student delivers disrespectful message (teasing, put-downs) to another person.	<b>Harassment / Bullying:</b> Student delivers disrespectful messages (verbal, gestures, or physical contact) to another person that include threats and intimidation, obscene gestures, pictures, written notes, or contact of a sexual nature. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; may or may not be sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
<b>Property Misuse:</b> Student engages in low-intensity misuse of property, such as borrowing an item of minimal value without asking.	<b>Property Abuse:</b> Student participates in an activity that results in the destruction, disfigurement, or removal of property that does not belong to the student.
<b>Technology Violation:</b> Student engages in non-serious but inappropriate use of cell phones, chromebook, music or video players, camera, computer, etc.	<b>Technology Violation:</b> Student engages in inappropriate use of cell phones, chromebook, music or video players, camera, computer, etc. that is intentionally directed to or affecting others. Behaviors can include: logging in as another student, posting content about another student, taking online tests/quizzes for another student
<b>Academic Dishonesty:</b> Student attempts to give/receive unauthorized help that could result in an unfair advantage in completing schoolwork.	<b>Academic Dishonesty:</b> Student engages in behaviors that compromise their academic integrity. Examples of unacceptable academic conduct: cheating, lying, plagiarism, substituting work that is not your own, falsifying records and official documents.

## **Consequences of Minor Infractions**

1. Recess detention conference
1. Parent notification
1. Referral Conference
1. Student/Teacher conference

## **Consequences for Major**

1. Referral to Office and with an Administrator
2. Student/Admin/Parent
3. Individual behavior plan

1. Student/Teacher/Parent conference suspension
1. Individual behavior plan (w/ teacher Code 48900 & 48975)
  - Code 48900 & 48975)
4. Alternatives to
5. Suspension (Refer to ED
6. Expulsion (Refer to ED