



COMPREHENSIVE SAFETY PLAN 2024-2025

Approved by the Moraga School District
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I. Background

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6).

While the Moraga School District average daily attendance is below the 2,501 threshold, a comprehensive district wide safety plan, or Comprehensive Safety Plan (CSP), identifying major safety concerns as well as the district's goals and priorities for safe schools supports the District's vision, mission and core values.

Per SB 187, the committee overseeing the CSP must include the following members and must consult with a representative from a law enforcement agency in the writing and development of the plan:

1. Principal or designee
2. Teacher
3. Parent Whose Child Attends the School
4. Classified Employee

The District welcomes consultation with staff, parents, students (where appropriate), and the broader community in the development of the CSP.

The CSP will be updated annually and kept on file at both the school site and the district office, to be readily available for inspection by the public. The CSP is developed in conjunction with the Local Control Accountability Plan (LCAP).

The plan shall consist of two sections:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related



functions. Based on this assessment, safety goals will be set for the upcoming school year.

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

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

The CSP shall include an action plan that clearly identifies policies and procedures that will improve both the safety and climate on campus, and shall include an evaluation component.

The CSP is posted on the MSD website (www.moraga.k12.ca.us). Governing Board Policy is also available on the MSD website.



II. Annual Safety Goals

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

The Moraga School District expulsion and suspension rates are exceptionally low.

	MSD Suspension Rate¹	Contra Costa County Suspension Rate¹
2020-2021	0.1%	0.1%
2021-2022	0.5%	3.6%
2022-2023	0.6%	4.1%
	MSD Expulsion Rate¹	Contra Costa County Expulsion Rate¹
2020-2021	0.0%	0.0%
2021-2022	0.0%	0.0%
2022-2023	0.0%	0.0%

Note 1: Source - Ca Dept. of Education, Data Quest

While the Safety Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the Safety Committee identifies safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.



The goals are reported, with the Safety Plan, to the Governing Board and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Governing Board.

The year-end assessment should be completed in May and reported upon.

2023-2024 GOALS

1. The Moraga School District will utilize best practices for securing the physical safety of students and staff.
 - a. Continued training on radio use (administrative and other staff).
 - b. Implement annual staff and student training on the Standard Response Protocol. Engage staff in staff preparedness training.
 - c. Establish a locked door system at each school site.
 - d. Maintain AEDs and train staff on proper use.
 - e. Train staff and educate students on opioid danger. Train staff on administration of naloxone.
 - f. Partner with the Town of Moraga and Moraga Police Department to address crossings and traffic safety.
 - g. Conduct safety drills on all campuses, including reunification, evacuation, lock-down, and shelter-in-place. Safety drill information will be communicated to families.
 - h. Make CPR and First Aid training accessible to all staff.
 - i. Implement facilities upgrades in the Facilities Master Plan related to safety (communication systems, windows upgrades, traffic flow improvements, fencing).

2. The Moraga School District will continue to prioritize mental health and wellness practices for social-emotional safety. This includes ensuring inclusive campuses for all students.
 - a. Support LGBTQ+ students through on-campus clubs and implementation of gender support plans.
 - b. Continue social emotional learning program, Second Step.
 - c. Maintain counseling and wellness services on all school campuses.



- d. Provide training for middle school students and staff on suicide prevention.
 - e. Continue to review the health program for middle school students. Continue the Too Good for Drugs program in elementary school.
 - f. Develop parent education for healthy social media use in students.
 - g. Resources for mental health and support will be communicated to all students and families.
 - h. Work on district policies for technology on campus.
3. The Moraga School District will institute restorative practices to assist in positive behavior intervention systems (PBIS) and student discipline.
- a. Continue PBIS teams at each school site.
 - b. Implement the Sandy Hook Promise Anonymous Reporting System to identify behaviors of concern and ensure all students have access on chromebooks.
 - c. Train all administrative staff and counseling staff in threat assessment.
 - d. Communicate PBIS and school policy to parents through school and district messages.
 - e. Implement lessons to address behaviors proactively, particularly behaviors that involve discrimination and harassment and appreciation for diversity.



III. Mandated Policies and Procedures

The California Education Code, MSD Governing Board Policies, and staff handbooks, support and provide direction to support student and staff safety and positive school climate.

The California Education Code, MSD Governing Board Policies, staff handbooks and procedures are to be reviewed at the beginning of every school year with all staff. Specific codes and policies to be reviewed include, but are not limited to, sexual harassment, uniform complaint procedures, and Title IX. Mandated reporting codes/policies/requirements will be reviewed at the beginning of every school and at January staff meetings.

Staff will be encouraged to attend training relative to ongoing CSP development, annual updates and any specific CSP topics as listed in Section III.

The CSP will be shared with all staff at the first staff meeting of the year and at the first School Site Council meeting at all sites. Staff or Site Council representatives may recommend CSP modifications or updates to their site principal.

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

A. Child Abuse Reporting Procedures

A district employee must report to designated authorities (police, sheriff, Children and Family Services) any reasonable suspicion of child abuse consistent with Penal Code 11164. Responsibility for investigating suspected abuse lies with law enforcement or other legal authorities. "Reasonable suspicion" means, in part, that it is objectively reasonable to suspect child abuse or neglect; it does not require certainty that child abuse or neglect has occurred; any "reasonable suspicion" is sufficient.

Refer to MSD School Governing BP [5141.4](#) and AR [5141.4](#) for all procedures and policies regarding Child Abuse Reporting. Reporting steps, definitions, Governing Board policy,



designated authority phone numbers and the reporting form are located on the MSD web site (<http://www.moraga.k12.ca.us/SSa>).

B. Routine and Emergency Disaster Procedures

Emergency procedures are reviewed annually. Hard copies of the plan are located in the principal's office, the main office, and the district office. They are also distributed to staff during emergency training. Emergency procedures include:

1. Strategies of the Incident Command System, the Standardized Emergency Management System and the National Incident Management System.
2. Guidance for emergency response to a variety of potential hazards and incidents using the Standard Response Protocol Hold, Secure, Lockdown, Evacuate, and Shelter tactical responses.
3. Procedures for tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses.
4. Strategies for communication to students, staff, and guardians in the event of an emergency.
5. Reunification procedures in the event of a release from campus.
6. Master lists of emergency supplies, student contact information, medical requirements, and accommodations and modifications for students with special needs.
7. Procedures for use of the school facilities by the Red Cross.

If a student requires special accommodations in the event of an emergency, these accommodations will be discussed as part of the student's individualized education plan (IEP).

C. Policies Regarding Actions Leading to Suspension and/or Expulsion

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies



and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Refer to MSD School Governing BP [5144.1](#) and AR [5144.1](#) for all procedures and policies regarding suspension and/or expulsion.

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 Governing 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 themselves or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion are specified in AR [5144.1](#).

Student Due Process

The Governing 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 489-1-1, 48915, 48915.5)

On-Campus Suspension Program

The Governing 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 coursework. The Governing Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing them 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 success 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 Governing Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Governing Board expects that teachers will communicate with parents/guardians when behavior problems arise.

The Governing 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.

Whenever a student is removed from a class because they 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 request 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 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 Governing 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 release time from work.

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

Decision Not to Enforce Expulsion Order



On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Governing Board pursuant to the requirements of law.

D. Notification to Teachers of Students with Suspensions or Expulsions, Current Year and Previous Three Years

With the exception of tobacco-related suspensions, teachers will be notified of enrolled students who have one or more suspensions as enumerated in Ed Code 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

Each August, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Teachers of individual students will be notified of suspensions that have occurred over the last three years.
2. Teachers are advised about the confidential nature of the data.
3. All suspension reports are filed in the school office.

Suspensions occurring after August notification will be made within five days of a suspension. Each site has established procedures to ensure that teachers are informed annually and as suspensions/expulsions occur during a school year.

E. Non-Discrimination and Harassment Policies



The Governing Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender or sexual orientation, at any district site and/or activity. The Governing Board also prohibits retaliation against any district employee or job applicant who complains, testifies, or in any way participates in the district's complaint procedures instituted pursuant to this policy.

The Governing Board desires to provide a safe school environment that allows all students equal opportunities in admission and access to the district's testing procedures, academic support, guidance counseling, athletic programs, and other activities.

The Governing Board prohibits discrimination, harassment, intimidation or bullying of any student by any employee, student, or other person in the district pursuant to Education Code 234.1. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities, or privileges. Prohibited discrimination, harassment, intimidation, or bullying includes: physical, verbal, non-verbal or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. The Governing Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to the students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including but not limited to the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

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

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of the law, Governing Board Policy, or Administrative Regulation shall be subject



to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

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

Title IX Coordinator for Nondiscrimination
Susan Bishop, Assistant Superintendent of Administrative Services
1540 School Street, Moraga, CA 94556
(925) 377-4105

Any student who feels that they are being subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator for Nondiscrimination, the principal, or any other staff member. Any student who observes an incident of harassment should report the incident to the Coordinator, principal, or other school employee, whether or not the victim files a complaint.

Any district employee or job applicant who feels that they have been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent. All district employees are mandated reporters and, as such, are required to report any incidents involving a student to Child Family Services and the Moraga Police Department.

The designee for each site will be identified with the Annual Notice of this policy to each employee.

Upon receiving a complaint of discrimination or harassment, the Coordinator and/or site designee shall immediately investigate the complaint in accordance with site/level grievance procedures specified in AR [5145.7](#) – Sexual Harassment.

The Coordinator and/or designee shall also advise the victim of any other remedies that may be available. The Coordinator and/or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.



Within 30 days of receiving the district's report, the complainant may appeal to the Governing Board if they disagree with the resolution of the complaint. The Governing Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site [MSD Title IX](#) and any other location that is easily accessible to students.

The Coordinator and/or designee shall distribute this policy annually to all families and staff and provide training to all staff regarding Nondiscrimination, Harassment or Anti-Bullying.

Non-discrimination and harassment policies were updated by the Governing Board in 2022.

References: BP [0410](#), BP [4030](#), BP [5131.2](#), AR [5131.2](#), BP [5145.3](#), AR [5145.3](#)

F. Sexual Harassment Policy

It is the policy of the Moraga School District to provide an educational and work environment free of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct or communications constituting sexual harassment, as defined by Education Code 212.5 and otherwise prohibited by state and federal statutes.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, including school sponsored events (after school sports, dances, field trips), under any of the following conditions (Education Code 212.5):

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.



3. 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.
4. Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Verbal or written conduct: making derogatory comments, including epithets, slurs, jokes, etc.; sexual propositions or flirtations, graphic commentary about an individual's body; sexually degrading words used to describe an individual; suggestive or obscene letters, notes or invitations; spreading sexual rumors.
2. Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects, pictures, books, magazines, etc.
3. Physical conduct: inappropriate touching or impeding one's movement.

Every student, employee, or applicant has the right to be free from harassment from adults and/or from students in the work or educational setting. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

A copy of this policy on sexual harassment shall be 1) displayed in a prominent location at school sites and work sites, 2) provided as part of the orientation for new students at the beginning of each term as applicable, 3) provided for employees annually at the beginning of the school year and for each new employee, and 4) included in publications that set forth the comprehensive rules, procedures and standards of conduct of the school or district. Training regarding this policy and administrative procedure will be provided to all staff periodically as appropriate and an annual review will be encouraged as part of student and staff orientation activities.

Complaint Procedure Summary (see BP [1312.3](#) for complete process and timelines):

Step I: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational



programs. The complaint shall be presented to the Title IX Coordinator for Nondiscrimination.

Step II: Mediation

The Title IX Coordinator for Nondiscrimination may informally discuss with all parties the possibility of using mediation and, after all parties agree, to provide the mediator access to confidential information.

Step III: Investigation of Complaint

Members of the Administrative team will assume positions in the investigation and begin to investigate the complaint to gather information.

Step IV: Response

The Title IX Coordinator for Nondiscrimination shall prepare and send to the complainant a written report of the district's investigation and decision. If the complainant is dissatisfied with the decision, the complainant may file the complaint in writing to the Governing Board.

Step V: Final Written Decision

The district's decision shall be in writing and sent to the complainant. The complainant may appeal the district's decision to the California Department of Education.

Students should follow complaint procedures designated in AR [5145.71](#), Sexual Harassment, Students. A student should initiate a complaint to a teacher or administrator verbally or in written form. The complaint should include information regarding the name(s) of the person(s) who engaged in offensive conduct, the description of the offensive conduct (i.e. when and where the conduct occurred, the number of times it occurred, any informal attempts at resolution), and the names of any witnesses. AR [5145.71](#) may be obtained from the district website (www.moraga.k12.ca.us), the school principal or the Superintendent.

Employees or applicants for employment who feel that they have been sexually harassed should contact their supervisor, principal, other district administrator or the Superintendent in order to obtain procedures for reporting a complaint. Complaints of sexual harassment against a district employee may be filed in accordance with AR [1312.3](#) - Uniform Complaint Procedures.



Any supervisor who receives a sexual harassment complaint shall notify the Superintendent or designee, who shall ensure uniform application of this policy and that the complaint is appropriately investigated.

Sexual harassment and uniform complaint policies were updated by the Governing Board in 2022.

References: BP [4119.11](#), AR [4119.11](#), AR [4119.12](#), BP [4219.11](#), AR [4219.11](#), AR [4219.12](#), BP [4319.11](#), AR [4319.11](#), AR [4319.12](#), BP [5145.7](#), AR [5145.7](#), AR [5145.71](#)

G. Dress Code

Dress Policy Basic Principles

These dress code principles shall apply to regular school days, as well as any school-related events and activities. Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, and breasts are fully covered with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet this basic principle. Students who feel they have been subject to discriminatory enforcement of the dress policy should contact the Administration.

Students must wear*, while following the basic principles of the section above:

- A shirt (with fabric in the front, back, and on the sides under the arms), and
- Pants and jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), and
- Shoes

Students may wear:

- Hats and head coverings, including religious headwear
- Hoodie sweatshirts (as long as it doesn't obscure the face and ears in the classroom)
- Fitted pants, including leggings, yoga pants and “skinny jeans”
- Ripped jeans, as long as underwear is covered and the Basic Principle is met
- Tank tops, including spaghetti straps, and halter tops
- Athletic attire



- Clothing with commercial or athletic logos provided they do not violate the school's philosophy/values as stated above

Students cannot wear:

- Images or language depicting violence, drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or marginalized group
- Any clothing that reveals underwear
- Swimsuits
- Any item that obscures the face and ears, including hoodies in the classroom (except as a religious observance)

Dress Policy Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have the discretion to vary the requirements in ways that lead to discriminatory enforcement.

Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in "Dress Policy Basic Principles" above.

Students in violation of "Dress Policy Basic Principles" will be provided three (3) options to be dressed to policy during the school day:

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.

Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:



- kneeling or bending over to check attire fit;
- measuring straps or skirt length;
- asking students to account for their attire in the classroom or in hallways about perceived dress code violations in front of others;
- accusing students of “distracting” other students with their clothing.

Courses that include attire as part of the curriculum may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for physical education).

References: BP [5132](#), AR [5132](#)

H. Procedures for Safe Ingress and Egress

Visitors on Campus

1. All visitors are required to check into the office and submit their information to Raptor to be screened prior to obtaining a visitor’s badge. Visitors must sign out and return the badge upon departure.
2. Individuals who do not pass the Raptor screening will be admitted onto campus.
3. School sites are not open to all visitors. Law enforcement may be called upon in the event any visitor refuses to comply with posted regulations.

Volunteers

Volunteers are welcome and encouraged in the Moraga School District. Volunteers must follow visitor’s procedures.

People volunteering on a long term basis, per Board Policy, will be fingerprinted. Information about fingerprinting may be found on the school district website.

Volunteers who drive students in their vehicle will be required to be screened through Raptor and submit insurance information to the school site. Information about insurance requirements may be found on the school district website

Employee Identification Badges

All employees will wear District provided identification badges while on any campus and on any school supported field trip or event.



Unknown Persons on Campus

Staff feeling threatened or uncertain about an unknown person on campus should contact the police. All staff are expected to report unknown or suspicious persons to the office.

Vehicles Entering School Sites and Drop-Off and Pick-Up Procedures

1. Vehicles must enter and exit school sites at a slow and safe speed.
2. Drivers must follow the directions of school personnel.
3. Vehicles dropping off students are to pull as far forward along the curb as possible at both drop-off and pick-up times.
4. Students should be prepared to exit vehicles independently upon arrival.
5. Drivers should remain in vehicles during drop off and pick times. Under no circumstance should a driver park and leave a car in the drop-off or pick-up lane.

Drivers should refer to individual school guidelines for specific information.

I. Safe and Orderly School Environment Conducive to Learning

The Moraga School District recognizes the importance of a safe and orderly environment to establish optimal teaching and learning opportunities. Systems and programs to create a safe and orderly environment include:

1. Designated or required staff will keep current with first aid, CPR, AED, and blood-borne pathogen training and equipment.
2. Character education (LifeSkills, Where Everyone Belongs, Safe School Ambassadors, Anti-Bullying Instruction, Child Abuse Prevention instruction, rules assemblies, student recognition programs, iKind, Spirit Assemblies, newsletter communication).
3. Positive reinforcement of desired behavior through implementation of Positive Behavior Intervention Systems (PBIS).

J. Rules and Procedures on School Discipline



The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Governing Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline.

The District recognizes that disciplinary procedures should contain prevention strategies and employs Positive Behavior Intervention Systems (PBIS) at all schools and training for staff to support implementation.

Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When significant or repetitive misconduct occurs, staff shall make every reasonable effort to identify and correct the causes of the student's behavior.

Parents will be contacted in a timely fashion when a student exhibits highly inappropriate behavior or repetitive misconduct.

A progressive discipline plan will be followed unless the offense is egregious. If a disciplinary strategy is ineffective, another strategy shall be employed.

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

References: BP [5144.1](#) and AR [5144.1](#)

K. Tactical Response

The Moraga School District collaborates directly with the Moraga Police Department in the event of any incident involving guns on campus. Tactical response for a Lockdown is included in Appendix A.



IV. Additional Policies and Procedures

In addition to the required components of the Comprehensive Safety Plan, the following additional policies and procedures are implemented to provide a safe environment:

A. Positive School Climate

The hallmark of a positive school climate consists of a collaborative relationship between the staff, students and parents.

The Governing Board desires to enhance student learning by providing an orderly, caring, nurturing, and nondiscriminatory educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students, among staff, and between students and staff. A partnership between parents and school staff is the best way to achieve a positive school climate.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior. Teachers shall use effective communication methods to partner with parents to achieve consistent expectations between classroom/school and home.

Staff shall consistently enforce Governing Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against the possession of firearms on school grounds, bullying, cyberbullying, harassment of students and staff, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

Additionally, the District will employ proactive measures, such as a social emotional learning (SEL) curriculum and Positive Behavior Intervention Systems (PBIS) that address the development of behaviors that promote respect for diversity, personal and social responsibility, effective interpersonal communication skills, self-esteem, anger management, and conflict resolution.



References: Student and Staff Acceptable Use Policy K-5 & 6-8, BP [0410](#), BP [5141.4](#), AR [5141.4](#), BP [5144](#), AR [5144](#), BP [4119.11](#), [4219.11](#), [4319.11](#), BP [5145.7](#), AR [5145.7](#)

B. Parent Involvement Strategies

Parent involvement is high in the Moraga School District. Parents participate through volunteer opportunities in classrooms, the PTA, District Committees, Site Councils, the Moraga Education Foundation, parent education opportunities, District English Language Development Committee, Parents of Exceptional Moraga Students Committee, and regular communications with the district in home languages.

C. Use and Sale of Drugs

Instruction on drug and alcohol prevention and intervention is provided annually for middle school students.

D. Collaboration with Law Enforcement

The Moraga School District enjoys a collaborative relationship with the Moraga Police Department. The Moraga Police Department participates in the development of the Comprehensive Safety Plan annually.

The Moraga Police Department assists in verifying information and communicating with the Moraga community on relevant matters involving safety.

E. Threat Assessment

All Moraga School District administrators and counselors are trained annually on Threat Assessment protocols. These protocols include assessing threats from digital or online content.



F. Assessment of Physical Environment

The Moraga School District conducted a comprehensive assessment of the physical school environment through Safe Havens in 2020. A full report was provided outlining recommendations for improvement to the physical safety of the school.

G. School Network Infrastructure

The Moraga School District has a technology department responsible for network security. In addition, MSD partners with district insurance to ensure that best practices in cybersecurity are implemented and audited annually.

H. Suicide Prevention

The Moraga School District implements annual suicide prevention training per AR [5141.52](#) and BP [5141.52](#).

I. Crisis Prevention and Intervention Strategies

The Moraga School District actively plans for crises at a district and site level. This involves training of both students and staff. Crisis prevention and intervention includes:

- Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
- Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
- Assignment of staff members responsible for each identified task and procedure
- Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan



- Coordination of communication to schools, Governing Board members, parents/guardians, and the media
- Development of a method for the reporting of violent incidents
- Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

J. Staff and Parent Annual Notifications

The Moraga School District is required to annually notify pupils, parents, and guardians of their rights and responsibilities, pursuant to California Education Code (EC) 48980.

In accordance to BP [4112.9](#) (Employee Notifications), the Superintendent or designee shall provide district employees all notifications required by law and any other notifications they believe will promote staff knowledge of the district's policies, programs, activities, and operations.

In accordance to BP [5145.6](#) (Parent/Guardian Notifications), the Superintendent or designee shall provide guardians all notifications required by law and any other notifications they believe will promote guardian knowledge of the district's policies, programs, activities, and operations.

Staff and parent annual notifications will be updated annually to reflect changes in law and MSD Board Policy.

Per BP [3515.7](#), Firearms on School Grounds, possession of firearms on school grounds is prohibited. The prohibition against the possession of firearms on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community. Additionally, parents/guardians will be notified on the safe storage of firearms per Education Code 49392.



V. School Site Emergency Preparedness Plan

Individual school sites have developed site-specific emergency plans and procedures for a variety of different types of emergencies. Plans include:

1. Pre-Disaster Procedures
2. Evacuation routes
3. Incident Command and Staff Assignments (roles and responsibilities)
4. Operations
5. Safety/Security
6. Planning
7. Student Release
8. Communications

Emergency Response Guidelines follow:

1. Identify the Type of Emergency: The first response to an emergency is to determine the type of an emergency that has occurred.
2. Determine the Immediate Response Action: Duck, cover and hold; Shelter in place, Lock down; Run/Hide/Fight; Evacuate building, Evacuate campus, All clear
3. Communicate the Response Action
4. Take action in accordance to emergency procedures

Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:

- a wheelchair on a daily basis
- specialized equipment
- physical assistance to evacuate in a timely manner

Each plan requires that support staff be designated as specialized assistants during times of emergency.

The principal is responsible for:



- identifying all students who will require additional assistance
- working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.

See Appendix A for more information about types of emergencies.



VI. Emergency Contact Numbers

PG & E	(800) 743-5000	Outages, Gas Leaks/Odor
Police Dispatch 24/7	(925) 284-5010	Law Enforcement
Moraga PD Office	(925) 888-7055	Law Enforcement
Fire Department	9-1-1 or (925) 258-4599	Fire, Health, Safety
CCC OES	(925) 228-5000	Disasters
State OES	(800) 852-7550	Disasters
FEMA	(800) 525-0321	Disasters
American Red Cross	(800) 307-4400 or (925) 603-7400	Disasters
Animal Control	(925) 335-8300 or (925) 646-2441	Dangerous animal Concerns
Child Family Services	(877) 881-1116 or (925) 646-1680	Mandated Reporting
MSD Tip Line	(925) 377-4106	Anonymous reports
Moraga Public Works.	(925) 888-7026	Street access issues
East Bay MUD	(510) 835-3000	Water Emergency
CCC Health Services	(925) 646-1680	Health Emergency
CA Department of Health	(800) 698-6942	Health Emergency
Center for Disease Control	(800) 222-1222	Health Emergency
Health Emergency Hotline	2-1-1	Health Emergency
Emergency Radio Station	KGO 810, KCBS 740, KNBR 740	Local Updates
Poison Control	(800) 232-4636	Hotline



CCC HAZMAT Hotline	(800) 424-8802	Hazmat Emergency
Walkie-Talkies	Channel MORPW 49	All sites test monthly
CCOE	(925) 942-3388	Communication
AUHSD	(925) 280-3900	Communication
Orinda Union SD	(925) 254-4599	Communication



VII. References: Policies and Regulations Related to Student and Staff Safety

Governing Board Policy and Administrative Regulations are frequently updated. The most current policies and regulations are posted on the MSD website, from the homepage at www.moraga.k12.ca.us. Policies can be searched by title, and keyword, such as safety.



Appendix A



The Basic Plan

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

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

Requirements

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

Objectives



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

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

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.



The law applies to public school employees in the following cases:

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

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of the state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

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

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

California Civil Code, Chapter 9, Section 1799.102

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

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

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site's emergency management



organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

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



Basic Actions

Most emergency responses are covered by the following Basic Actions:

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

ACTION: EVACUATION is appropriate for—but not limited to—the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable

ACTION: SHELTER IN PLACE: consists of bringing students into the classroom or holding them indoors pending further instruction. Instruction and classroom activities continue on as normal. This action is implemented when there is NOT an immediate danger/threat to students/staff.

ACTION: SHELTER IN PLACE is appropriate for, but not limited to, the following:

- Severe Weather
- Biological or Chemical Threat
- Police situation in the neighborhood
- Potentially dangerous animal on School Grounds

If outdoors, **ACTION: SHELTER IN PLACE** consists of the class moving to the nearest indoor building/classroom. of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat.

ACTION: LOCKDOWN: All activities and instruction cease, as there IS an immediate danger/threat to student/staff life. Staff & students will decide their safest option, hiding in any place possible (classrooms, restrooms, etc), run (evacuation to our alternative evacuation locations), fight (defending themselves by any means necessary).



ACTION: LOCKDOWN is appropriate for, but not limited to, the following:

- Active Shooter
- Armed intruder

ACTION: DROP

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

ACTION: DROP consists of:

Inside school buildings

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

Outside of School Buildings

- Earthquake: move away from buildings
- Take a protective position, if possible

Explosion/Nuclear Attack:

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

ACTION: DIRECTED MAINTENANCE

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

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

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

ACTION: DIRECTED TRANSPORTATION



Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety. Depending on the emergency, this may require walking to a new safety area.

ACTION: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

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

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious means

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

ACTION: CONVERT SCHOOL

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



Standard Response Protocol

The Standard Response Protocol (SRP) is a **uniform, planned, and practiced** response to any incident that is the foundation of a safe school. The SRP is action-based, flexible, and easy to learn. It rationally organizes tactics for response to weather events, fires, accidents, intruders and other threats to personal safety.

The SRP's development is ever-evolving, created with extensive collaboration between experts such as first responders, public safety, school, districts, and communities. Its tactics are data-driven, researched and based on experience and contemporary practices.

The SRP was presented at the September Safety Committee involving classified staff, teachers, administrators, the Moraga Police Department, and community members.

The Safety Committee made the following recommendations:

1. Reinstitute locked doors during school hours.
2. Train and drill using the SRP protocol.

The benefits of SRP become quickly apparent.

- By standardizing the vocabulary, all stakeholders can understand the response and status of the event.
- For students, this provides continuity of expectations and actions throughout their educational career.
- For teachers, this becomes a simpler process to train and drill.
- For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident.

People easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

These are the protocols:



HOLD is followed by the Directive: "**In Your Room or Area**" and is the protocol used when hallways need to be kept clear of occupants.

A HOLD is for low level safety situations. During a HOLD, all activities in the classroom should continue as normal.

A HOLD will be accompanied by an email from the principal explaining more about the situation and the anticipated duration.

Movement should be restricted during a HOLD (no changing classes), but movement outside and within the building is permitted.

If the situation requires additional restriction of movement, a HOLD may be escalated to a SECURE.

Actions:

Listen for the public address: "HOLD in your room or area. Clear the halls." This will be repeated twice.

The address will include additional information to clarify. Staff will receive an email explaining details after the announcement.

Students and teachers should remain in their classroom or area. No class changes should happen during this time.

Students and staff in common areas will be asked to stay in those areas.

Students and staff outside of the building should remain outside unless directed otherwise.

When the situation is resolved: "Students and staff, the HOLD is released. All clear. Thank you for your assistance."

SECURE is called when there is a threat or hazard outside of the school. This could be violence or criminal activity in the immediate neighborhood or a dangerous animal on



the playground. SECURE uses the physical facility as protection.

Actions:

Listen for the public address: "SECURE! Get inside. Lock outside doors." This will be repeated twice.

The address will include additional information to clarify. Staff will receive an email explaining details after the announcement.

The SECURE action demands bringing people into the building and locking all access points.

Where possible, classroom activities should continue as normal. Classes outdoors will return to a building and, if possible, continue inside.

Leaving the building may be delayed.

When the situation is resolved: "The SECURE is released. All clear. Thank you for your assistance."

As the situation evolves there may be more information to guide decision making.

- No One In or Out - this is the initial directive
- Controlled Release - if the incident is unresolved the end of the day could involve a controlled release. This could include increased monitoring, requirements to pick up children, or groups being released slowly.
- Monitored Entry - when there is a perceived threat but it is not immediate, entrances may be monitored

SECURE means no one outside. This is the main difference from a HOLD. Students and staff may still move within their buildings and instruction should stay as normal as possible.



LOCKDOWN is called when there is a threat or hazard inside the school. This could include parental custody disputes, intruder, and school security actions.

Listen for the public address: “Lockdown! Locks, Lights, Out of Sight!” This will be repeated twice.

Staff will receive messages through text and email explaining details after the announcement.

The LOCKDOWN action demands locking individual classrooms and offices and getting occupants out of the line of sight , turning off lights, and maintaining silence.

There is no call to action to lock exterior access. This is to minimize additional exposure of staff.

If the location of the threat is apparent, it is appropriate to self-evacuate.

Law enforcement will be notified.

The classroom teacher is responsible for implementing the classroom LOCKDOWN. The teacher should lock all classroom access points and move students out of sight.

To prepare, teachers should, prior to an event:

- Identify access points that must be locked.
- Identify a safe zone in the classroom that is out of sight.
- Identify possible evacuation routes in the event that evacuation is the best choice for safety.

Students and staff outside buildings should make an attempt to get inside a secure location. If this is not possible, students and staff should run or hide.

Communication will be frequent during a LOCKDOWN. The duration of the LOCKDOWN is unknown.

EVACUATE and may be followed by a location, and is used to move people from one



location to a different location in or out of the building.

Actions:

Listen for the public address: “EVACUATE! To _____. EVACUATE! To _____.”
Students and staff move in an orderly fashion.

An Evacuation Assembly occurs at the end of the evacuation. Teachers take attendance after arrival.

Teachers use red card/green card/med card to indicate status.

Administrators and Administrative Assistants collect attendance.

SHELTER is called when specific protective actions are needed based on a threat or hazard. This could include earthquakes, hazardous materials, or air quality.

Actions:

Listen for the public address. It will name the direction and the action.

Examples:

“Shelter for earthquake. Duck, cover, and hold.”

“Shelter for air quality. Close the doors and windows.”

Additional information may be communicated.

After the danger has passed.

“Students and staff, the shelter is released. Thank you for your assistance and patience during the shelter.”

Most emergency responses are covered by the following Basic Actions:

REUNIFICATION occurs when it is necessary for student safety to dismiss students from a school site.

Actions:



Staff will assemble for reunification by taking positions related to dismissal of students in a safe and orderly manner. This includes walking students to check out points, supervising students, checking out students to parents, and facilitating safe conditions on the roads and crossings.

Parents will be notified by all communication available of a reunification.



Emergency Communications

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

Emergencies within a school:

Internal communications will be via:

- Public address systems.
- Emails.
- District telephone/emergency radio.
- Parent Square

External communications will be via:

- Parent Square
- Email
- Webpage
- News bulletins, as needed, by appointed personnel only.

For emergencies affecting two or more schools intra-district communications will be via:

- Telephone, if operable.
- District internal communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to the news media and prepare necessary bulletins.
- Parent Square

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

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

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Ensure that the administrative assistants are appropriately briefed on the situation and provided with messaging to respond to telephone calls to the School District.
- Hold briefings with employees, labor association leaders, Board President student leaders and other key communicators.
- Prepare bulletins to distribute to employees, students, parents and essential



- communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus and administration will follow up to assist media personnel.



Definitions: Incidents, Emergencies, and Disasters

Incident

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

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

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

Emergency

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

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

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

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



Disaster

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

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



Evacuation

Evacuation may not be necessary in every emergency situation. In some cases, you might be directed by an administrator to evacuate, and in other cases, you might need to make the decision as to whether to evacuate or not on your own. If given no directives in a situation, you need to look around and see if you and your students would be safer remaining where you are, or moving to another site. If your environment seems precarious, the fire alarm sounds, or if so directed, follow the procedures below for evacuation.

1. If the environment is dangerous, evacuate immediately, checking to ascertain that all students are with you. If necessary to save a life, take seriously injured individuals with you. Take an emergency backpack and attendance register. Report to the evacuation site or safe area, take roll, treat injuries as best you can and preside over students.
2. If a student is trapped or unable to move, the teacher or assistant teacher should remain with trapped persons while the other adult evacuates with class. If only one adult is present, try to attract another teacher to take class with them. When ready to evacuate, check the room to ascertain that all are with you, take attendance register and backpack. Close the doors behind you, then report to the evacuation site, take roll, and preside over students.
3. The grass field shall be the primary evacuation area. Roll call will be conducted in this area. If a student or staff needs to leave this area for any reason, the Incident Command (school office) will be notified prior to the movement. Students shall be held in this area until a directive from the Incident Command is given. Students shall remain in this area until called by a faculty member to proceed to the student release area. Every effort shall be made to contain children in this area safe from possible collapse zones and overhead hazards. If for some reason the campus is untenable, consideration must be given to relocating to an open area.
4. A parent/guardian pick up area shall be established by the Student Release Group. The Incident Command (school office) shall be advised of this area. The parent/guardian pick up area shall be established in an area that allows for safe



and constant flow of traffic. Parents/guardians should be advised to park their vehicle, proceed to the release location, and provide/verify identification.

- a. Students must report to the Release Station and an authorized parent or guardian must sign the Release Form in order for the student to be released. If an adult insists upon release without proper identification and becomes in any way a threat, attract help or attention from a colleague. Await further instructions and attempt to entertain students and maintain a sense of calm.

Lock Down

Threat from OUTSIDE of school:

- Signal building lockdown via school PA system, “LOCKDOWN, LOCKDOWN”
- Notify police (9-1-1) give pertinent information (your name/position, location, number of intruders, their location, weapons, complete description of intruder(s), height, weight, gender, hair/eye color, clothing, ethnicity)
- Move indoors
- Do not allow students to leave the building
- Lock exterior doors to school and classrooms
- Conduct roll calls
- Cover
- Assign adult to supervise exterior doors
- If situation requires:
 - Don’t allow students in hallways
 - Close blinds/window coverings on exterior windows
 - Remain in classroom until “all clear” signal is given

Threat from INSIDE of school:

- Signal building lockdown via school PA system, “LOCKDOWN, LOCKDOWN”
- Notify police (9-1-1) give pertinent information (your name/position, location, number of intruders, their location, weapons, complete description of intruder(s), height, weight, gender, hair/eye color, clothing ethnicity)
- Lock classroom doors
- Move students away from doorway(s) and windows
- Cover doorway windows and block view from hallway



- Close window coverings on exterior windows
- Do not allow students into hallways
- Physical education class goes to the nearest secure room and secure door.
- Remain in classroom until “all clear” signal is given

Earthquake

Proactive measures to be taken before, during and after an earthquake.

Before:

- Hold drills
- Practice Duck, Cover and Hold
- Identify utility shut off
- Secure furniture
- Plan communication
- Review Emergency Operation Plans

During:

- See procedures below

After:

- Debrief
- See procedures below

If an earthquake occurs, the immediate danger is being hit by falling objects. Do the following:

If inside:

- Take action at first indication of ground shaking –duck, cover and hold - if you wait, it is more difficult to move
- Stay away from windows, shelves, and heavy objects that may fall
- Take cover under table, desk / counter, in a corner of a room / doorway
- In hallways, stairways or areas without cover: move to inside wall, kneel with back to wall, place head to knees, cover head, and support neck by clasping hands behind head
- Anticipate noise causing emotional stress



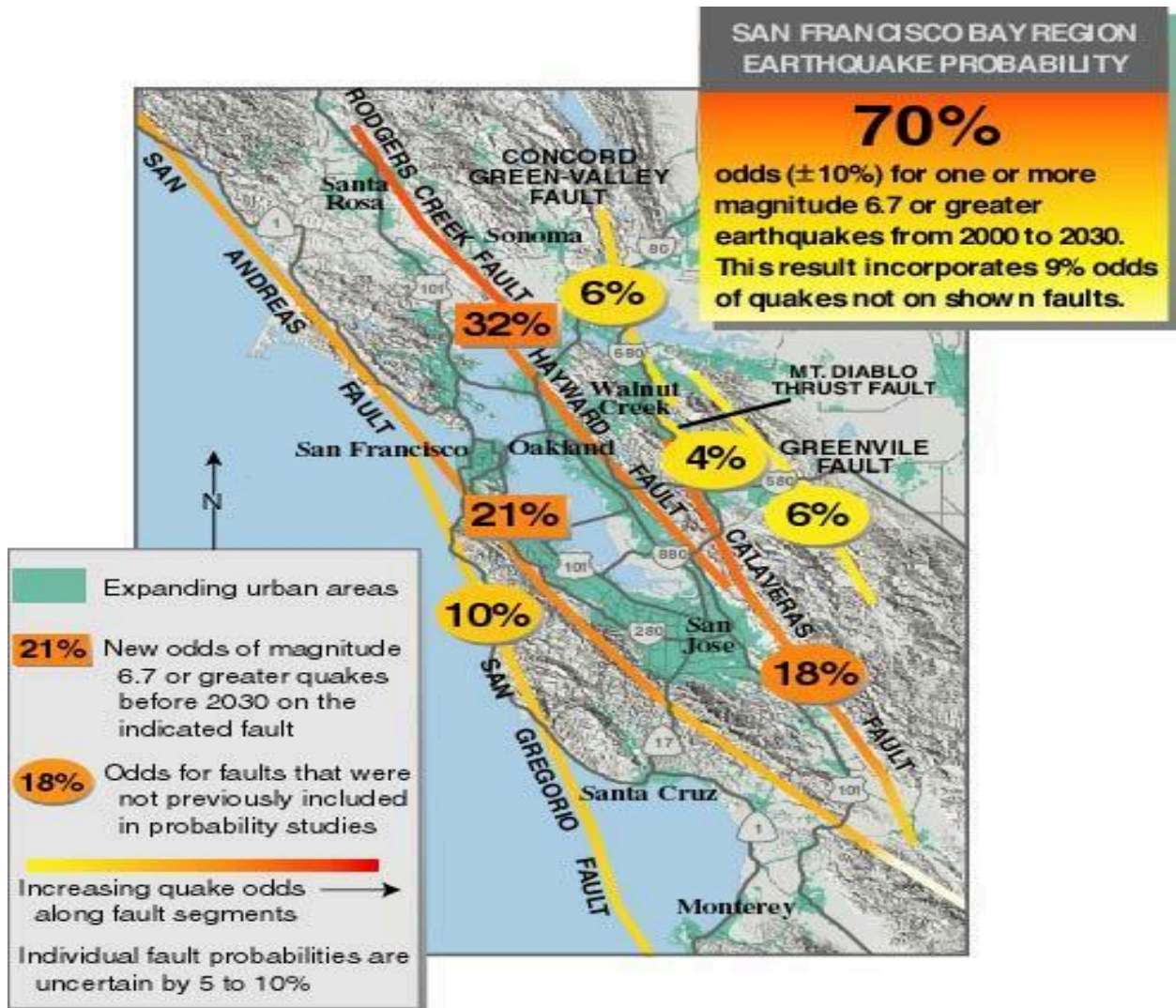
- When quake is over: extinguish fire, shut-off gas / electricity if needed, close-off / label areas where hazardous materials have spilled

If outside:

- Take action at first indication of ground shaking—if you wait, it is more difficult to move
- Move to open space away from building / overhead power lines
- Lie down on ground; do not try to stand up
- Be aware of potential dangers (i.e. power lines, trees, etc.)

Once the initial shaking has stopped, move students to a safe place outside the building away from overhead hazards.

Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.



Allergic Reaction

Identifying children or staff who have allergic reactions and preventing contact with allergens is the most effective form of prevention. Allergic reactions can be acute, potentially severe and life threatening



- Recognize the symptoms. The person may complain of shortness of breath, wheezing, difficulty breathing, swelling of tongue and lips, hoarseness of voice, hives/extreme itching or a feeling that their throat is “closing up”. The allergic reaction can progress to respiratory failure quickly, so immediate action is important.
- Call 9-1-1
- Use an EpiPen with suspected allergic reactions. EpiPens are located in the office and in the multipurpose rooms. Each campus has both adult and Junior (for youth 33-66 pounds) EpiPens available. *Note: Many students with known allergies carry an EpiPen.*
- 9-1-1 must be called for all students with severe reactions, regardless if they have used an EpiPen.

Animal Attack/Threat

It is possible that an animal could attack a child/ staff member and cause serious injury and even death. It is also possible that a student or staff member could be attacked and bitten by a rabid and/or potentially dangerous loose pet. In order to ensure student and staff safety, use the following as guidelines for action:

- Students/staff move to a safe location outside/inside of the building.
- Move people away from animal threat.
- Do not try to scare the animal away. The animal may become alarmed and cause a negative reaction.
- If safety permits, assign staff to keep track of the animal until it moves off school property or assistance arrives.
- Contact the following:
 - Parents.
 - If the animal is a danger to the school, contact safety and law enforcement offices.
- Initiate building lockdown, keeping everyone inside, if appropriate.
- If someone is injured, administer first aid and contact 9-1-1.

More detailed information specific to different animals can be found at the [California Department of Fish and Wildlife website](#).



Bomb Threat

Two basic reasons why an individual will communicate a bomb threat:

1. Caller has knowledge of or believes that an explosive device has been placed in or around the school building and wishes to minimize damage or injury
2. Caller wishes to create anxiety, panic, or disruption of routine daily activities

To make the best decision, the recipient of the call or written threat needs to do the following things:

1. Get all the facts
2. Make appropriate judgments by evaluating all the information and possible risks
3. Immediately notify the principal and administrative staff

DO NOT USE WALKIE-TALKIES, PORTABLE RADIOS, BELL SYSTEM CELL PHONES, or the PA SYSTEM – IT MIGHT DETONATE THE EXPLOSIVE DEVICE.

Use runners to alert staff and students to evacuate.

If threat is by phone:

1. Keep the caller on the phone as long as possible in order to gather information about the location and timing of the bomb and the person(s) responsible
2. Write down caller's exact words
3. Be aware of background noise (i.e. traffic, music, machinery, other voices, sounds)
4. Take note of the caller's gender, age, any distinctive features of voice or speech
5. Record phone call if possible

If threat is written:

1. Save all material-do not handle after its determined information contains a threat
2. Turn over written material to law enforcement as soon as they arrive on scene
3. If threat is electronic, such as email, text message, or social media, the staff member should not delete the message



Procedures:

1. Any employee or other school official who receives a bomb threat shall immediately call 9-1-1 and report the threat or perceived threat to law enforcement. The employee shall also report the threat to the Superintendent or designee.
2. If the threat is in writing, the employee shall rewrite the threat exactly as is on another sheet of paper, including the date, time and location the document was found, any conditions surrounding the discovery or delivery of the document, and the full names of any other employees who saw the threat. The employee shall secure the document and not alter it in any way. If the document is small and/or removable, the employee shall place it in a bag or envelope.
3. If the threat is electronic, the employee shall leave the message in an envelope and open, and print, photograph, or copy the message and subject line, and note the date and time of the message by whom it was found.
4. Any student or employee who sees a suspicious package should not touch, tamper with, or move the item, and shall immediately notify law enforcement and the Superintendent or designee.
5. The Superintendent or designee shall immediately contact law enforcement if not yet done, assess the situation, ensure the area is secured, and initiate standard evacuation procedures as specified in the emergency plan.
6. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.
7. Law enforcement and/or fire department staff shall conduct the bomb search. No school staff, students, parents/guardians, or others on campus shall search for or handle any explosive or incendiary device.

Building Explosion

The possibility of an explosion in a school building creates an immediate dangerous situation for students and staff. Lives may be in danger and a quick effective response is essential to minimize the threat. The following priorities must be considered if the possibility of an explosion exists and/or an actual explosion occurs.

1. Evacuate the building immediately
2. Assign staff to check the building. Ensure that everyone is outside.
3. Contact the following:



- a. Police and Fire Departments
- b. PG&E: 1-800-753-5000

DO NOT attempt to disconnect main gas or electrical mains - wait for PG&E

Civil Disturbance

The school administration should be aware of circumstances that might create civil disturbances and/ or public demonstrations near the school.

Use the following guidelines for action:

- Student/ staff safety is the first priority
- Assess situation- identify who, what, when, where, why and how
- If situation warrants, signal building lockdown
- If appropriate, secure building entrance- guard utilities, fire alarms, school equipment
- Keep phone clear for emergency calls
- As much as possible, maintain normal school activities

Fire

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

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

The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the superintendent
- Check facilities for students and staff



The Teachers will:

- Supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- Assist all persons in exiting the classroom.
- Close doors upon evacuating. Do not close windows
- Take their roll books to the evacuation site and take roll.
- Teachers will report any missing student(s) to their Team Supervisor/ Administrator.

The Head Custodian or designees shall assist will:

- Shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- Open necessary gates for fire truck and other emergency vehicle access when appropriate.
- Keep access entrances open for emergency vehicles.

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

Fire Near School The Principal or designee shall:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 9-1-1.
- Notify the Superintendent's office.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Firestorm

- Staff and students evacuate, as per the evacuation procedures.
- Staff and students evacuate to the gym or multi-use room (MUR).
- Close all doors and windows and shut off the HVAC unit.
- Request Moraga Orinda Fire Department to provide structure protection of the gym/MUR.



Floods

- Assign staff member to monitor radio/ TV broadcast
- Keep students out of flood waters
- Disconnect utilities-electricity/gas (don't touch electrical equipment if floors are wet or under water)
- Report damaged utility lines to appropriate company
- Water may become contaminated during floods. Don't use water sources for drinking until safe
- Consider school evacuation depending on current weather (i.e. rising water/road conditions)
- Move school supplies/ materials if in danger of water damage

Forecasts and satellite weather info: www.wrh.noaa.gov/mtr

Food Poisoning

If a number of students become ill due to a possible food poisoning, use the following guidelines for action:

1. Bring ill students to central location (i.e. gym, multi use room)
2. Assign staff to monitor ill students
3. Call the following:
 - a. Fire Department, so that community first aid, health department and safety personnel can be alerted
 - b. Parents / Guardians
 - c. If appropriate, law enforcement authorities (9-1-1)
4. Require that Food Service staff save ALL foods in kitchen
5. Keep accurate records of involved students and what hospitals they were taken to



Hazardous Materials

This type of emergency usually occurs when a truck carrying hazardous materials is damaged or a gas/sewer line is broken and chemical materials are leaking or spilled. The major threat from this kind of situation is toxic fumes and/or skin contact. A hazardous material emergency situation is usually handled in one of two ways:

- **Evacuation:** If the decision is made to evacuate, use the fire drill evacuation procedure. Move students away from the location of the hazardous materials incident. Move everyone uphill and upwind from the situation. Wind and water can quickly transport hazardous materials.
- **Shelter in Place:** Utilize classrooms and offices to provide temporary/relatively safe shelter from the release of the hazardous material(s) in the vicinity of the school building. Shelter in place signal will be “Attention-implement shelter in place procedures immediately.”

First responders will contact agencies that might need to be involved.

Close windows and doors. Shut off heaters/air conditioners.

The California Poison Control System (CPCS) is the statewide provider of immediate, free, and expert treatment advice and assistance over the telephone in case of exposure to poisonous, hazardous, or toxic substances. Call toll-free, 24 hours a day, 7 days a week, and 365 days a year. 1-800-222-1222

If the students/staff come into contact with hazardous materials; the following information will help minimize physical damage and improve recovery possibilities:

- Corrosive Materials- substances that cause physical damage to tissue
 - Wash out eyes for 15-20 minutes- keep eyelids open- do not rub the affected area
 - Get under a shower if possible- remove all clothing- wash with soap and water
- Flammable Materials- liquids/gasses that burn readily
 - Turn off main gas/electrical supplies



- Move to fresh air
- Toxic Materials- poisonous substances
 - Wash hands/affected area immediately
 - Take off /discard contaminated clothing
 - Use appropriate antidote, if available
- Reactive Materials- substances that undergo chemical change- may result in an explosion, burning, corrosive/toxic condition
 - Close all doors
 - Evacuate students / staff immediately to a safe area
 - Implement decontamination procedures from local fire department / health personnel

Intruder

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level: Perceived as a non threat/danger

1. Activate HOLD or SECURE.
2. Have the person(s) under suspicion kept under constant covert surveillance.
3. Approach and greet the intruder in a polite and non-threatening manner.
4. Identify yourself as a school official.
5. Ask the intruder for identification.
6. Ask them what their purpose is for being on campus.
7. Advise the intruder of the trespass laws.
8. Ask the intruder to quietly leave the campus or invite them to accompany you to the office. If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
9. If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.
10. LOCKDOWN can be triggered campus wide

High Level: Perceived threat/danger

1. Activate LOCKDOWN.
2. Call 9-1-1



3. Utilize Run, Hide, Fight

If an armed or unarmed intruder enters the classroom:

- Don't raise your voice or challenge the intruder
- Do what is asked to do if it does not place others in danger
- Keep students together, calm, and reassure them. Model appropriate behavior.
- Keep students from panicking and trying to leave the classroom area.
- Do not approach the intruder or attempt to confiscate weapon
- Do not negotiate with intruder and avoid physical resistance
- Ask intruder if you can evacuate students from the classroom
- If "yes": evacuate quietly/quickly. If "no": follow the above guidelines

Kidnapping/Missing Person

If you suspect that a non-custodial parent or other person without parental consent has removed a student from a school premise and/or activity (on or off school grounds), use the following guidelines for action:

On school grounds and/or at a school activity:

1. Use intercom to ask student to report to main office
2. Search facility/grounds for missing student
3. Check the student records and emergency contact list (i.e. potential custody issue)
4. Call custodial parent or guardian
5. Call law enforcement and give the following information:
 - a. Name
 - b. Gender
 - c. Age
 - d. Grade Level
 - e. When/Where student was last seen
 - f. Description of student
 - g. What they were wearing
 - h. Parent / guardian name, address and phone number
 - i. Names of close friends
 - j. Suspect(s) name(s), if any, and license plate / make model/ color / description of the vehicle



6. If possible, in addition to custodial parents and guardians and law enforcement, notify only employees

Lightning

If weather conditions indicate the potential or active lightning is present, do the following:

- All students move inside the building immediately. Keep them inside.
- Do not use telephones, cellular phones, radios, or other phones unless absolutely necessary.
- If possible, unplug televisions/computers/etc.
- If off campus and cannot get inside:
 - Do not stand under trees/ metal towers
 - Wooded area: look for shelter in low place with small trees
 - Out in the open: go to low place like a valley, ditch or ravine
 - Get off hills- Do not stand in an open field where you are a tall object
 - Get away from water/ metal equipment, i.e. Bikes
 - Stay away from metal fencing, pipes/ railings or anything metal

Opioid Overdose

Recognizing the signs of opioid overdose can save a life. Here are some things to look for:

- Small, constricted “pinpoint pupils”
- Falling asleep or losing consciousness
- Slow, weak, or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)

In the event of a suspected overdose, the following steps should be taken:

1. Call 9-1-1
2. Administer naloxone (available at all school sites in the main office).
3. Try to keep the person awake and breathing.



4. Place the person in a recovery position on their side so that if they vomit, they won't choke.
5. Stay with the person until emergency assistance arrives.

Poor Air Quality

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact the Bay Area Air Quality Management District at <https://www.baaqmd.gov/> or visit www.arb.ca.gov/app/dislookup/dislookup.php/ or AirNow.gov.

Outdoor air quality is one factor schools need to consider when making a school closure decision. The Moraga School District should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school.

- Health and Safety:
 - Indoor air quality. Ventilation and filtration systems at schools may offer a higher level of protection than residential systems.
 - Supervision. The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors.
 - Student support services. School may be the primary place where students receive needed health and counseling services.
 - Nutrition services. Schools serve healthy meals to many students. If school is closed, it is a substantial challenge at best for LEAs to feed students.
- Using an Equity Lens:
 - Socioeconomically disadvantaged families may not have options for alternate child care.
 - Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result.
 - Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food.
 - Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure.








- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most.
- Instructional Time:
 - Instructional time is foundational to students' academic achievement.
 - Districts should consider adding instructional days or minutes to the school calendar when time is lost due to school closure.
 - Districts that have a foreseeable loss of instructional time due to a history of school closures should consider adding “built-in emergency” days to the annual school calendar.
 - Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education’s website at <https://www.cde.ca.gov/fg/aa/paj13a.asp>.

School activity will adhere to the recommendations commensurate with Air Quality Levels and per the tables below.



Air Quality and Outdoor Activity Guidance for Schools

Regular physical activity — at least 60 minutes each day — promotes health and fitness. The table below shows when and how to modify outdoor physical activity based on the Air Quality Index. This guidance can help protect the health of all children, including teenagers, who are more sensitive than adults to air pollution. Check the air quality daily at www.airnow.gov.

Air Quality Index	Outdoor Activity Guidance
 green GOOD	Great day to be active outside!
 yellow MODERATE	Good day to be active outside! Students who are unusually sensitive to air pollution could have symptoms.*
 orange UNHEALTHY FOR SENSITIVE GROUPS	It's OK to be active outside, especially for short activities such as recess and physical education (PE). For longer activities such as athletic practice, take more breaks and do less intense activities. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
 red UNHEALTHY	For all outdoor activities , take more breaks and do less intense activities. Consider moving longer or more intense activities indoors or rescheduling them to another day or time. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy. <i>With the exception of short walking distances, students remain in side. Follow rainy-day procedures.</i>
 purple VERY UNHEALTHY	Move all activities indoors or reschedule them to another day.

* Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur:

The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

Go for 60!

CDC recommends that children get 60 or more minutes of physical activity each day. www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm

Plan Ahead for Ozone

There is less ozone in the morning. On days when ozone is expected to be at unhealthy levels, plan outdoor activities in the morning.



The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies.

Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Air Quality Level

Activity	Level 1	Level 2	Level 3	Level 4	Level 5 <i>School districts may consider school closures based on site-by-site concerns. ***</i>
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hrs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.

* Sensitive Individuals include all those with asthma or other heart/lung conditions

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*** To meet the conditions for approval of a waiver due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

Power Outage/Rolling Outages/PSPS

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

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



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

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

STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent or a Public Safety Power Shutoff (PSPS) is announced.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable.

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

Preparing for an outage:

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check the school district's PG&E Block list to determine which PG&E block the site is located on.
- Ask teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of the site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit the site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.



- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- Organize a team to check the status of individuals in buildings and fires during the blackout.

During an outage:

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF THE SITE IS EXPERIENCING A BLACKOUT.
- According to AT&T (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building including checking for fires.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If the whole computer can not be turned off, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms. The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

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

Sexual Assault

A sexual assault on a student or staff member creates an extreme physical and emotional situation. If an assault of this nature occurs, it is vitally important to protect the victim's privacy and rights.



If sexual assault occurs on campus or off-site at a school sponsored activity, the following actions should be taken:

- Remove students and staff to a secure area immediately OR move the victim to a secure private area don't move anything else or allow the victim to clean up or dispose of clothing.
- Assign members of the same sex to stay with the victim
- Contact law enforcement (9-1-1) and give following information
 - Your name/ position,
 - Location of you and victim
 - Description of what occurred
 - Victim's name/ age
 - Description of assailant(s): height, weight, gender, hair/ eye color, clothing, ethnicity.
- Assign someone to meet law enforcement/ emergency medical personnel. Use an entrance that will not identify crises to other students.
- Contact the parent / guardian of the victim (information on emergency cards)

Student/Staff Illness or Death

If the incident occurs at school or off school grounds at a school sponsored activity:

- Immediately administer first aid. Use student's / staff health plan if available
- Initiate appropriate communication contacts:
 - 9-1-1: share the following information: your name / title, location, what happened, exact location of victim(s), name of victim(s), age
 - Appropriate family member (use emergency card information)
- Remove / keep students / staff away from area and provide staff supervision
- Assign staff to meet emergency vehicles

If the emergency situation is the result of crime:

- Don't touch / move anything
- Wait for law enforcement arrival

Assign staff to set up a support area for students/staff who witnessed the situation. Document the incident in a written report. Never identify the death as a suicide.

Communicate with the superintendent to design a communication plan.



Suicide Threat

Student:

- Bring student to main office in a confidential manner
- Secure student until appropriate contacts are made- parents available to pick up child
- Ensure the student is seen AS SOON AS POSSIBLE by counselor or mental health professional and a risk assessment is conducted.
- Contact the following
 - Parent / guardian
 - Counselor
- Counselor will conduct a threat assessment and communicate with the principal. If appropriate, call law enforcement authorities (9-1-1) to assist in making an assessment of the student.
- If the student in question has a sibling at another school, that school should be contacted to allow for any conflicts that may arise. (i.e. the sibling's normal pickup time is delayed)
- Document situation / intervention information
- Offer counseling support information to parent(s) / guardian

Staff:

- Bring the staff member to the main office in a confidential manner and offer support. Voice concerns honestly and openly
- Contact the following:
 - Spouse or appropriate family member
 - If appropriate, counselor
- Counselor will conduct a threat assessment and communicate with the principal. If appropriate, call law enforcement authorities (9-1-1) to assist in making an assessment of the staff member.
- Ensure the staff member is seen AS SOON AS POSSIBLE by a counselor or mental health professional and a risk assessment is conducted.
- Document situation/ intervention information
- Offer counseling support information to spouse and or family member(s)



Utility Failure

If a power line is down on or near school grounds and/ or there is a utility failure (electrical power loss, gas shut-off, or sewer leak), the following procedures should be implemented:

- Notify staff- power line down/ utility failure occurring
- Initiate appropriate communication contacts
 - Police/ Fire Depts.
 - PG&E (800) 753-5000
- Don't cancel school
- Power line down. Do not evacuate building without approval from utility company
- Line may be "hot"- touching fence, railing, etc. may cause student/ staff to be seriously injured or killed
- Notify students/staff to remain inside building until further notice
- Power outage- students/staff remain in classroom until instructed otherwise
- Assign staff to supervise outside doors- ensure that students stay inside and visitors stay away
- Consider releasing students if hazard has been abated, but power has not been restored