

MARY E. SILVEIRA
COMPREHENSIVE SCHOOL SAFETY PLAN
2016-2017

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”
California State Department of Education

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**Comprehensive School Safety Plan
Requirement, Process and Timeline**

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 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 annual update/evaluation of a Comprehensive School Safety Plan.
 - “ School sites develop Action Plan to remedy safety concerns identified.

Process:

Dixie 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 reviews school safety plan with all school staff and submits any changes to emergency teams to district office by mid-September.

.. **By January 31**

Administrators review the school safety plan and receive input from staff and Site Council to complete the Annual Verification and Update/Evaluation Form.

.. **By February 20**

Action Plans are developed to address safety concerns described in the Annual Update/Evaluations and corrective action taken to make needed change.

.. **By March 1**

Implementation of Action Plans are completed and submitted to the Superintendent.

Plans, Procedures and Agency Board Policy to Support the Comprehensive School Safety Plan

Current Status of School Crime

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--|---------|---------|---------|---------|
| Suspensions By Offense/Education Code | | | | |
| 48990 (a) Caused/Threatened/Attempted Injury | 2 | 5 | 10 | 7 |
| 48990 (b) Possess/Sale/Furnish Dangerous Object | | | | |
| 48990 ® Possess/Use/Sale/Furnish Controlled Subst. | | | | |
| 48990 (d) Offer/Sale Controlled Substance | | | | |
| 48990 (e) Commit/Attempt Robbery or Extortion | | | | |
| 48990 (f) Cause/Attempt Damage to Property | | | | |
| 48990 (g) Stolen/Attempted to Steal Property | | | | |
| 48990 (h) Possession of Tobacco | | | | |
| 48990 (i) Obscene Act/Vulgarity | | | | |
| 48990 (j) Possess/Offer/Sale of Drug Paraphernalia | | | | |
| 48990 (k) Disruption/Defied Authority | 2 | 3 | 5 | 1 |
| 48990 (l) Received Stolen Property | | | | |
| 48990 (m) Possess Imitation Firearm | | | | |

| | | | | |
|--|--|--|--|---|
| 48990 (n) Sexual Assault/Battery | | | | |
| 48990 (o) Harass/Threaten/Intimidate Witness | | | | 1 |
| 48990 (p) Offer/Arrange/Sale of drug Soma | | | | |
| 48990 (q) Engaged/Attempted Hazing | | | | |
| 48990 ® Received Stolen Property | | | | |
| 48990.3 Cause/Attempt/Threat/Partic. Hate Violence | | | | |
| 48990.7 Terrorist Threat | | | | |
| Total # of Annual Suspensions | | | | |
| | | | | |
| Total # of Annual Expulsions | | | | |
| 48990 (a) Caused/Threatened/Attempted Injury | | | | |
| 48990 (b) Possess/Sale/Furnish Dangerous Object | | | | |
| 48990 ® Possess/Use/Sale/Furnish Controlled Subst. | | | | |
| 48990 (d) Offer/Sale Controlled Substance | | | | |
| 48990 (e) Commit/Attempt Robbery or Extortion | | | | |
| 48990 (f) Cause/Attempt Damage to Property | | | | |
| 48990 (g) Stolen/Attempted to Steal Property | | | | |

| | | | | |
|--|---|---|---|---|
| 48990 (h) Possession of Tobacco | | | | |
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| 48990 (q) Engaged/Attempted Hazing | | | | |
| 48990 ® Received Stolen Property | | | | |
| 48990.3 Cause/Attempt/Threat/Partic. Hate Violence | | | | |
| 48990.7 Terrorist Threat | | | | |
| Total # of Annual Expulsions | 0 | 0 | 0 | 0 |

Child Abuse Reporting Procedures

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 Child Protective Services (CPS) 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 CPS or the police. It is sufficient and appropriate to report a suspected child abuse. The law is designed to provide confidentiality to the reporter.

References: California Penal Code, 11166.5, 11166

Disaster Procedures, Routine and Emergency

Dixie 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.

EMERGENCY TELEPHONE NUMBERS

For the following emergency 911 numbers from all phones on the school site, **DIAL 9-911**.

If using a cell phone, DIAL 472-0911.

AMBULANCE FIRE DEPARTMENT POLICE DEPARTMENT SHERIFF'S OFFICE

| | |
|-------------------------------|----------------------|
| Dixie District Superintendent | 492-3706 or 492-3700 |
| Office of Emergency Services | 499-5879 |
| MCOE Superintendent | 472-4110 |
| Dixie District Maintenance | 492-3776 |
| Red Cross | 721-2365 |
| Public Health Agency | 499-3696 |

| | |
|------------|---|
| Hospitals: | 444-2000 (Kaiser, 99 Montecillo Road, San Rafael) |
| | 925-7000 (Marin General, 250 Bon Air Road, Greenbrae) |

Utilities:

| | |
|-------------------|--------------------------|
| Water | 415/945-1500 (Emergency) |
| Gas & Electricity | 800/743-5000 (Emergency) |

Media:

| | |
|---------------------------|--------------|
| KCBS (740 AM) | 415/765-4000 |
| KGO (810 AM) | 415/954-7777 |
| Marin Independent Journal | 415/883-8600 |

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 time sheets 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.
- Emergency and disaster functions have been identified and pre-assigned.
 - The Emergency Teams will be updated at least annually by the September 11th date designated by the Superintendent.

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.

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 drills will be conducted on a monthly basis.
2. Intruder drills will be twice a year.
3. Earthquake ‘Drop, Cover and Hold’ drills and Lockdown drills will be twice 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 debrief 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 systems 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.

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:

Emergency backpacks in each classroom, to include Student Emergency Forms and basic first aid supplies.

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

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

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

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 regarding their actions when the following EMERGENCY ACTIONS are implemented:

All Clear, Evacuation, Directed Transportation, Evacuate/Leave Building, Drop and Cover
Lockdown, Duck, Cover and Hold, Stand By, 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 emergencies outlined in this Plan are:

1. Bomb Threat
2. Chemical Accident
3. Civil Disobedience
4. Earthquake
5. Explosion and/or Threat of Explosion
6. Fallen Aircraft
7. Fire
8. Flood
9. Irrational Behavior
10. Loss of Utilities
11. Personal Emergencies
12. Rabid Animal/Animal Disturbance
13. Severe Windstorm
14. 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: Ed Malaret
- School Secretary: Tara Devine
- Head Custodian: (Day) Jalil Austin, (afternoon/evening) Van Nugeun

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.

ACTION OF SCHOOL STAFF

PRINCIPAL – The principal, or in his/her absence, the designated representative shall assume overall direction of emergency procedures. That person is Edward Malaret, 4th grade teacher.

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 backpack with Student Emergency Forms and first aid kit on the field trip.
2. Follow directions under “TEACHERS” above.
3. Follow emergency directions of local emergency officials.
4. Contact the school via telephone, or request local emergency officials to contact the school or school district officials.

INSTRUCTIONAL ASSISTANTS – Instructional Assistants will assume responsibility for their assigned tasks, as outlined in the school's emergency plan.

OFFICE PERSONNEL

1. Report fire or disaster to appropriate authorities.
2. Man 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 shall be required to participate in a number of "emergency readiness" activities before an actual disaster occurs, 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.

BUILDING UTILIZATION

Communications and Control: School Office (South Side)

Media Center: School Office (South Side)

First Aid: Kindergarten Yard or MPR

Food/Water Distribution: Baseball Field (North end)

Public Care Facility: Multipurpose Room

Holding Area for Casualties: Kindergarten Area or MPR

Morgue: Kindergarten Yard or Library

Parent/Community Liaison: Laura Reoch

Utility Shut Off: Location (see maps)

a) Water: Main Valve – on Blackstone just around the corner from Kindergarten rooms (requires crescent wrench; ¼ turn each valve)

b) Natural Gas: Main Valve – Front of school, Blackstone, in boxed structure. Need a 3610 key to gain access which is on the west side of structure. Use orange handle beside pipes for on/off.

c) Electricity: Panels – just west of the Multipurpose Room, in caged structure, corner of parking lot. Need a 3610 key to gain access which is on the east side of structure.

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.

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

Lockdown

Description

Teachers and other staff members are to immediately lock doors and have students move to designated area in the room that is out of view from windows and door (as much as possible). 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 area of the class, teachers are to 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.) and barricade doors. Remain as quiet as possible.

Teachers and students are to remain in safe area 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.

This ACTION will not normally be preceded by any warning.

Use Parent **School Messenger** Alert System as soon as possible.

Announcement

If time permits, this drill will begin with long steady bell followed by an announcement in person directly or over the public address system.

Example: "Your attention please, Silveira School. (Pause) LOCKDOWN, (Pause) LOCKDOWN, (Pause) LOCKDOWN"

Emergency Action 6 **Active Shooter or Belligerent**

What is an intruder

A campus intruder is defined as an individual who loiters or creates disturbances on school property. This may be someone who is belligerent or an active shooter.

Approaching an intruder

If an intruder is found on campus assess the situation and if it appears safe to approach the intruder, greet the individual in a polite and non-threatening manner.

Identify yourself as a school official, ask the intruder for identification and ask them what his/her purpose is for being on campus.

Advise the intruder of trespass laws and ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers. If the intruder gives no indication of voluntarily leaving the premises, call 9-1-1 and provide a description and location of the intruder. Notify staff to lock down.

Intruders during recess or lunch

Staging areas should be selected at the start of the year and practiced by students and staff.

Any students or staff inside a building should remain there, lock doors, close blinds, duck under tables, and wait for further directions from school officials or law enforcement.

Outdoor supervisors should immediately notify the office and administrator, or teacher in charge and guide all students off campus moving quickly away from the intruder.

Students should be trained to run in zig-zag formation as they move off the campus and to designated staging areas.

Students should not be led back indoors especially when in sight of the active shooter as this creates a more dangerous environment.

In the event the perpetrator(s) is inside a classroom:

1. Staff should take a leadership role and perform the following actions: Calm, reassure, and quiet others (students/staff). Staff actions will influence others.
2. Staff should attempt to actively diffuse the situation: Attempt to quietly move students away from the perpetrator. If deemed safe to do so, staff should approach the perpetrator in a calm, non confrontational manner and ask him/her to leave the campus.
3. If the perpetrator leaves the classroom, staff should immediately block the door using whatever is available (desks, file cabinets, books, or other furniture)

Emergency Action 7

Hold and Secure

Description

If outside, teachers are to return to their classrooms.

If inside, teachers will hold students in classrooms pending receipt of further instructions.

Must be followed by another ACTION or return to normal school activities.

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 8

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

Enemy Attack

A three- (3) minute undulating siren tone for schools near an Attack Warning Siren.

An announcement in person directly or over the school public address system for schools not near an Attack Warning Siren.

Example: “Your attention please. (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) Enemy attack imminent.”

Continuing short bell signals.

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

Natural Disasters

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:

Actual enemy attack or imminent threat of attack
Severe windstorm with little or no warning

Bomb Threat

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.
- 4) **DO NOT** touch, move or cover any suspicious looking packages or objects. Report location to police.
- 5) Principal or designee should exit with building keys and communication devices (cell phones/walkie talkies, etc.).
- 6) 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.
- 7) All other sites and the County Office will be notified by the District Office as soon as possible.
- 8) 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: *AConfidential@* or *APersonal@*
- § 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 *AOfficial@*
- § Edges are normally sharp, not rounded

WHAT TO DO:

- § Do not open
- § Do not bend, squeeze or drop
- § Keep away from other personnel
- § Call 911
- § Notify Principal, Superintendent, or designee

AFTER ACTION OF ANY EMERGENCY

****PHONE TRACES (per District Attorneys Office 2/19/02):**

Marin County, with the exception of Novato, is serviced by Pacific Bell. If a bomb threat is received, call 911 first. Within 24 hours and before 11 am the following day, the Principal or designee should call Pacific Bell's Asset Protection Section at 888/822-3888. Explain that you have received a bomb threat and request that a REVERSE NUMBER SEARCH be done for the school's telephone number. Give the representative the telephone number on which the bomb threat was received, the date, and approximate time (i.e. between 1:00 and 2:00 pm). Once the reverse number search is approved, a search warrant will need to be obtained to have the information released. Coordinate with the local police agency.

Emergency Procedure
Chemical Accident

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

Emergency Procedure

Earthquake

When Inside School Buildings

1. Personally execute Action **DUCK, COVER AND HOLD** upon the first indication of an earthquake.

Responsibility of Classroom Teachers 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

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

Emergency Action **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

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

Emergency Procedure

Fallen

Aircraft

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

Emergency Procedure

Fire

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

9. Notify the School District Emergency Preparedness Coordinator, or other appropriate District Official.

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.

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

References: School Emergency Disaster and Incident Preparedness Plan

Emergency Procedure

Flood

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 **STAND-BY**, 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

5. Notify the District Office of Action taken.

Responsibility of Principal/Designee or Lead Teachers

Emergency Procedure **Irrational Behavior**

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.
- Notify appropriate Law Enforcement Agency. Notify District Office.

Responsibility of Principal/Designee or Lead Teachers

Emergency Procedure

Personal Emergencies

Student, Staff, or Visitor

- Notify principal/designee
- Call 911 as needed/appropriate
- Provide privacy for the person as appropriate
- Provide first aid as appropriate

Emergency Procedure

Rabid Animal/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

- 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

Emergency Procedure

Severe Weather/Windstorm

With Warning

1. Initiate Action STAND-BY.

Responsibility of Principal/Designee or Lead Teachers

2. Take appropriate actions to safeguard school property.

Responsibility of Principal/Designee or Lead Teachers

With Little or No Warning

1. Initiate Action **TAKE COVER**.

Responsibility of Principal/Designee or Lead Teachers

2. Ensure that all windows and blinds are closed.

Responsibility of Classroom Teachers or Custodian

3. Evacuate classrooms bearing the full force of the wind.

Responsibility of Classroom Teachers or Principal/Lead Teachers

4. Do not allow structures with large, open roof spans to be used as shelter.

Responsibility of Principal/Designee or All Teachers

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

Responsibility of Principal/Designee or Lead Teachers

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

Responsibility of Principal/Designee or Maintenance

7. Notify appropriate District official.

Responsibility of Principal/Designee or Lead Teachers

8. Upon passage of the storm initiate any other appropriate action, or return to normal routine.

Responsibility of Principal/Designee or Lead Teachers

Emergency Procedure

War

Civil Defense Warning of possible enemy attack or bombing:

During School Hours

Initiate one of the following actions as appropriate for situation.

Responsibility of Principal/Designee or Lead Teachers

Remain in building as place of shelter.

Responsibility of Principal/Designee or Lead Teachers

· If school becomes unsafe, move students to closest suitable alternate shelter.

Location:

Procedure for movement to shelter: Walk

· Activate Parent Telephone Alert System, if possible

Attack Without Warning:

During School Hours

1. Depending on the location of the initial strike, execute Action **DUCK, COVER AND HOLD**, or initiate Action **TAKE COVER**.

Responsibility of Principal/Designee or Lead Teachers

2. If a nuclear explosion is close enough to cause the execution of Action **DUCK, COVER AND HOLD**, await the passage of the blast waves, if any, and then initiate Action **TAKE COVER**.

Responsibility of Classroom Teachers or Principal

Silveira Disaster Drill

Evacuation Procedures

Drop, Cover, and Hold On

This year's drill is Thursday, October 20th at 10:15

The following are the steps to adhere to

- ❑ *"This is an earthquake drill. This is an earthquake drill. Please begin disaster drill procedures and wait for release bell before moving to evacuation lines"* or there is an earthquake.
- ❑ Students duck under tables, cover heads, hold on and with faces away from windows.
- ❑ Wait for release bell or when shaking and aftershocks cease after a few minutes.
- ❑ Direct students to evacuation lines ensuring classroom doors are open and lights off.
- ❑ Glance around room to be sure all students are out.
- ❑ Do **not** take books with you to keep student occupied.
- ❑ 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).
- ❑ Take emergency packs and roll sheet to lines.
- ❑ Evacuate quickly and quietly following evacuation pathway on map hanging in room.
- ❑ Stop by partner classes to check on progress. If teacher stays, take his/her students and role sheet with you
- ❑ Once in line, students sit quietly.
- ❑ Teachers don safety vest and place name tag stickers on students.
- ❑ Place batteries in radios and turn to channel 1. Volume up.
- ❑ Do not use radio unless absolutely necessary.
- ❑ Complete EOC form noting missing students. Do not list students absent from school.
- ❑ Place name and class number on top of EOC form.
- ❑ 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 moves to the shed by pond and unlocks door.
 - ❑ Search and Rescue moves to shed to gather supplies and then to command center for information regarding classes in distress.
 - ❑ Reassembly teams begin moving students to baseball field.
 - ❑ First aid moves to shed to gather supplies and then to Kindergarten yard.
- ❑ Team members alert nearby teachers they are leaving so classes are managed.
- ❑ 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.
- ❑ Once all students have been accounted for and search and rescue has concluded their search and all students and staff are on field, the drill concludes.

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.

| | |
|-------------------------|--|
| <u>Rooms 18, 20, 22</u> | <u>Costello/Clark/Prvitali and Olson</u> |
| <u>Rooms 24, 26, 27</u> | <u>Van Deusen/Wayne/Lerdal/D'Arcy/Tech</u> |
| <u>Rooms 21, 23, 25</u> | <u>Ramirez/Music/D'Arcy/After care</u> |
| <u>Rooms 16, 19</u> | <u>Case/DiGirolamo</u> |
| <u>Rooms 15, 17</u> | <u>Ritscher/Hu</u> |
| <u>Rooms 11, 13</u> | <u>Rossini/Hooper</u> |
| <u>Rooms 10, 12, 14</u> | <u>Presson/Charton/Armstrong (Library)</u> |
| <u>Rooms 8, 9</u> | <u>Franklin/Lum</u> |
| <u>Rooms 4, 6</u> | <u>Nichols/Hutchens</u> |
| <u>Rooms 5, 7</u> | <u>Tanner/Malaret</u> |
| <u>Rooms 2, 3</u> | <u>Madden/Palmer</u> |

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

Will Anderson – Command Center
 Jalil Austin – Maintenance
 Tara Devine – Communications
 Tara Costello – 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)

Jalil Austin - EOC

Ed Malaret (Backup)

Richard Bethel (Night Custodian)

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

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)

Tara Costello Tatko – EOC Team Leader

| | | | | |
|---------------|-----------------|-------------|------------------|----------------|
| Tara Costello | Samantha Palmer | Gina Tanner | Marian Previtali | School (Nurse) |
| Noel Olson | | | | |

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 | Kathy Presson | Susan Ritscher | Karen Madden | Theresa Lum |
| Monica Ramirez | Cristina Rossini | Lynn Charton | Lisa Hooper | Catherine Rosseter |
| Megan Fuller | Gabrielle Gaston | Lisa Federighi | Janet Hood | Counseling |
| Gisele Clark | 3-5 Music Teachers | Wendy Blanton | Robin Dawson | Volunteers |
| Carolyn Boyce | After School care | Tim Wallen | Will Mosley | Leslie Birnbaum |
| Laura Wilson | 1:1 Aids | Special Education Support | | |

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/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

| | | |
|-----------|---------------|-----------------------------------|
| Kim Jones | Carolyn Boyce | 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

1. Pens or pencils
2. Chalk for door (Clarify)
3. Clip Boards
4. Class List
5. Large Teacher Name Card
6. White Emergency Cards (copied from Blue Emergency Forms)
7. Name Tag Stickers – 2 sets
8. Red Wrist Bands Medical (CHECK)
9. White Wrist Bands for all students (CHECK)
10. Gloves (Latex and work)
11. Gauze, ace bandage, band aids (Search and rescue)
12. Flashlights (mag Lights)
13. Walkie Talkie
14. E.O.C. Form

Revised 8/20/16

Silveira Elementary School Behavior Management Plan: CLASSROOM AND PLAYGROUND CONSEQUENCES

Behavioral Expectations

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. 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 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
- We provide warnings
- We issue citations which go home to be signed by parents
- Our code of conduct is simple and is as follow:
- Be safe

- Be respectful
- Be responsible

Conduct Referrals

As much as possible, discipline issues will be addresses in the classroom. For serious issues such as fighting, possession of weapons, or defiance of authority, 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 student to authorities

Bullying

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 have:

- Solution Teams involving teachers, students and administrators that help diffuse and discuss issues.
- Conflict resolution Programs that includes Talk It Out protocol.
- Recognition programs to support positive student behavior to help prevent bullying behaviors.

Conflict Resolution Process

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

1. I agree to solve the problem
2. I will not interrupt
3. I will tell the truth
4. I will not use put-downs

The following process is an example of a conflict resolution:

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

Playground Safety

Students are expected to follow the following safety rules:

- Be a good sport and use good sportsmanship
- Use appropriate language for school
- Obey and respect yard supervisors
- Walk on sidewalks and use care around doorways
- Be quiet in the bathrooms and use them and the drinking fountain before the bell rings to line up
- Eat in designated areas
- Do not climb up slides or jump off of any of the play structures
- Be respectful of peers by sharing and encouraging others to play
- No 'locking' other kids out of games
- No tackling or wrestling, pushing or tripping in the yard
- Kick balls on the grass, dirt and ball wall only
- When the bell rings, stop playing immediately, take a knee, wait for whistle and walk to classrooms.

WARNING: Conference with student with classroom teacher and/or principal, including an explanation of consequences.

If the student should continue to exhibit inappropriate behavior

- Classroom teacher is notified of behavior and consequences
- Removal from group or activity
- Principal intervention
- School service
- Parent is notified
- Student is sent to principal or principal is notified of behavior
- A written record of behavioral incident will be maintained

SUSPENSION

In cases where other interventions have failed or the student's behavior warrants it, a student may be suspended.

IN-SCHOOL SUSPENSION: Students are restricted in their movement throughout the school and are supervised while they complete assignments

FULL/FORMAL SUSPENSION: In situations where there is extreme behavior or where the safety of others in the school community is threatened, a student will be suspended from school. As required by law, students will be immediately suspended for possession of weapons, drugs, or alcohol.

DIXIE DISTRICT POLICIES AND REGULATIONS RELATED TO SAFE SCHOOLS

**DIXIE SCHOOL DISTRICT
5114**

POLICY

STUDENT SUSPENSION AND EXPULSION/DUE PROCESS

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

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

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

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is 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 him/herself or others. (Education Code 48915)

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

Student Due Process

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

On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the course work. The Board believes that in many cases, it would be better to address the student's misconduct by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

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 removed 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 teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. 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.

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

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/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.

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

Decision not to Enforce Expulsion Order

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students

17292.5 Program for expelled students

33032.5 Hate violence reduction

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48666 Community day schools

48900-48926 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11525 Contempt

54950-54962 Ralph M. Brown Act (re closed sessions)

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

240 Assault defined

242 Battery defined

243.4 Sexual battery

245 Assault with deadly weapon

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

422.6 Interference with civil rights; damaging property

422.7 Aggravating factors for punishment

422.75 Protected classes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

UNITED STATES CODE, TITLE 20

6301 - 8962 Improving America's Schools Act, especially:

8921 - 8922 Gun-Free Schools Act of 1994

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301, 308

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

80 Ops.Cal.Atty.Gen. 85 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 347 (1997)

Management Resources:

CDE PROGRAM ADVISORIES

0306.96 Expulsion Policies and Educational Placements, SPB 95/96-04

First Reading (revised): January 9, 2001

Adopted (revised): January 9, 2001

Hate Crimes

See Suspension/Expulsion and Discrimination and Harassment Policies.

DIXIE SCHOOL DISTRICT

Board Policy 4302

STUDENT SEXUAL AND GENDER-BASED HARASSMENT

Purpose of Policy

It is the policy of the Governing Board of the Dixie School District to provide an educational environment free of sexual or gender-based harassment. To accomplish this purpose, the policy is designed to secure, at the earliest level possible, an appropriate resolution to an allegation of sexual or gender-based harassment.

This policy is intended to supplement, and not replace, any applicable state or federal laws and regulations. Complaints under these laws and regulations shall be processed through the procedures established by the appropriate state and/or federal agencies.

It is the position of this Board that sexual or gender-based harassment is unlawful and will not be tolerated. It is a violation of this policy for any employee, agent, student, or party with which the District has a cooperative agreement, to engage in sexual or gender-based harassment.

Definitions of Sexual and Gender-Based Harassment

As it pertains to students, Education Code Section 212.5 defines "sexual harassment" as "unwelcome sexual conduct including advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting.

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, although they are not necessarily sexual in nature. Prohibited conduct includes harassment of a student for exhibiting what is perceived as a stereotypical characteristic for her or his sex, or for nonconformity with stereotypical notions of masculinity and femininity.

Sexual and/or gender-based harassment denies or limits a student's ability to participate in or benefit from the District's school's program under any of the following conditions:

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

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

(c) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

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

Specifically, sexual or gender-based harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

(1) Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects or pictures, or cartoons, whether conducted in person or through an electronic means.

(2) Among peers, continuing to show sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction, among peers, is not considered sexual or gender-based harassment.)

(3) Within the educational environment, implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied as a condition of receiving sexual favors.

(4) Within the educational environment, engaging in sexual behavior to control influence, or affect the educational opportunities, grades, and/or learning environment of a student.

(5) Offering favors or education or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

Any expression of sexual interest between adults and students, regardless of reciprocity is considered inappropriate and shall be subject to discipline under applicable state law.

Examples of conduct which may constitute gender-based harassment include, but are not limited to:

(1) Slurs, threats, derogatory comments, unwelcome jokes, or degrading descriptions related to or because of a student's gender or gender identity.

(2) Harassment of a male student because of his perceived effeminate mannerisms.

(3) Harassment of a student because of his/her non-traditional choice of extracurricular activities, apparel, and personal grooming choices.

(4) Disparaging remarks about a student because the student socializes with students of the opposite sex, or is predominately friends with students of the opposite sex

Definition of Hostile Environment

A hostile environment based on sex or gender has been created where the conduct is sufficiently serious to interfere with or limit a student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical.

Remedial and Corrective Actions

Where unlawful sexual or gender-based harassment is found to have occurred, The District will take appropriate remedial and/or corrective action(s), including consideration of the following: providing counseling to a targeted student or for student(s) found to

have engaged in harassment; limiting the interaction between the targeted student(s) and the harassing student(s); whether remedial measures are necessary to respond to the impact of the harassing conduct on witnesses or bystanders; and whether other schoolwide actions, such as education and training, are appropriate to respond to the harassing conduct and prevent a recurrence.

Training and Curriculum

To implement this policy, Dixie School District will provide appropriate training programs for staff and students.

Notification

There will be adequate notification of the policy to include permanent posters in public areas, offices, and hallways. The policy will be published in site handbooks and the District Summer Mailing.

Administrative Regulation

The Superintendent shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for a means of enforcing this policy. Such further procedures may include the following: posting and other means of distributing the policy; a process under which complaints will be handled, formally or informally, an explanation of possible civil proceedings and potential legal consequences of sexual or gender-based harassment. The Superintendent will initiate training and education programs to enable all persons, and in particular, supervisors, to better understand the problem of sexual or gender-based harassment. In addition, the Superintendent shall designate appropriate employees to enforce or administer this policy within the District and shall provide for appropriate training for Principals on an annual basis.

Special Assistance

It is expected that questions may arise concerning the interpretation of the prohibition against sexual or gender-based harassment, the methods and procedures to be following in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. For assistance in these matters, individuals may contact the Superintendent or designee.

Current Legal references barring sexual or gender-based harassment in education:

Title VII of the Civil Rights Act – 42 USC Section 2000-e-2(a)(1) California Fair Employment & Housing Act – Government Code Section 12940 Title IX of the

Education Amendments of 1972 29 USC Section 1681 et. seq. California Education Code, Section 200 et seq.

Adopted: 2/23/93

Revised: 1/11/94

First Reading: January 20, 2011

Second Reading and Adoption: February 8, 2011
(replaces 4301 adopted 2/23/93)

**First Reading: January 15, 2013 Second Reading and Adoption: February 12, 2013
(replaces 4302 adopted 2/8/11)**

DIXIE SCHOOL DISTRICT

SEXUAL AND GENDER-BASED HARASSMENT AND VIOLENCE REPORT FORM

It is the intent of the Board of Trustees to provide a process for students, parents, and members of the community to address complaints of harassment to appropriate district personnel and to receive a prompt response to this complaint without fear of retaliation.

It is also the intent of the Board of Trustees to conduct a prompt and reasonable investigation, and to resolve any complaints in accordance with school and district policies and procedures. Complaints shall be investigated in a manner that protects the confidentiality of the parties.

Submission of this report form is encouraged; however oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not

be based solely on an anonymous report. Any student who feels she/he is a victim of harassment should immediately contact a teacher, counselor, principal, or staff person. Staff shall assist students and/or parents in completing this complaint form, as requested.

Name of Student: _____ **Date of Report:**

Parent/Guardian/Community member:
(Filing this complaint on behalf of a student)

Person(s) your complaint involves:

Date(s) of Incident:

Where did the incident take place?

Did you report this incident? Yes No

When?

Please describe your complaint in as much detail as possible. (Use extra sheets of paper if necessary.) Attach any documents related to this complaint.

Signature

Date

Please submit this form to the school principal. If you need any assistance completing this form, please contact the school principal.

**DIXIE SCHOOL DISTRICT
4301**

ADULT SEXUAL AND GENDER-BASED HARASSMENT

Purpose

It is the position of this Board that sexual or gender-based harassment is unlawful and will not be tolerated. It is a violation of this policy for any employee, agent, student, or party with which the district has a cooperative agreement, to engage in sexual or gender-based harassment.

It is the policy of the Governing Board of the Dixie School District to provide an employment environment free of sexual or gender-based harassment. To accomplish this, the policy is designed to secure, at the earliest level possible, an appropriate resolution to incidents and allegations of harassment.

This policy is intended to supplement, and not replace, any applicable state or federal laws and regulations. Complaints under these laws and regulations shall be processed through the procedures established by the appropriate state and/or federal agencies.

Definitions of Sexual and Gender-Based Harassment

For the purposes of this policy, sexual harassment is defined by Education Code Section 212.5, "Sexual harassment means unwelcome sexual conduct including, advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the work or educational setting.

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, although they are not necessarily sexual in nature. Prohibited conduct includes harassment of a student for exhibiting what is perceived as a stereotypical characteristic for her or his sex, or for nonconformity with stereotypical notions of masculinity and femininity.

Sexual and/or gender-based harassment denies or limits a student's ability to participate in or benefit from the District's school's program under any of the following conditions:

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

Board Policy 4301

(b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

(c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

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

Specifically, sexual or gender-based harassment may occur as a pattern of degrading sexual and gender-based speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

(1) Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gesture, display of sexually suggestive objects or pictures, or cartoons, whether conducted in person or through an electronic means.

(2) Among peers, continuing to express sexual interest after being informed that the interest is unwelcome.

(3) Within the employment environment, implying or actually withholding satisfactory evaluations or suggesting that promotion or favorable evaluations will be denied as a condition of receiving sexual favors.

(4) Offering favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

Examples of conduct which may constitute gender-based harassment include, but are not limited to:

(1) Slurs, threats, derogatory comments, unwelcome jokes, or degrading descriptions related to or because of a student's gender or gender identity.

(2) Harassment of a male student because of his perceived effeminate mannerisms.

(3) Harassment of a student because of his/her non-traditional choice of extracurricular activities, apparel, and personal grooming choices.

(4) Disparaging remarks about a student because the student socializes with students of the opposite sex, or is predominately friends with students of the opposite sex.

Remedial and Corrective Actions

Where unlawful sexual or gender-based harassment is found to have occurred, the District will take appropriate remedial and/or corrective action(s), including consideration of the following: providing counseling to a targeted individual or individual(s) found to have engaged in harassment; limiting the interaction between the targeted student(s) and the individual(s) found to have engaged in the harassment; whether remedial measures are necessary to respond to the impact of the harassing conduct on witnesses or bystanders; and whether other schoolwide actions, such as education and training, are appropriate to respond to the harassing conduct and prevent a recurrence.

Administrative Regulations

The Superintendent shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for a means of enforcing this policy.

Training and Curriculum

To implement this policy, Dixie School District will provide appropriate training programs for staff (and students.) Employees in a supervisory capacity will be trained, as required by law, at least every two (2) years beginning January 1, 2006. Teachers are not considered to be supervisory.

Notification

There will be adequate notification of the policy to include public posting. The policy will be published in site handbooks and/or the District Personnel Handbook.

Special Assistance

It is expected that questions may arise concerning this policy. For assistance in these matters, individuals may contact the Superintendent or designee.

Legal Reference:

Title VII of the Civil Rights Act

42 USC Section 2000-e-2(a)(1)

California Fair Employment and Housing act

Government Code section 12940

Education Code section 212.5

Government Code section 12950.1

Adopted: 2/23/93

Revised: 1/11/94

First Reading: January 20, 2011

Second Reading and Adoption: February 8, 2011

(replaces 4301 adopted 2/23/93)

**First Reading: January 15, 2013 Second Reading and Adoption: February 12, 2013
(replaces 4301 adopted 2/8/11)**

DIXIE SCHOOL DISTRICT

SEXUAL AND GENDER-BASED HARASSMENT AND VIOLENCE REPORT FORM

It is the intent of the Board of Trustees to provide a process for students, parents, and members of the community to address complaints of harassment to appropriate district personnel and to receive a prompt response to this complaint without fear of retaliation.

It is also the intent of the Board of Trustees to conduct a prompt and reasonable investigation, and to resolve any complaints in accordance with school and district policies and procedures. Complaints shall be investigated in a manner that protects the confidentiality of the parties.

Submission of this report form is encouraged; however oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Any student who feels she/he is a victim of harassment should immediately contact a teacher, counselor, principal, or staff person. Staff shall assist students and/or parents in completing this complaint form, as requested.

Name of Student: _____ **Date of Report:**

Parent/Guardian/Community member:
(Filing this complaint on behalf of a student)

Person(s) your complaint involves:

Date(s) of Incident:

Where did the incident take place?

Did you report this incident? Yes No

When?

Please describe your complaint in as much detail as possible. (Use extra sheets of paper if necessary.) Attach any documents related to this complaint.

Signature

Date

Please submit this form to the school principal. If you need any assistance completing this form, please contact the school principal.

DIXIE SCHOOL DISTRICT POLICY 5130

BULLYING PREVENTION

The Governing Board of the Dixie School District affirms the right of every student to attend a school that is safe and secure. Therefore, the District, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. To that end, the school District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

These policies and procedures must be disseminated annually to staff, students, and parents/guardians.

The Dixie School District will not tolerate bullying or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the District's jurisdiction whether directed at an individual or group. This includes but is not limited to bullying or harassment based on race, color, creed, national origin, ethnicity, religion, gender, language, sexual orientation, political affiliation, physical or mental disability, academic or athletic ability, physical appearance, or economic status.
(Education Code 48900.2, 48900.3, and 48900.4)

Guidelines

Definition

Bullying is defined as aggressive or unwanted and unwelcome behavior by an individual or groups of individuals who ridicule, harass, humiliate, or intimidate another while on school grounds, at a school sponsored activity, while traveling to or from school, or on a school bus or during any activity related to school attendance. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

Indicators of Bullying Behavior

Bullying behaviors may include, but are not necessarily limited to, the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors.

- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, “pantsing”, pinching, slapping, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyber Bullying: Sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication. This policy pertains to cyber bullying which takes place while on school grounds, at a school sponsored activity, while traveling to or from school, during lunch whether on or off campus, on a school bus, or through the use of school property such as a district computer or other electronic or wireless device. Acts of cyber bullying that are not related to school activity or school attendance are not within the jurisdiction of this policy.

The Board of Trustees recognizes that some acts of bullying, harassment, or intimidation may be isolated and/or unintentional incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may indicate a larger pattern of bullying that require a response either at the classroom, school site, or District levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of bullying may range from behavioral intervention and education up to and including suspension or expulsion. (Education Code 48900 and Board Policies 5132 and 5144.1)

Reporting Violations of this Policy

The principal or principal’s designee at each school shall be responsible for receiving complaints alleging violations of this policy. All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of bullying or harassing behavior, to immediately intervene, call for assistance, and report such incidents. The Board requires that staff follow District and school procedures for reporting alleged acts of bullying.

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

Students are expected to report all incidents of bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a victim of such behavior should immediately contact a teacher, counselor, principal, or staff person. If the student who was bullied (or parent on behalf of the student) believes the situation has not been remedied, she/he may file a complaint in accordance with District Uniform Complaint policy and procedures. Students are to be informed annually of the process by which they may make report of bullying or harassment.

Retaliation is Prohibited

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

Confidentiality

An allegation of bullying that involves sexual harassment, and the results of the investigation, shall be kept confidential to the extent reasonably possible.

Legal Reference

EDUCATION CODE

- 200-262.4 Prohibition of discrimination on the basis of sex
- 48900.2 Additional grounds for suspension or expulsion; sexual harassment
- 48904 Liability of parent/guardian for willful student misconduct
- 48980 Notice at beginning of term
- (cf. 5137 – Positive School Climate)
- (cf. 5145.3 – Nondiscrimination/Harassment)
- (cf. 5145.7 – Sexual Harassment)
- (cf. 5145.9 – Hate-Motivated Behavior)
- (cf. 3515.4 – Recovery for Property Loss or Damage)

(cf. 5131.5 – Vandalism, Theft, and Graffiti)
(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))

First Reading: November 13, 2007
Second Reading and Adoption: December 11, 2007

DIXIE SCHOOL DISTRICT POLICY 5130

BULLYING

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

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

(cf. 5131 -Conduct)
(cf. 5136 -Gangs)
(cf. 5145.3 -Nondiscrimination/Harassment)
(cf. 5145.7 -Sexual Harassment)
(cf. 5145.9 -Hate-Motivated Behavior)

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.

(cf. 5145.2 -Freedom of Speech/Expression)

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

(cf. 0420 -School Plans/Site Councils)

(cf. 0450 -Comprehensive Safety Plan)

(cf. 1220 -Citizen Advisory Committees)

(cf. 1400 -Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 -Parent Involvement)

Bullying Prevention

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

(cf. 5137 -Positive School Climate)

(cf. 6164.2 -Guidance/Counseling Services)

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills,

character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6163.4 -Student Use of Technology)

(cf. 6142.8 -Comprehensive Health Education)

(cf. 6142.94 -History-Social Science Instruction)

School staff shall receive related professional development, including information about early

warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 -Staff Development)

(cf. 4231 -Staff Development)

(cf. 4331 -Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may

increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another

student is being victimized. In addition, the Superintendent or designee shall develop means for

students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe

to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and

perpetrators. He/she also may involve school counselors, mental health counselors, and/or law

enforcement.

Complaints and Investigation

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

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

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

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

Discipline

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

(cf. 5138 -Conflict Resolution/Peer Mediation)
(cf. 5144 -Discipline)
(cf. 5144.1 -Suspension and Expulsion/Due Process)
(cf. 5144.2 -Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 -Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief,
April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten through
Grade Twelve,

2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

DIXIE SCHOOL DISTRICT

San Rafael, CA

First Reading and Adoption: June 26, 2012

(replaces Policy 5130 adopted 12/11/07)

DIXIE SCHOOL DISTRICT

HARASSMENT REPORT FORM

It is the intent of the Board of Trustees to provide a process for students, parents, and members of the community to address complaints of harassment to appropriate district personnel and to receive a prompt response to this complaint without fear of retaliation.

Name of Student: _____ **Date of Report:**

Parent/Guardian/Community member:

(Filing this complaint on behalf of a student)

Person(s) your complaint involves:

Date(s) of Incident:

Where did the incident take place?

Did you report this incident? qYes qNo

When?

Please describe your complaint in as much detail as possible. (Use extra sheets of paper if necessary.) Attach any documents related to this complaint.

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unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

Internet access is to be used as an educational and/or work-related resource and such access shall be made available subject to such rules and regulations as may be established.

**Legal Reference: (Public Law 106-554)
47 USC 254(h)**

First Reading: July 13, 2010

Second Reading and Adoption: August 24, 2010

ADMINISTRATIVE REGULATIONS AND PROCEDURES

INTERNET SAFETY

The following regulations and procedures are intended to implement the legal requirements of the Dixie School District under The Children's Internet Protection Act, (CIPA) (Public Law 106-554). Such regulations and procedures shall be applied to all students having computers with Internet access to certify on or before October 28, 2001, that they have in place certain Internet safety policies and technology to block or filter certain material from being accessed through the Internet. *The Protecting Children in the 21st Century Act, enacted October 10, 2008, added an additional Internet Safety Policy requirement covering the education of minors about appropriate online behavior.*

Definitions

1. Access to the Internet—A computer shall be considered to have access to the Internet if such computer is equipped with a modem or is connected to a computer network which has access to the Internet.
2. Minor shall mean an individual who has not attained the age of 19.
3. Obscene shall have the meaning given such term in section 1460 of title 18, United States Code.

4. Child pornography shall have the meaning given such term in section 2256 of title 18, United States Code.

5. Harmful to minors shall mean any picture, image, graphic image file, or other visual depiction that:

a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

c. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

6. Hacking shall mean attempting to gain unauthorized access to computer and network systems connected to the Internet.

7. Technology protection measure shall refer to a proxy server managed by Marin County Office of Education that blocks and/or filters Internet access.

Access to Internet by Minors

Minors accessing Internet services provided by the Dixie School District when working as an employee or volunteer of the Dixie School District; when attending trainings, meetings, conferences, or other events sponsored at a facility owned or leased by the Dixie School District or at a facility of which the Dixie School District has otherwise been granted primary custody; or when accessing Dixie School District Internet services with remote access connections shall be subject to the following rules and regulations:

1. Minors shall not access material that is obscene, child pornography, harmful to minors, or otherwise inappropriate for educational or work-related uses.

2. Minors shall not use Dixie School District technology or Internet resources to engage in hacking or attempts to otherwise compromise any computer or network system's security.

3. Minors shall not engage in any illegal activities on the Internet.

4. Minors should only use electronic mail, and other forms of direct electronic communications for purposes related to education within the context of a school-related assignment activity or for purposes related to work, including volunteer, at the Dixie School District.
5. Minors shall not disclose personal identification information on the Internet.
6. The online activities of minors shall be monitored.
7. Minors will be educated, supervised and monitored on appropriate online behavior.
8. Parents/Guardians of minors may choose to opt their child out of internet access at school by signing and returning the last page of this policy.

Access to Internet by Adults

Adults accessing Internet services provided by the Dixie School District when working as an employee or volunteer of the Dixie School District; when attending trainings, meetings, conferences, or other events sponsored at a facility owned or leased by the Dixie School District or at a facility of which the Dixie School District has otherwise been granted primary custody; or when accessing the Dixie School District Internet services with remote access connections shall be subject to the following rules and regulations:

1. Adults shall not access material that is obscene, child pornography, or otherwise inappropriate for training or work-related uses.
2. Adults shall not use the Dixie School District technology resources to engage in unauthorized hacking or attempts to otherwise compromise any computer or network system's security.
3. Adults shall not engage in illegal activities on the Internet.

Technology Protection Measure

The Dixie School District shall use a technology protection measure that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with the policies of the Dixie School District.

1. The technology protection measure that blocks and/or filters Internet access may be disabled by an authorized staff member for bona fide research purposes with permission of the immediate supervisor of the staff member requesting said disabling or with the permission of the administrator of the Dixie School District.

Policy Violations

Any violation of this policy may result in the loss of access to the Internet by the Dixie School District. Additional disciplinary action may be determined in accordance with existing procedures and practices, both administrative and as stipulated in the Dixie School District board policy, and including applicable law enforcement agencies when necessary.

Policy Challenge Procedure

An individual who has been granted access to the Internet by the Dixie School District and desires to access an Internet site that is not compliant with this policy may challenge the enforcement of the policy according to the following provisions:

1. Internet site review requests should be directed to the Dixie School District's Director of Business and Information Services in writing for consideration.
2. The Dixie School District will review the site within seven working days of submission of the request and, if deemed appropriate for educational or work-related purposes, may unblock the site.
3. The Dixie School District shall regulate enforcement of the policy, including disciplinary actions.

Dixie District Suggested Guidelines and Expectations for Effective Use of E-mail

Know and Observe E-mail Laws

- Employees' e-mail is the property of the District, including the use of personal e-mail accounts on company computers.

- E-mail is like a postcard –anyone can read it.
- E-mail can be subpoenaed.
 - Not only yours but anyone you communicate with
 - E-mail has an indefinite shelf life. The MCOE archives all e-mails sent on the network.

Employee Technology Use California School Board Policy 4040

- Employees are responsible for the appropriate use of technology.
- Employees should be aware that computer files and communications over electronic networks, are not private.
- Confidential information should only be transmitted with approval.
- All employees should have read and signed the District's Acceptable Use Policy (AUP).

What is Your Message?

- Use good judgment as to when to use an e-mail.
- Use a good descriptive subject title.
- Does the message require a formal attachment?

- Be clear in your writing, using standard conventions.
- E-mail should not be treated as a parent conference.
- Extra care is required when composing a message about a student with disabilities (504 & IEP). If the content of your message identifies the student as a student with disabilities, you must only use the student's first and last initial to maintain confidentiality.

E-mail Etiquette for Building Relationships

- Don't e-mail or respond when angry or upset.
- Don't send an urgent e-mail and expect everyone to act on it immediately.
- Keep editorial comments to yourself: just state the facts; be confidential

Sending E-mail to a Group

- Is this message appropriate to the group?
- Should every member of the group receive this e-mail?

- Does this message apply to the members of this group?
- You do not always need to respond to group e-mails.
- Will you use “Reply” or “Reply-All”?

Managing your E-mail

- E-mail should be viewed and responded to within 24 hours, during regular Monday through Friday school days. You are not expected to check or respond to e-mails sent during weekends, holidays or school breaks.
- Set e-mail to auto-reply if you are gone for an extended period of time or on vacation
- CC only when you wish to inform others and you don't expect them to respond.
- Don't print every e-mail. Organize your e-mails into folders.
- Organize, or delete ALL e-mails and empty your trash routinely.
- Special Education staff must maintain all email records for the previous two years.

Top E-mail Etiquette Tips

- Identify yourself at the beginning of the e-mail.
 - Keep the message simple and clear, appropriate for the recipient
 - Keep harassment and discrimination policies in mind.
 - Humor and sarcasm can backfire.
 - Don't use e-mail to let off steam or flame a conversation.
 - Copy with care. Reply to all with care.
 - Don't use an on-going email for a new subject.
 - Be cautious sending attachments.
 - Edit your e-mail before you hit send.
-
- Always delete spam right away

Adapted from Gabe Soumakian Ed.D. Assistant Superintendent, HR. Burbank Unified School District, 2007 Santa Cruz County Office of Education ,TICAL
(<http://www.portical.org/Presentations/soumakian/email/notes.pdf>)

Request to Opt Student Out of School Internet Access

As the parent or legal guardian of _____, a minor, I wish to opt _____ out of accessing the Internet at school. I understand that in doing so, I may prevent my child from accessing the Internet-based instructional materials and activities that will be available to his classmates. Dixie School District Schools will provide alternative activities for children whose parents do not wish them to access the Internet; however, we cannot ensure that these activities will provide the same richness and depth of experience that access to the Internet can provide.

Signature _____ Name (please print) _____ Date _____
Please return this form to your child's school.

**References: Public Law 106-554
47 USC 254(h)**

DIXIE SCHOOL DISTRICT INTERNET USE AGREEMENT

The Internet is a global computer network of schools, businesses, governments, organizations, and millions of individuals. All of them are exchanging or publishing ideas and information on thousands of topics. The Internet resources are constantly changing (and not always authoritative), and include government and scientific information, as well as material on business, current events, the arts and popular culture.

The Internet is largely unregulated, and not all of the information it carries is suitable for children. Therefore, the Dixie School District asks that parents read the following responsibilities carefully before giving permission for their child to use the Internet. We ask that students also read this document carefully before they agree to the responsibilities that accompany the privilege of Internet access. If parents tell a child that certain topics are not acceptable, it is the student's responsibility not to access these areas.

Responsibilities of Internet Use:

Every user of the Internet in the Dixie School District accepts the responsibility of respecting the rights of all other network users, and of acting in a responsible, ethical and legal manner at all times. Because in-school access to the Internet is a privilege, and because each student is personally responsible for his or her actions on the Internet, unacceptable behavior will result in the suspension or revocation of a student's personal Internet access. Some behaviors may even cause the school to lose its access rights.

All Internet users will be expected to abide by the generally accepted rules of network etiquette, or netiquette. These include, but are not limited to, the following:

1. Be polite. Do not be abusive in messages to others. Do not "yell" by using capital letters and an exclamation point.
2. Use appropriate language. Do not use profanity, vulgarities, or inappropriate language.
3. Do not become involved in any illegal activities, including copyright violations.
4. Never reveal your personal address or phone number or those of others.
5. Respect the rights of others. Do not do anything that degrades or disrupts the use of the network, either to the software or hardware. Do not vandalize or destroy the data of another user. Do not try to gain unauthorized access to resources or entities.
6. Note that electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to authorities.
7. All communications and information accessible via the network should be assumed to be subject to copyright law.
8. Do not use the school's Internet connection to access any kind of chat groups, games, or any inappropriate subjects without the permission of the supervising teacher.

Dixie School District and its network provider, the Marin County Office of Education, make no guarantees of any kind for the service we are providing. We will not be responsible for any damages you suffer, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions.

DIXIE SCHOOL DISTRICT
Internet Use Agreement

STUDENT:

I have read and understand the Dixie School District Internet Use Policy and agree to abide by its terms and conditions. I understand that if I violate this use policy, my network/Internet privilege will be revoked and I will be subject to disciplinary action. I also understand that violating this use policy may subject me to criminal and/or civil liability.

Name (please print): _____

Grade:

Signature: _____

Date:

PARENT OR GUARDIAN:

As the parent or guardian of this student, I have read ***and discussed with my child*** the terms and conditions. I understand that this access is designed for educational purposes. I recognize it is impossible for Dixie School District to restrict access to all controversial materials, and I will not hold the school, district or Marin County Office of Education responsible for materials acquired by my child on the network. I hereby give my permission for my child to have access to the school's Internet account and certify that the information contained on this form is correct.

- Yes, I give my child permission to have access to the Internet.
- No, I do not give my child permission to have access to the Internet.

Name (please print): _____

Signature: _____

Date: _____

Phone number: _____

Attachment 1: Verification/Annual Update/Evaluation Form

Verification Form

On _____ I met with my staff(s), reviewed the components of the
Date
Dixie School District Comprehensive School Safety Plan and updated the school safety plan binder with any policies and procedures specific to the programs I supervise.

Superintendent (Print Name)

Signature

Annual Update/Evaluation

School Site:

1. Describe the changes needed to the implementation of the plan to enhance school safety.

2. Describe any support needed from MCOE to further implement school safety at your site(s).

3. List any specific modifications to the school safety plan needed for your site in any of the following areas:

- a. Child Abuse Reporting Procedures**
- b. Disaster Procedures**
- c. Policies/Actions Leading to Suspension and/or Expulsion**
- d. Procedures to Notify Teachers of Dangerous Pupils**
- e. Sexual Harassment Policy**
- f. School-wide Dress Code**
- g. Procedures for Safe Ingress and Egress of Pupils**
- h. Rules and Procedures on School Discipline.**
- i. Other**

Completed by:

Principal (Print Name)

Signature

Date

Title

School Site Council met and approved this annual update of the Comprehensive School Safety Plan on the following date:

Date

School Site Council President

Please complete and return this form to the Superintendent's Office by February 20th.