

Comprehensive School Safety Plan

2025-26 School Year

School: Copperopolis Elementary School
CDS Code: 05615726003461
District: Mark Twain Union Elementary
Address: 646 Stanislaus Ave
Angels Camp, Ca, 95222-1239
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- with Law Enforcement
- with Fire Authority

Approved by:

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at 981 Tuolumne Avenue, Angels Camp, CA 95222.

Safety Plan Vision

Mark Twain Union Elementary School District is committed to ensuring that students enrolled in this district, and all employees who attend campuses are safe and secure. The District believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school in the District. The District intends that parents, students, teachers,

administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

Components of the Comprehensive School Safety Plan (EC 32281)

Copperopolis Elementary School Safety Committee

School Site Council in collaboration with the Site Administrator, facilitates the Comprehensive School Safety Plan and ensures a safe and orderly environment for students.

Assessment of School Safety

Safe and effective schools are places that are free from disruptive behavior and discipline problems that interrupt learning. Safe schools have a responsibility to provide safe, disciplined, and drug-free environments where students feel safe from intimidation, bullying, rejection, and physical harm. They allow students to concentrate on learning; teachers to focus on teaching; and parents to be confident their children are in a secure, peaceful environment. Data analysis from our leadership team, SARC, School Climate Surveys, PBIS and additional reports, confirm that Mark Twain District schools continue to be safe campuses that are highly conducive to student learning.

Copperopolis Elementary School Staff are committed to the safety of the site and classroom environment.

Copperopolis Locations and Physical Environments:

Copperopolis Elementary is located in a rural setting off of School Street bordered by hills and residential properties adjacent to the main road. The campus is completely fenced in. The site has an office, media center, classrooms, library, cafeteria and gym. There is one large playground areas and track/field.

Description of School Grounds and Maintenance of School Buildings/Classrooms:

Grounds and Maintenance are the responsibility of the MTUESD maintenance department which includes mandated health and fire department expectations. MTE administrators and staff periodically examine the site's physical facility to help eliminate or report any obstacles to student safety. Cameras and vape detectors are located strategically on the campus. The classrooms are self-contained rooms, with desks, group work tables and independent study areas. On the playgrounds, students are expected to adhere to the school's behavior expectations and rules. Copperopolis' classrooms are monitored for safety and appearance by the administration and staff, and, during the hours of classroom operation, staff members provide supervision. The students and staff take pride in the appearance of the learning space, and the classroom sites are well maintained and generally look neat and clean.

Included at the end of this School Safety Plan are site maps indicating safe entrance and exit areas for students, parents and school employees. All exits are clearly marked within the classrooms and the facilities in which they may be located.

Internal Security Procedures:

At Copperopolis Elementary, our first priority is the safety of our campus. The site has taken steps to develop a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self esteem, anger management, and conflict resolution. Staff and administrators contribute to a positive school climate, promote positive student behavior, and help reduce inappropriate conduct. All students are expected to behave in a manner that promotes safety and order. Students are encouraged to bring problems to their teacher, counselor, principal or other staff members. Discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive student conduct, and reduce unacceptable conduct. An administrator or Teacher in Charge is involved in all major student discipline issues. Appropriate consequences are administered based on the seriousness of the student's misbehavior.

Community involvement is encouraged to help increase school safety. During every student's enrollment process, parents and guardians are extended an invitation to participate in parent conferences, PTC Booster and School Site Council meetings as well as participate in their child's classroom activities.

To ensure the safety of students and staff, all visitors and students shall sign in immediately upon entering the site during normal hours of operation. All non-MTEUSD employees assigned to Copperopolis Elementary School shall wear appropriate identification badges while on campus conducting business.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Our LCAP process includes a robust inquiry and data analysis cycle with educational partnership engagement. The following action steps reflect part of what is in our LCAP with regards to safety.

Goal 1: ACADEMIC ACHIEVEMENT AND SUPPORT

Provide an educational program dedicated to supporting all students in learning.

- 1.1 Implementation of the Standards
 - Professional Development: Provide professional learning opportunities to improve school priorities and decrease the number of “red indicators” (such as improving Tier I Instruction, differentiation, specific content areas, etc)
 - Instructional Materials: Provide standards-based instructional materials for students.
 - Teachers: Ensure teachers are properly credentialed.
 - Technology: Replace and repair technology devices as needed.
 - Broad Course of Study: Provide all students access to a broad course of study (English, Math, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education).

-1.2 Academic Support

- Benchmark Assessment: Utilize iReady to identify student learning needs, and assist teachers with providing interventions, targeted instruction, lesson planning, and unit sequencing.
- Multi-Tiered Systems of Support: Implement Multi-Tiered Systems of Support (MTSS) to provide support for the whole child. Provide tiered level of support services to students as needed and prioritized: Academic Support: Examples include: intervention, small group instruction, 1:1 tutoring, etc. Social/Emotional/Behavioral support (See action 2.2)
- Community Support: Leverage grants and community agencies to provide additional support for students (such as K-16 Pathway grant providing intervention teachers and high school peer tutor facilitators)
- In-Class Support: Provide academic support through small/stabilized class sizes to the extent possible based on funding (LREBG Funding)
- English Learner Support: Improve English Language Learner proficiency and educational outcomes through improved Tier I ELD instruction, increased ELD intervention services, and increased professional development for teachers of English Learners.
- Literacy: Librarians promote a love of reading, provide access to diverse and age-appropriate literature, and collaborate with teachers to support reading instruction
- Digital Support/Learning: Coordinate the implementation of learning software and provide ongoing technical assistance to staff and students.

Goal 2: CLIMATE, ENGAGEMENT, AND SAFETY

Provide a safe, engaging, and welcoming school environment.

- 2.1 Family & Community Engagement
 - Communication: Utilize a software based system (currently Infinite Campus) to communicate with families.
 - Family Events: Provide family-oriented events that strengthen the school community and support, as needed, families in understanding and navigating the school system (parent education events, parent conferences, resources, home-school partnerships, improving student attendance, etc).
 - Input sessions: Create meaningful opportunities for families to share feedback through LCAP input, surveys, meetings, advisory councils, and other forums.
 - Chronically Absent: Work with families with chronic absenteeism to help decrease absences.
 - Community Outreach: Actively participate in a large network of community organizations to create understanding of the needs of the district and potential opportunities to work together (ie. Rotary, local churches, Soroptimist, Habitat for Humanity, Destination Angels Camp and other civic groups).
- 2.2 Engagement, Connectedness, Safety, Health, & Wellness

- In School Activities: Offer activities that are based on student interests and preferences (assemblies, recess activities, recess equipment, and opportunities for staff to build relationships with students outside of the classroom).
 - Out of School Activities: Provide experiences to students that foster curiosity, appreciation, and hands-on learning (such as Science Camp, Field Trips)
 - Improve Attendance: Recognize exemplary and improved attendance, provide attendance incentives, and ensure families are contacted regarding student absences. Offer additional ways to address the needs of students with attendance concerns, coordination of services, and improvement plans. Utilize Infinite Campus to support communication needs
 - Supervision: Implement improved student supervision measures, including but not limited to, additional training for supervisory staff, providing supervisory staff, improving accessibility and visibility of supervisory staff, and using supervision technology (such as cameras, vape sensors), and communication devices (radios).
 - Positive Behavior Interventions & Supports (PBIS): Implement Positive Behavior Interventions and Supports (PBIS) to improve student behavior, including but not limited to: recognizing exemplary and good behavior, self-management program, peer mediators, and behavior incentives.
 - Character Development: implement a Character Development program (such as Character Strong funded by the Calaveras County Office of Education)
 - Mental Health Services: Provide opportunities to support students' mental health (internally or through outside agencies) through mental health professionals, RTI counseling or psychologists.
 - Health: Support overall student health through nursing services
 - Transportation: Provide bus transportation for students to support school attendance.
- 2.3 Facilities
 - Aesthetics: Improve aesthetic of existing facilities (cleanliness, paint, furniture, and signage)
 - Projects: Improve prioritized areas as funding allows and is awarded (playground surfaces, hardship replacements, gym, cafeteria, restroom replacement, etc)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse and neglect to Child Protective Services and to the school principal. When a case of child abuse or neglect becomes apparent or is suspected, the employee having knowledge of the abuse or neglect will immediately report the abuse to Child Protective Services and/or the local law enforcement agency. The employee will submit a written report within 36 hours. The employee and the school administrator will develop a plan to assure ongoing monitoring of the student. School staff members will work closely with the sheriff and/or Child Protective Services to follow up as needed. Cases of reported child abuse will be kept in close confidence. Copies of written reports are maintained in the school office.

Staff Training

All Mark Twain certificated and classified staff members will be trained on child abuse reporting requirements and procedures at a professional development in-service within the first two months of the start of each school year. New hires are required to take the training within six weeks of their employment start date

Board Policy: Child Abuse and Reporting 5141.4 can be located at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspxS=36030544&revid=wSrOqVvJCLQyOhHgyzrcslshw==&ptid=amlgTZiB9pluShNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

All employees of the District are Disaster Service Workers, as defined by the California Emergencies Services Act, and are subject to such disaster service activities as may be rightfully assigned to them and that all employees shall be required to subscribe to the

oath or affirmation required by the Act.

When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. Staff, certificated and classified, will be given multiple opportunities annually to be trained on the Essential Five School Emergency Guidelines Immediate Action Response and Hazards Response Protocols. These trainings specifically include training on the following:

- Earthquake preparedness, response, and recovery actions. Including Drop, Cover, and Hold On response protocols.
- Fire and Smoke, bomb threat or explosion, dangerous wildlife, bioterrorism and hazardous material spill or leak procedures which may result in a Shelter-In-Place
- Evacuation/Relocation procedures and Student Release to Family for Reunification procedures
- Secure Campus procedures for act of violence or danger of violence in the surrounding community
- Lockdown/Barricade procedures for a violent intruder on school premises

In compliance with SB 323, the above outlined processes will include appropriate adaptations for students with disabilities in accordance with the Federal American with Disabilities Act of 1990.

Staff members must learn and train on each Essential Five Immediate Action Response and be prepared to perform assigned responsibilities. All students must be familiar with actions to take in the event that an Essential Five response is implemented. It is highly recommended that school staff and students participate in the trauma-informed, developmentally appropriate emergency drills monthly. Table top exercises, walk-through drills, and social stories are examples of trauma-informed and developmentally appropriate training and drills to be used by school sites.

Board Policy 3516 Emergencies and Disaster Preparedness Plan is located at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030544&revid=xMuslsh275k3SbNWNhQYTEiXw==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

Adaptations for Students with Disabilities

Each student with a disability, unable to follow emergency procedures on their own, will have an Individualized Safety Plan (per SB 323) and be assigned a staff member whose responsibility it will be to assist the student in appropriately responding to the emergency. Principals, in collaboration with staff, will identify students in need of support and the staff members to assign to them in the event of an emergency situation.

Public Agency Use of School Buildings for Emergency Shelters

In the event of a significant emergency, officials from our partner agencies such as law enforcement, or emergency responders, may assume incident command including the utilization of district facilities. Community partners such as the Red Cross may also use district facilities as emergency shelters.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

At Mark Twain Union Elementary School District, staff, students and parents work together to create a positive school environment under our code of conduct that expects everyone to be respectful, responsible, and safe. The District has established policies and standards of behavior that aim to promote learning and protect the safety and well-being of all students and staff (See Parent Handbook:

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2816/CES/5820013/Handbook_25-26.pdf).

The school strives to keep every child in school; allowing the student to spend more time engaged in learning and be better positioned to achieve academic success. However, if these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Everyone has a role to play in promoting healthy relationships and contributing to a school climate which helps to encourage appropriate student behavior. When inappropriate student behavior occurs, the school will use progressive discipline and interventions to promote positive student behavior. A range of options, both traditional discipline and restorative approaches, will be considered to determine the most appropriate way to respond to each situation and help students learn from their choices. In some cases, a suspension or an expulsion may be necessary.

Expulsion

Expulsion is the removal of a student from Mark Twain Union Elementary School District for violations of the California Education Code (Education Code 48915) as ordered by the Board of Education. The expulsion is for one or two semesters as determined by the Board of Education in compliance with the Education Code. Students who are expelled must apply for readmission to the district through the superintendent's office or designee. State law provides for full due process and the rights to appeal any order of expulsion.

In all cases state law mandates that the Board of Education expel students for a minimum of one full year for firearms, brandishing a knife, sale of drugs, or sexual assault or sexual battery [Education Code 48916].

For offenses committed by students that involve the possession of weapons/ dangerous objects, serious acts of violence, possession of drugs, robbery or extortion, assault or battery on a school employee, the responsible administrator must recommend expulsion [Education Code 48915(c)]. Board policy requires that an administrator explain in writing to the Board of Education when expulsion is not recommended due to particular circumstances.

Appealing an Expulsion

If a student is expelled from school, the student or the student's parent or guardian may file an appeal to the County Board of Education within 30 days following the decision of the governing board to expel. The County Board of Education shall then hold a hearing thereon and render its decision [Education code 48919]. The County Board of Education will limit its review of the expulsion decision to areas covered in Education Code 48926.

Suspension

Suspension is the removal of a student from a classroom for disciplinary reasons for a defined period of time by a teacher or school administrator. A principal or designee may suspend for up to five days. A teacher may suspend for the remainder of the class in which the misbehavior occurred, and for the next day's class. A suspension may be extended under certain conditions. There are two kinds of suspension: "on-campus" suspension and suspension from school (off-campus).

- Off-campus suspension - Students placed on off-campus suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during the period of suspension. They may, however, be required to complete assignments and tests, which will be made available to them through an intermediary.

- On-campus suspension - is usually used for initial and/or lesser offenses that respond well to on-campus interventions. Students with repeated or serious offenses face off-campus suspensions.

Appealing a Suspension

If parents or pupils are dissatisfied with a disciplinary action resulting in a suspension from school, the following procedure shall be followed:

- The parent(s) and student shall schedule a meeting with the school principal to discuss the reasons for the action and file an appeal with the principal/superintendent.
- If the parent(s) and pupil are dissatisfied with the decision rendered by the school principal, then an appeal may be filed with the school board.

Search and Seizure Policy

The search and seizure policy governs the district's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy school officials may search when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or school. School officials may request assistance by law enforcement in conducting a search.

- General inspections of school properties such as lockers and desks may be conducted on an announced basis, or otherwise as needed. Any items in a locker shall be considered to be the property of the student to whom the locker was assigned.

For all other violations, the Superintendent or principal shall have the discretion to suspend or recommend expulsion of a student

consistent with California Education Code and Board Policy.

Board Policy 5144.1 Suspension and Expulsion/Due Process is located at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspxS=36030544&revid=ruLwbzycv67eyiVh3p7sHQ==&ptid=amIgTZiB9plushNjI6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

When the principal is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written District records or records received from a law enforcement agency are contained in the file.

When such a student is assigned to a teacher's classroom, the principal shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further.

Excerpts from the California Education Code, the California Penal Code and Your School District Administrative Regulations are presented below.

From California Education Code Section 49079

A school district shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of Section 243 of the Penal Code, to another person. The District shall provide the information to the teacher based on any written records that the District maintains or receives from a law enforcement agency regarding a student described in this section.

No school district shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that the district has made a good faith effort to notify the teacher.

The information provided shall be from the previous three (3) school years.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

From California Penal Code Section 243(e) – Paragraphs 5 and 6

... "Injury" means any physical injury, which requires professional medical treatment.

... "Custodial Officer" means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

Notice Regarding Student Crimes and Offenses

The Superintendent or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years, which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. (California Education Code 49079).

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Superintendent or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Superintendent or designee shall consult with the principal of the school, which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further.
(California Education Code 49079, California Welfare and Institutions Code 828.1).

The principal or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the principal or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the principal or designee, and review the student's file in the school office. This notification shall not name or otherwise identify the student.

The principal or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches and counselors.

Board Policy 4157, 4257, 4357 Employee Safety is located at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspxS=36030544&revid=YDMHlwR73B5bHljN6onWslshg==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

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

The Mark Twain Union Elementary School District embraces differences and strives to maintain an inclusive climate and culture. The Governing Board of the School District, Administration, and Staff strictly enforce a policy of nondiscrimination. Any student who engages in harassment of anyone in any form will be subject to disciplinary action. Staff members undergo initial harassment training within six weeks of employment and are required to complete refresher training every two years.

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

Unlawful discrimination can include intimidation, harassment, and bullying directed at any student based on actual or perceived race, nationality, immigration status, ethnicity, religion, gender, gender identity, parental status, disability, gender, gender identity, gender expression, and others.

Any student who believes they have been the subject of discrimination should immediately inform their teacher or the school principal. Parents who suspect their child has been a victim of discrimination should immediately contact the school principal. The process for filing a discrimination complaint is articulated on the school district website and in the Parent Handbook. Hate Crime Reporting Procedures, Discrimination Policies and Harassment Policies Everyone has the right to be free from harassment or any activity that degrades the unique qualities of an individual or their association with a group based on actual or perceived protected characteristics, including parental, family, or marital status, ancestry, color, race, gender, gender identity, gender expression, ethnicity, age, culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.

Mark Twain Union Elementary School District explicitly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by anyone on school grounds or at school-related activities, whether on or off-campus. School personnel will immediately intervene when safe to do so upon witnessing any act of discrimination, harassment, intimidation, or bullying.

The term "hate crime", in its broadest sense, refers to an attack on an individual or their property in which the victim is intentionally targeted because of their race, color, religion, national origin, gender, disability, or sexual orientation. Every year, thousands of Americans are victims of such hate crimes. Schools are not immune from such intolerance and violence. Teenagers and young adults account for a significant proportion of the country's hate crimes-both as perpetrators and as victims. The District diligently monitors incidents involving graffiti vandalism, malicious destruction of property, threats and/or intimidation for any evidence that an activity is motivated by hate. Activities determined to contain incitements to violence, threats or intimidation of a particular group are immediately reported to law enforcement. Students who engage in hate related activity will be subject to school discipline consistent with California Education Code.

The Parent Annual Notice includes policies regarding harassment and outlines procedures for reporting.

The coordinator/compliance officer(s) may be contacted at:
Superintendent

981 Tuolumne Ave., Angels Camp, CA 95222
209-736-1855
lsimson@mtwain.k12.ca.us

Board Policy 5145.3 Nondiscrimination/Harassment and Board Policy 5145.7 Sexual Harassment are located at:
<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030544&revid=l6EkaCM6I6Ng9IY4FsxSUA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>
<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030544&revid=mUDknjBjbVS3QXJ7EdsYyA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Children are expected to dress appropriately for school. Appropriate dress provides for student safety and avoids distractions to the educational process. Any dress, grooming, or appearance that disrupts or has the potential to disrupt the educational process, or affects the health or safety of individuals, will be prohibited (EC 48900, EC 35183, EC 35294.1).

The Mark Twain Elementary School District's dress code is designated to promote a learning environment that is free of distractions. If any dress or grooming is not outlined below presents a disruption of the learning environment, the staff reserves the right to prohibit it. When practical, unless posing a safety threat or promoting derogatory or inflammatory comments, students shall NOT be directed to correct a dress code violation during instructional time, or correction shall NOT be in front of other students. If time does not allow for a student to go to the office during the passing period before instruction begins, a call will be made to the office to call a parent or to prepare at the next available break. Repeated violations or refusal to comply with the district's dress code may result in a disciplinary action. The purpose of the dress code is to encompass the following basic principles and all students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

- Students should be able to wear clothing without fear of actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self-image.
- The district standard dress and appearance policy is gender neutral and applies to all schools equally, regardless of gender on school campuses and at school sponsored functions and will be enforced consistently and fairly by all members of the school staff.
- Clothing and hairstyles are a manner or personal choice. The school staff shall be concerned only when they impact the health and safety of the students and staff.
- Any accessories that are considered to be hazardous to students are prohibited.
- Students are not allowed to possess or use aerosol cans at school or school-related functions.
- Shoes must be worn at all times, sandals are permitted only if they have a heel strap. Slides, flipflops are not permitted. Students must wear appropriate shoes and attire for P.E.
- Commercial lettering or printing will be allowed on shirts, sweatshirts, jackets, book bags, hats, etc. Under the following conditions: The lettering or printing on a student's shirt, sweatshirt, jacket, hat or book bag, etc. may not offend others or:

-- Express or display crude, violent, or vulgar statements or pictures
-- Encourage or promote the illegal use or possession of drugs
-- Encourage or promote the use of alcohol or tobacco
-- Encourage or promote gang-related activities
-- Encourage or promote the association or membership with a gang
-- Encourage or promote sexually suggestive or pornographic material
-- Make, imply, or infer, derogatory or inflammatory comments against any racial, ethnic, political, national, gender, or religious association

- Students may wear outfits recognizing their association with particular organization on the day that organization meets or participates in an activity if the students presence at school with the outfit or uniform is not offensive to others and does not cause a disruption to the educational process or a risk of harm to students or staff.
- Hats, caps and other types of head coverings will not be worn inside buildings. Bandanas are not to be worn. Head coverings worn for religious reasons will be exempted. Baseball-style hats shall be worn with the bill forward.

- Garments shall be sufficient to conceal undergarments at all times and bottoms must be worn at the waist. Clothing shall be what is generally considered to be in good taste and not distracting, disruptive, or offensive to others.
- No low-cut or revealing tops. No "off-the-shoulder" blouses. Shirts/tops must touch the top of the bottoms.
- Students must wear tops at all times. Bare abdomens are prohibited.
- No tank tops with spaghetti straps.
- Shorts and skirts may not be any shorter than mid-thighs, including holes.
- Students may be provided a coverup when wearing inappropriate attire. Students may be required to call a parent to bring appropriate clothing.
- Pajamas and pajama pants may be worn only on specific spirit days

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Copperopolis Elementary School takes pride in being part of a school district that has a mission to provide a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the city to ensure that the school's immediate community is safe.

The principal and members of the school's safety committee will survey the surrounding community for the purpose of determining and recommending safe routes to and from school. Particular attention will be given to busy streets and major thoroughfares that are used by students, parents, and staff as they proceed to and from school.

It will be the responsibility of the principal and members of the school safety committee to give attention to the following;

1. Designated pedestrian crosswalks in the school community.
2. Location of crossing guards and their assigned hourly schedules.
3. Danger zones including busy shopping areas, businesses, hospitals, narrow alleyways, streets with limited visibility to approaching traffic, etc.
4. The safest thoroughfares and/or recommended routes to and from school.
5. Conducting a student safety assembly to establish safety standards for most dependable routes to and from school. Utilizing the sheriff department public service officer to discuss safety recommendations.

While it is the intent of the principal and school safety committee to recommend a safe route(s) to and from school the principal and school safety committee members may not live in the community around the school. Therefore, it is the responsibility of parents and students to assess and use routes to and from school, which the parents and student believe is safe.

Checking in at School Office During School Hours

If a child is late for school, they must report to the office before entering class. If a parent or guardian is picking up a child before the end of the school day, they must be signed out in the school office. Parents/guardians must not go to the classroom; the office will send for the child. Individuals signing out students may be required to provide photo identification. The school has the right to deny student checkout from school. Visitors must sign-in and sign-out at the office. "Visitor" tags are provided to identify them while on campus. There is a concerted effort for all adults on campus to direct unidentified persons on campus without "Visitor" tags to sign in at the office

Board Policy 1250: Visitors/Outsiders is located at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030544&revid=If0C1HMM2pvNXI8Jodz7Qg==&ptid=amlgTZiB9plus hNjl6WXhfIQ==&secid=&PG=6&IRP=0&isPndg=false>

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

Goal

Component:

It is a priority of the administration and staff in the Mark Twain Union Elementary School District that every student who attends our schools will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32228 – 3228.6, 35160, 35160.1, 44806).

Element:

Create Culture of Kindness, Respect, and Empathy

Opportunity for Improvement:

Suspension Data

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teach specific skills related to self-regulation, positive choices, and respect	Implement three-year character education program	Character Strong	Site Principal	Review suspension data

Goal

Component:

Students behavior and climate will improve with direct adult support.

Element:

Increase shared responsibility for student behavior outcomes with active supervision by all adults on campus.

Opportunity for Improvement:

Ensure all adults are tasked with "seeing something and saying something" regarding supervision in the common areas of the school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create more adult supervision on the common areas.	Provide support staff training.	Google slides and professional development time	Superintendent	Review playground behavior referrals.

Goal

Increased safety, awareness, and accountability through increased use of electronic devices.

Component:

Install cameras and vape/aggression detectors throughout critical areas of the campus and ensure they are in good working order.

Element:

Increase shared responsibility for student and staff behavior decisions with active electronic supervision by all on campus.

Opportunity for Improvement:

Availability of camera and vape/aggression detectors will provide information to support accurate accountability and response to behavior or accident incidents.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Copperopolis Elementary School Student Conduct Code

BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school- wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

SCHOOL - WIDE RULES

Be Safe
Be Respectful
Be Responsible

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules, it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important because by stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then

teach all specific behavioral expectations across all school settings according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of Being Safe because someone could slip on the spill and get hurt.
- You were Being Very Responsible when you asked your classmate to walk in a straight line in the hallway.
- Thank your class for Being So Respectful by raising your hands to speak and listening to what everyone else had to say about the story.

See the Parent Handbook for the MTUESD EXPECTATIONS MATRIX located at: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2816/CES/5820013/Handbook_25-26.pdf

ACKNOWLEDGMENT SYSTEM

It is not enough to reach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate, safe, and kind behavior. Research has shown that recognizing students for engaging in unexpected behavior is even more important than catching students breaking the rules. Research on effective teaching has found that teacher should engage in a rate of 4 positive interactions with students for every 1 corrective interaction (4:1 ratio). As a staff, it is very easy to get caught up in focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Mark Twain and Copperopolis we use PBIS to acknowledge students for appropriate behavior, through this program, we hand out tickets to students for following the school rules.

SCHOOL RULES

- Safety is a high priority in our schools. Students shall not endanger themselves or others by rough playing or fighting.
- Taking care of our environment and supplies is a high priority in our schools. Students shall not misuse school property or the personal property of others. This includes damaging textbooks, electronic devices, desks and misuse of restroom facilities.
- Positive communication and language are a high priority in our schools students shall not use profanity or vulgarity, nor verbally abuse others. That includes obscene gestures, swearing, threatening others, and the use of racial slurs.
- Positive learning environments are the top priority in our schools. Students shall not disrupt teaching and learning activities or defy the responsible adults on campus.
- Cyber safety is a high priority in our schools. The use of personal electronic devices may not be used during the school day, unless approved by a staff member. Any student found using personal electronic devices inappropriately will be required to surrender the device to school personnel and it will be held at the school office until the parent is contacted to come to school and pick up. Unless permission is granted, student cell phones may only be used before and after school hours. Student cell phones are to be turned off and kept in the student's backpack during school hours.
- Honoring all employees is a high priority in our schools. Students shall not be dishonest in their dealings with school personnel. This includes repeated disobedience of established classroom rules, willfully doing different than directed by school personnel and using disrespectful language or behavior towards school personnel.
- Honesty is a high priority in our schools. Students shall not be dishonest in their dealings with school personnel. This includes forgery of notes, signatures, excuses and other school documents, cheating, or lying to school personnel. - - - Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
- Being kind to others is a high priority in our schools. Students are responsible for showing maturity and mutual respect in their relationships. While there is no one specific rule, appropriate behavior will be handled individually by teachers, administrators, or counselors so that respect and maturity govern such behavior. Students will conduct themselves appropriately, in a manner that is customarily considered to be in good taste by the greater community. Public displays of affection such as, but not limited to holding hands, hugging, and kissing are not appropriate in school.
- Positive and healthy decisions by students are a top priority at school. Conduct that is so serious as to warrant immediate referral to the principal and this includes severe infractions of any of the school rules, having or using the following items at school: tobacco, alcohol, controlled substances, weapons and materials deemed dangerous or offensive, and repeated offenses for which other interventions do not seem to be working.
- Skateboarding, scooters, rollerblades, wheelies-type of shoes, gum and sunflower seeds are not allowed on campus.
- Nutrition is a high priority at our school. During school hours healthy food and beverages are encouraged.

Conduct Code Procedures

In order to provide a positive and safe learning environment for students, Mark Twain Union Elementary School District has created school wide expectations for behavior and discipline.

The Mark Twain Union Elementary School District endeavors to teach students appropriate ways to behave and interact with their peers and adults at school. To that end, all efforts will be made to approach student discipline from a positive restorative approach. Disciplinary consequences will be assigned at the direction of the site administrator or designee, and may include the following (in order of severity):

- Warning
- Time Out/Thinking Chair/Reflection
- Time Out in Buddy Class
- Structured/Alternative Recess Activities
- Campus Beautification/Other Restorative Practices
- Detention
- Class Suspension
- In-School Suspension
- Suspension
- Expulsion

In order to help students acquire the skills and strategies they need to be successful, students may also be referred for support from counseling. In extreme situations and when required by law, students may also be referred to the Calaveras County Sheriff for further follow-up. Please note that this is not an exhaustive list of potential disciplinary consequences that may be imposed. Student disciplinary consequences will be assigned at the discretion of the site administrator or designee.

Board Policy 5144 Discipline is located at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030544&revid=zF7U5craplus5paw4znImXQ8A==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

(K) Hate Crime Reporting Procedures and Policies

Everyone has the right to be free from harassment or any activity that degrades the unique qualities of an individual or their association with a group based on actual or perceived protected characteristics, including parental, family, or marital status, ancestry, color, race, gender, gender identity, gender expression, ethnicity, age, culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.

Mark Twain Union Elementary School District explicitly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by anyone on school grounds or at school-related activities, whether on or off-campus.

School personnel will immediately intervene when safe to do so upon witnessing any act of discrimination, harassment, intimidation, or bullying.

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation. Hate crime can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Hate-motivated behavior is not common in our small rural school environment. However, the potential exists that it may occur, so the following procedures are established:

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the Superintendent/Principal or designee. If the student believes that the Superintendent/Principal or designee has not remedied the situation, he/she may file a complaint against the appropriate school official in accordance with district complaint procedures.
2. Staff informed of hate-motivated behavior or personally observing such behavior shall notify the Principal/Superintendent or designee and law enforcement as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline according to district policy.
3. The Superintendent/Principal shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

The District diligently monitors incidents involving graffiti vandalism, malicious destruction of property, threats and/or intimidation for any evidence that an activity is motivated by hate. Activities determined to contain incitements to violence, threats or intimidation of a particular group are immediately reported to law enforcement. Students who engage in hate related activity will be subject to school discipline consistent with California Education Code.

The Parent Annual Notice includes policies regarding harassment and outlines procedures for reporting.

(J) Procedures to Prepare for Active Shooters

Lockdown/Civil Unrest Procedures

Any threatening disturbance should be reported immediately to the Principal/Administrator.

If the disturbance is affecting normal school or facility operations, the Principal/Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

Alert:

1. Principal or designee will contact Law Enforcement and Superintendent immediately.
2. Signal will be sent to the entire school: Intercom announcement/command to initiate lockdown procedures.
 - Shelter in Place: Neighborhood Alert Lockdown/Medical Lockdown Alert – the announcement will be “This is an alert, shelter in place.”

Lock all exterior doors, gates and monitor main access to campus; Students and staff remain within the building and movement on the campus is limited/students are escorted around campus by school staff, regular classroom procedures. A threat is either outside of the school or the campus needs to be unobstructed for medical personnel and parking lots are cleared of all traffic. Staff will be sent an email, via office staff, with details as appropriate of the reason for the alert.

- Lockdown: Threat is in the school/on campus – the announcement will be “This is a lockdown” and state the type of threat and location of the threat. Further instruction may be given over the intercom/phone system. Staff/students are secured inside buildings or if possible escape to offsite designated evacuation point (District office complex); no movement on campus. Teachers will follow ALICE procedures, see below.

ALICE - Alert, Lockdown, Inform, Counter, Evacuate

ALICE is an acronym for Alert, Lockdown, Inform, Counter, and Evacuate. It's not designed to be sequential but rather to be utilized dynamically in each unique situation.

Alert

Use plain and specific language to alert others to the danger. The purpose of the Alert is to make as many people as possible within the danger zone aware that a potentially life-threatening situation exists. This can be facilitated via many different methods (PA, text, email, personal senses). No matter the method of delivery, the objective should be a conveyance of information, not an issuance of a command. The use of plain language, delivered through as many delivery channels as possible, is the best way to ensure awareness within the danger zone. It will empower as many as possible with the ability to make an informed decision as to their best option that will maximize survival chances.

Lockdown

Barricade the room. Prepare to Evacuate or Counter if needed. Lockdown is an important response in the event of an active shooter or violent intruder, but there has to be a semi-secure starting point from which survival decisions can be made. Relying on lockdown alone will significantly endanger occupants in a violent intruder situation.

Inform

Communicate the violent intruder's location and direction by any means necessary to pass on real-time information. Information should always be clear and direct and, as much as possible, communicate the whereabouts of the intruder. Effective information can keep the shooter off balance, giving people in the school more time to further lockdown, or evacuate to safety. Active shooters work alone 98 percent of the time. If the shooter is known to be in an isolated section of a building, occupants in other areas can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter. Knowledge is the key to survival.

Counter

Create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting. ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of all involved. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate. ALICE does not endorse civilians fighting an active shooter, but when confronted directly in a life-and-death situation, individuals should use any actions necessary to defend themselves. Counter is a last-ditch and worst-case scenario option. Counter is about survival, the last barrier between a shooter and a potential victim, and anything a person can do to gain control is acceptable. It's the opposite of being a sitting duck, and every action taken is a step towards survival.

Evacuate

When safe to do so, remove yourself from the danger zone. An active shooter in a building presents a situation like no other. Evacuating to a safe area takes people out of harm's way and hopefully prevents students and staff from having to come into any contact with the shooter. Keep in mind to break a window start at the top corner as opposed to the center.

3. Procedures if you remain inside for a Lock Down:

- a) Check any areas outside your classroom and bathroom adjacent to your classroom. Instruct any students/staff to enter your room for "lockdown"
- b) Lock all classroom doors and exit doors.
- c) If your classroom has windows, close blinds and curtains. If your door has a window, cover it with a piece of paper if possible.
- d) Keep students away from windows and doors. Instruct them to take cover under desks or lay down on the floor. Instruct them to remain quiet and calm.
- e) Stay off cell phones. Due to the fact that a shooter may hear them and shoot towards the sound. In case of a bomb, electronic devices (cell phones and radios) can also detonate a bomb.
- f) Turn off all equipment and sources of light. (you want it to appear as if you have an empty room)
- g) If you observe an intruder, use the telephone and report location, description, and direction the intruder is heading.
- h) Await further instructions
- i) In a lockdown, sheriff or emergency responders will identify themselves, enter your classroom and direct you to the proper evacuation location.

4. All buildings will be locked and checked, if possible, by maintenance/custodial staff as soon as possible

5. If you are outside: (Lunch or break periods) Instructions maybe communicated by verbal directions from staff on the grounds.

a) Staff and students will be directed to go to the nearest building or classroom.

b) If you cannot make it to a building or classroom, flee the area of the threat/danger and remain hidden until law enforcement can escort you safely to the proper evacuation location.

6. The ICC (Incident Command Center) will be activated in the main office (District Office as a second location). The school site crisis team leaders will report to the ICC if possible.

7. Evacuation Locations:

1. School Gymnasium
2. Copperopolis Fire Department

Once Calaveras Sheriff Department arrives, they assume control of the situation until the emergency subsides. School administration will resume control when the school is deemed safe.

Calaveras Sheriff Department policy is to stop the intruder immediately.

8. Staff and students will be given further directions and information with the intercom system. The "ALL CLEAR" signal will be announced over the intercom system releasing students and staff to resume normal activity.

9. In a Lockdown, the sheriff or emergency responders will identify themselves, enter your classroom and direct to the proper evacuation location.

10. In case intruder enters classroom, fight with whatever you have at your disposal and evacuate students out the other door.

Principal and staff must follow all instructions given by responding law enforcement.

Student Reunification Process:

After a Lock Down and the campus is secured by emergency response, all students are evacuated/relocated to the gymnasium. This location is for the process of student reunification with family by staff. The gymnasium will be secured from all media, family members and other visitors. Staff members will supervise the students within the gymnasium.

1. Students are seated in the gym until released to family.
2. Staff will set up parent reception location outside the gym towards the parking lot. Four tables will be designated corresponding to student's last name: A-F, G-L, M-R, S-Z.
3. Sheriff, clergy, counseling, school administration will all be present at the reunification site.
4. Each table has a box with student contact information and release forms. Family members are required to have picture ID and complete a release form before the child will be released.
5. A staff member will be given the release form and get the child requested by staff members from the reception table. The family member will be directed to the side of the gym (field side) where the reunification process will take place. Once the student and family member are reunified, the reunification form will be signed and returned to staff. The staff runner will then recycle for another processing.
6. If the child is injured, deceased or missing, the family members will be brought into the gym through the Kitchen access door

where they will be met by school administration in one of the team rooms. The family members will be notified of the status of their child at that time. One room for missing or injured students and the other team room for notification of next of kin.

Staff requirements and duties:

- School administration: supervises reunification site
- Office, Library, Kitchen Staff will work the reception tables
- Para Educators: act as staff runners
- Teachers: act to supervise students in holding area and work the release point
- All other school personnel will work by the direction of school administration as needed

See Student Release Form

Procedures for Preventing Acts of Bullying and Cyber-bullying

Mark Twain Union Elementary School District recognizes the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. MTUESD has developed strategies to support a safe and orderly environment free from bullying and intimidation. No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

The National Crime Prevention Council's definition of cyber-bullying is "when the Internet (i.e., Facebook, Snapchat, Twitter, Instagram, and email), cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person." The MTUESD School District does not tolerate Cyber-bullying.

In compliance with EC 32283.5 MTUESD makes training and resources available to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils.

Cyber-bullying can be as simple as repeatedly sending unwanted electronic messages to someone. It may also include threats, sexual remarks, pejorative labels (i.e., hate speech), ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact aimed to intentionally embarrass others, harass, intimidate, or make threats online to one another. It also involves breaking into another person's electronic account to assume their identity and damage their reputation. This bullying occurs via email, text messaging, posts to blogs, and Web sites. On-campus cyber-bullying and off-campus cyberbullying that causes or is likely to cause a significant disruption of school activities may lead to district-sanctioned disciplinary action. Cyber-bullies may disclose victims' personal data (e.g. real name, address, or workplace or school) at websites or in forums or may pose as the identity of a victim for the purpose of publishing material in their name that defames or ridicules them. Some cyber bullies may also send threatening and harassing emails and instant messages to the victims, while others post rumors or gossip and instigate others to dislike and gang up on the target.

Unlike physical bullying, electronic bullies can remain virtually anonymous using temporary email accounts, pseudonyms in chat rooms, instant messaging programs, cell-phone text messaging, and other Internet venues to mask their identity; this perhaps frees them from normative and social constraints on their behavior. Parents are strongly encouraged to closely monitor the online behavior of their students at all times. If a parent suspects that his or her child is the victim of cyber-bullying, it should be immediately reported to the school administration for proper investigation. It is advised that parents take screenshots of any evidence that would support the investigation.

Any student found to be cyber-bullying another student will face disciplinary consequences consistent with California Education Code and possibly a referral to local law enforcement.

Board Policy 5131.2 Bullying can be found at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030544&revid=vRHpgF1eJTmdfCopiL19IQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

Board Policy 6163.4 Student Use of Technology can be found at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030544&revid=fi3WplusASTggQ4bN3F16nQLw==&ptid=amIgTZiB9>

Opioid Prevention and Life-Saving Response Procedures

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Step (2) Administer Naloxone (Narcan)

1. Open the Naloxone blister pack; do not push the plunger.
2. With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.
3. Insert the atomizer fully and gently into their nostril
4. Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril.)
5. Place the person to their side (recovery position).
6. If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril.

Follow Up

- If the victim is a student, contact parent/guardian per school policy
- Complete an Accident/Injury Report
- Facilitate a debriefing with responding staff
- Consider a plan of care for the students' safe return to school

Response Procedures for Dangerous, Violent, or Unlawful Activities

Dangerous, violent, or unlawful activities or threats must also be handled quickly and efficiently. If it is a violent or unlawful activity on campus or on the school bus, the following action should be taken:

1. Office staff will call the Sheriff's Department and report the activity or the threat, as long as it is not determined to be a hoax. The principal will go directly to the activity (provided there isn't active gunfire) to ensure student safety and address the activity.
2. If there is the possibility of an immediate threat to students, the office will signal for a lockdown procedure, and the principal will go to identify and address the violent or unlawful activity. If there is a need to evacuate or clear the campus, the principal will communicate to the office staff, who will initiate evacuation procedures.
3. Once the threat or activity is contained and deemed safe, students and staff will return to normal function, upon receiving clearance from the office. The office will then reach out to the sheriff's department again to report the outcome.
4. If the activity or threat remains ongoing and an evacuation is necessary, "ACTION GO HOME" shall be initiated.

"ACTION GO HOME" This will be considered only if there is time to return students to their homes. Notification of parents by email is extremely important; this announcement will be made by the District Superintendent.

Dismissal of all classes by release procedures.

5. Disposal or handling of explosive or suspect devices, if found, will be handled by the Police Department or Fire Department.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on October. 15,2025 and adopted by Copperopolis Elementary School on June 12, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

This plan ensures that in the event of an emergency where in-person instruction is not viable, the district can:

1. Communicate effectively with families and students.
2. Maintain instructional continuity through alternate learning modes.
3. Support students' social-emotional, mental health, and academic needs.
4. Preserve attendance-based funding through timely implementation of these procedures.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Copperopolis Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- ✧ Short messaging service (SMS)
- ✧ Phone Calls
- ✧ Email
- ✧ School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. The LEA will use the school messaging system (e.g. robocalls, text messages, emails) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication. If these forms of communication are not available, district personnel will meet to discuss the best way to communicate with staff and families.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Whole School Safety and Prevention Plan

1. System to connect with students and families to promote attendance.
2. The District will consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Professional development time to increase trauma knowledge and skills.
5. Engage staff in professional development about mental health de-stigmatization.
6. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
7. Conduct routine check-ins using a trauma- and resilience-informed lens.
8. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
9. Restock necessary (unrefrigerated) medicines and work with local community agencies to locate alternative sources of electricity in the event of outages.

Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
3. Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>

Staff Wellness

1. Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
2. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
3. Leadership is committed to open and routine communication with staff members, encouraging self-care.
4. Promote the use of staff support groups to enhance staff cohesion and coping

Supporting students with unique needs is a top priority for our district. It is an essential aspect in ensuring equity and access. We will support students with identified needs in the following ways.

Students with Individualized Education Plans (IEPs)

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (e.g. Distance Learning, Hybrid, etc). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

Students with Section 504 Plans

Students with Section 504 Plans will continue to receive accommodations per their Plan. A Section 504 Plan meeting will be convened within the first six weeks of the school year, to review and update the Section 504 Plan as appropriate. Section 504 Plan meetings may be offered virtually and/or via telephone.

Students with Individual Health Plans (IHPs)

Parents/guardians of students with Individual Health Plans (IHPs) will be contacted at the beginning of the school year, so that IHPs may be updated as appropriate. Individual Health Plan (IHP) meetings may be offered virtually and/or via telephone.

English Learners

We are proud to serve a large population of English learner (EL) students, and we recognize that our ELs face additional barriers to academic and personal success during an emergency. Fluency in the English language and grade-level academic proficiency are critical factors in helping our students achieve. In order to help mitigate the barriers our English learners face, the district will:

Utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners.

Offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels

Prioritize oral language development during synchronous/live Distance Learning instruction and encourage oral language practice during asynchronous/self-paced Distance Learning instruction.

Frequently monitor student progress, adapt instruction and/or provide interventions when necessary.

Engage families of English Learners through ELAC/DELAC meetings, and other means, to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency.

Utilize Title III funding to strategically support ELs and Newcomers.

Administer the English Learner Proficiency Assessment for California (ELPAC), according to state and public health guidelines, pending staffing and resource availability

Foster Youth and Pupils Experiencing Homelessness

MTUESD is working with families to eliminate any barriers that inhibit their ability to participate in school. Students who are identified as foster youth, as well as those who are experiencing homelessness, need special consideration and support, particularly during an emergency and students are not able to attend school on campus. We support foster youth and students who are experiencing homelessness by:

Ensuring that we maintain regularly updated records identifying foster youth and students experiencing homelessness.

Assigning a key staff member to monitor academic progress and overall well-being for the identified students.

Utilize MTSS to address concerns/needs when necessary for the identified students.

Maintaining regular communication with parents/guardians or caregivers, and others who are identified as critical to the students' success.

Ensuring students have the resources needed to be successful, including technology devices, internet access, and school supplies.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Copperopolis Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency. That plan will be based on circumstances, access, and must align with CA Independent Study Ed Code. MTUESD's learning platforms were selected to align with our mission statement. The LEA recognizes that online platforms can be challenging. As a result, our learning platforms are fully integrated to the extent possible, so students log onto one platform and all the information they need is within that platform.

The District may provide both “synchronous” (live teaching via an electronic platform) and “asynchronous” (virtual lessons and independent work) learning based on teacher-created/curated courses. Art and some form of movement/PE will be incorporated, and there will be opportunities for students to connect with each other — through projects as well as virtual classroom time.

MTUESD will continue to use course management systems, Google Classroom. The District’s structured schedule has been developed to provide stability and increase teacher-student interaction, but flexibility is built into the system.

Each teacher will craft a daily teaching schedule, which will be shared with families and posted to the school website. The schedules will address the state mandates for synchronous and asynchronous teaching, peer interaction, SEL support and Designated ELD. Students and families requiring other accommodations are encouraged to discuss options with their teachers. Certificated teachers plan instructional schedules and student assignments to meet the appropriate minutes required by the state for their grade level. Teachers will be giving feedback and communicating with families on a regular basis. They will also prioritize essential learning and make standards-aligned learning objectives achievable. Staff members will offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Copperopolis Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency. That plan will be based on circumstances, access, and must align with CA Independent Study Ed Code. MTUESD’s learning platforms were selected to align with our mission statement. The LEA recognizes that online platforms can be challenging. As a result, our learning platforms are fully integrated to the extent possible, so students log onto one platform and all the information they need is within that platform.

The District may provide both “synchronous” (live teaching via an electronic platform) and “asynchronous” (virtual lessons and independent work) learning based on teacher-created/curated courses. Art and some form of movement/PE will be incorporated,

and there will be opportunities for students to connect with each other — through projects as well as virtual classroom time.

MTUESD will continue to use course management systems, Google Classroom. The District's structured schedule has been developed to provide stability and increase teacher-student interaction, but flexibility is built into the system.

Each teacher will craft a daily teaching schedule, which will be shared with families and posted to the school website. The schedules will address the state mandates for synchronous and asynchronous teaching, peer interaction, SEL support and Designated ELD. Students and families requiring other accommodations are encouraged to discuss options with their teachers. Certificated teachers plan instructional schedules and student assignments to meet the appropriate minutes required by the state for their grade level. Teachers will be giving feedback and communicating with families on a regular basis. They will also prioritize essential learning and make standards-aligned learning objectives achievable. Staff members will offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student.

MTUESD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. MTUESD has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students.

Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom (LMS) so all digital resources and classwork are in one place. Students have access to Google Classroom (LMS) at school and outside of school.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student.

MTUESD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. MTUESD has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students.

Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom (LMS) so all digital resources and classwork are in one place. Students have access to Google Classroom (LMS) at school and outside of school.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Copperopolis Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Criteria for Reassignment:

- When the home school site cannot safely operate for more than 10 days.

Partnerships:

- Agreements with local school districts and charter schools to accept reassigned students.

Residency Waiver:

- Expedite enrollment for reassigned students by bypassing residency requirements.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. The Mark Twain Union Elementary School District (MTUESD) will use the school messaging system (e.g. robocalls, text messages, emails) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Additionally, we will work with neighboring districts in partnering to provide internet access and possible in person instructional space to all students in the community.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student.

MTUESD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. MTUESD has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students.

Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom (LMS) so all digital resources and classwork are in one place. Students have access to

Google Classroom (LMS) at school and outside of school.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction

The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency. That plan will be based on circumstances, access, and must align with CA Independent Study Ed Code. MTUESD's learning platforms were selected to align with our mission statement. The LEA recognizes that online platforms can be challenging. As a result, our learning platforms are fully integrated to the extent possible, so students log onto one platform and all the information they need is within that platform.

The District may provide both "synchronous" (live teaching via an electronic platform) and "asynchronous" (virtual lessons and independent work) learning based on teacher-created/curated courses. Art and some form of movement/PE will be incorporated, and there will be opportunities for students to connect with each other — through projects as well as virtual classroom time.

MTUESD will continue to use course management systems, Google Classroom. The District's structured schedule has been developed to provide stability and increase teacher-student interaction, but flexibility is built into the system.

Each teacher will craft a daily teaching schedule, which will be shared with families and posted to the school website. The schedules will address the state mandates for synchronous and asynchronous teaching, peer interaction, SEL support and Designated ELD. Students and families requiring other accommodations are encouraged to discuss options with their teachers. Certificated teachers plan instructional schedules and student assignments to meet the appropriate minutes required by the state for their grade level. Teachers will be giving feedback and communicating with families on a regular basis. They will also prioritize essential learning and make standards-aligned learning objectives achievable. Staff members will offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

Assessment

Teachers will use screening tools to monitor progress, check for understanding using multiple strategies for formative assessment and define applicable, achievable goals that take students' unique circumstances into consideration.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Supporting students with unique needs is a top priority for our district. It is an essential aspect in ensuring equity and access. We will support students with identified needs in the following ways.

Students with Section 504 Plans

Students with Section 504 Plans will continue to receive accommodations per their Plan. A Section 504 Plan meeting will be convened within the first six weeks of the school year, to review and update the Section 504 Plan as appropriate. Section 504 Plan meetings may be offered virtually and/or via telephone.

Students with Individual Health Plans (IHPs)

Parents/guardians of students with Individual Health Plans (IHPs) will be contacted at the beginning of the school year, so that IHPs may be updated as appropriate. Individual Health Plan (IHP) meetings may be offered virtually and/or via telephone.

Foster Youth and Pupils Experiencing Homelessness

MTUESD is working with families to eliminate any barriers that inhibit their ability to participate in school. Students who are identified as foster youth, as well as those who are experiencing homelessness, need special consideration and support, particularly during an emergency and students are not able to attend school on campus. We support foster youth and students who are experiencing homelessness by:

Ensuring that we maintain regularly updated records identifying foster youth and students experiencing homelessness.

Assigning a key staff member to monitor academic progress and overall well-being for the identified students.

Utilize MTSS to address concerns/needs when necessary for the identified students.

Maintaining regular communication with parents/guardians or caregivers, and others who are identified as critical to the students' success.

Ensuring students have the resources needed to be successful, including technology devices, internet access, and school supplies.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with Individualized Education Plans (IEPs)

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (e.g. Distance Learning, Hybrid, etc). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English Learners

We are proud to serve a large population of English learner (EL) students, and we recognize that our ELs face additional barriers to academic and personal success during an emergency. Fluency in the English language and grade-level academic proficiency are critical factors in helping our students achieve. In order to help mitigate the barriers our English learners face, the district will:

Utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners. Offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels

Prioritize oral language development during synchronous/live Distance Learning instruction and encourage oral language practice during asynchronous/self-paced Distance Learning instruction.

Frequently monitor student progress, adapt instruction and/or provide interventions when necessary.

Engage families of English Learners through ELAC/DELAC meetings, and other means, to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency.

Utilize Title III funding to strategically support ELs and Newcomers.

Administer the English Learner Proficiency Assessment for California (ELPAC), according to state and public health guidelines, pending staffing and resource availability

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Teachers have been, and will continue to be, provided Designated ELD materials and professional development on supporting increased opportunities for student output in the targeted language and the use of visual cues and multimedia in a digital environment. Additionally, we have used professional development time to increase our knowledge of trauma and given skills to help support students.

The main component for ensuring engagement is to have engaging in-person and virtual learning experiences for students, accomplished through robust teaching, sharing best practices, professional development, social/emotional learning, developing personalized relationships.

Teachers will continue to learn how to engage with students, virtually, daily to monitor, encourage, and support participation in the instructional program.

Teachers will learn pedagogies (e.g. California Educators Together platform) that support remote and hybrid-learning environments, as well as how to support virtual classroom management.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Whole School Safety and Prevention Plan

1. System to connect with students and families to promote attendance.
2. The District will consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Professional development time to increase trauma knowledge and skills.
5. Engage staff in professional development about mental health de-stigmatization.
6. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
7. Conduct routine check-ins using a trauma- and resilience-informed lens.
8. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
9. Restock necessary (unrefrigerated) medicines and work with local community agencies to locate alternative sources of electricity in the event of outages.

Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
3. Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>

Staff Wellness

1. Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience,

consultation,
and mental health support.

2. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
3. Leadership is committed to open and routine communication with staff members, encouraging self-care.
4. Promote the use of staff support groups to enhance staff cohesion and coping

Plans to provide access back-up, water and medicines in the event of an emergency.

Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special Education

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together and with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

Counseling

MTUESD will continue to implement its PBIS program. In addition, we implement Character Strong as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. We have a Wellness Room with services through Sierra Family and Child where all students and families may acquire acute and/or chronic services. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs

MTUESD's ELOP program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the Superintendent to ensure all students are safe and have access to essential programs.

English Learners

English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services

While Mark Twain Union Elementary School District operates throughout an emergency, students will continue to be offered school breakfasts and lunches.

Meals will be available for pick up at identified school campuses within the district as follows:

Meals will be provided free of charge to all children 18 years old and younger.

Meals will be distributed two times per week on specified days and times that will be clearly communicated to families.

Seven days worth of breakfast and lunch will be distributed between the two days.

Meals served will be individually plated or "grab and go".

Meals will be distributed unheated; proper food handling and heating procedures will be provided.

All safety protocols will be put into place during food distribution.

Parents/guardians will be communicated with regularly through the district parent communication platform (ParentSquare) about the process, location and dates/times to pick up meals.

Parents will receive communications related to meal service in their language of preference.

In the event that on-site instruction resumes, the district will adjust its meal service plans to ensure that students continue to receive school meals. If future onsite instruction includes a hybrid model, students will receive school meals for both days of onsite instruction and Distance Learning.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The LEA will regularly review and update the plan based on feedback and lessons learned.

MTUESD made the following efforts to solicit stakeholder feedback:

1. Families: email, text, voicemail, phone calls, principal chats, and surveys.
2. Staff: weekly meetings, emails, texts, and surveys

MTUESD provided participation in public meeting and public hearings in the following ways:

1. Consultation with teachers, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan. (SB98)
3. MTUESD presented the Learning Continuity Plan to the parent advisory committee.
4. Public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection.
5. The Governing Board adopted the Learning Continuity Plan in a public meeting before July 1, 2025 and it was integrated into the Comprehensive School Safety Plan.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once MTUESD is able to meet the multiple conditions of reopening.

Following an emergency, the LEA will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe, clean water and restroom facilities
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staffing levels
- Kitchens up and running for meals

The LEA will set a school reopening target date and communicate that with staff, students, and families.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Copperopolis Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Copperopolis Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually through the Comprehensive School Safety Plan update process before March 1.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

District staff shall report the presence of any law enforcement officer on district property for immigration enforcement purposes to appropriate administrators.

Unless a law enforcement officer declares that exigent circumstances exist and demands immediate access to the campus, district staff shall take the following actions when such an officer is actually or imminently present on district property for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent, principal, or designee, except under exigent circumstances that necessitate immediate action
2. Request to see and record or otherwise document the officer's credentials, including the officer's name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for, and then record or otherwise document, the officer's reason for being on district property
4. Request that the officer produce any documentation that authorizes the officer's school access, make copies of all such documentation, and retain at least one copy for district records
5. Contact and consult with the district's legal counsel or Superintendent or designee
6. Follow the direction from the district's legal counsel or Superintendent or designee

If the officer declares that exigent circumstances exist and demands immediate access to the campus, district staff shall comply with the officer's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

Regardless of whether the officer declares that exigent circumstances exist, district staff shall not attempt to physically impede the officer, even if the officer appears to be acting outside the law or in excess of the officer's stated or documented authorization. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus but only to the extent that it does not impede the officer's actions.

After the officer leaves district property, district staff shall promptly make written notes of all interactions with the officer, including:

1. A list or copy of the officer's credentials and contact information, if known
2. The identity of all other district staff known to have communicated with the officer
3. A description of the officer's request and activities
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's request or actions, what was requested by the documentation, and whether the documentation was signed by a judge
5. District staff's response to the officer's request
6. Any further action taken by the officer
7. Copies of any documents presented by the officer

District staff shall promptly provide a copy of these notes and any associated documents district staff has collected from the officer to the district's legal counsel or other district official designated by the Superintendent.

The district's legal counsel or the Superintendent or designee shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's response. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Policy and Regulation 5145.13: Response To Immigration Enforcement can be found at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspxS=36030544&revid=11NCdJSNslshzMpuXTcdZ86rA==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030544&revid=mUZZvg5xWkYQ8tA3bqMdgw==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=&isPndg=&PG=6>

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

District staff shall receive parent/guardian consent or, if the student is at least 18 years old, the student's consent, before the student is interviewed or searched by any law enforcement officer for immigration enforcement purposes, unless the officer presents a court order or a judicial warrant.

A student's parent/guardian shall be immediately notified when a law enforcement officer requests or is able to interview, search, detain, or otherwise interact with the student for immigration enforcement purposes, unless prohibited by a court order or a judicial warrant, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

A law enforcement officer who requests to enter district property which is not open to all visitors shall register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer states that exigent circumstances exist or as stated in a court order or judicial warrant. (Penal Code 627.2, 627.3)

As early as possible, district staff shall notify the Superintendent or designee of any immigration enforcement-related request by a law enforcement officer for access to a student or to district property, including service of lawful warrants, subpoenas, petitions, complaints, or other similar documents.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notify parents or guardians as soon as possible (unless prevented by a judicial warrant or subpoena), and do so before an officer questions or removes a student for immigration- enforcement purposes (unless a judicial warrant has been presented).

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The district shall use the school messaging system that is connected to the student information system for the most up-to-date family contact information.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The Comprehensive School Safety Plan is available for review at the district office.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

This plan is aligned with the Department of Education's guidance and regularly maintained and posted annually.

Procedures Regarding Pupil Smartphone Use During Emergencies

Policy 5131.8: Mobile Communication Devices can be found at:

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030544&revid=97PFTNuXWI9kjWplusT8vtLOQ==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0&isPndg=false>

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Board Policy 5131.8 was last updated 06/26/2025.

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

The district uses an intentional educational partner process for LCAP development including student/parent groups, surveys, data analysis, etc. Throughout this process, the district has engaged various stakeholder groups in the safety and well-being of our students.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

4. In the case of an emergency, or in response to a perceived threat of danger

(Education Code 48901.5, 48901.7)

Safety Plan Review, Evaluation and Amendment Procedures

1. The District Safety Plan is reviewed annually by the members of the Site Council teams.
2. The safety plan is discussed and recommendations for improvement are provided by team members in consultation with the stakeholder groups they represent.
3. The Site Council teams make recommended changes to the Safety Plan as needed.
4. Superintendent works with local law enforcement to review the proposed plan and receive additional feedback.
5. An updated safety plan is presented to the Governing Board for approval in February, and an updated final draft will be posted by March. All non-sensitive safety-related plans and materials will be readily available by inspection from the public in February.

Emergency Contact Numbers

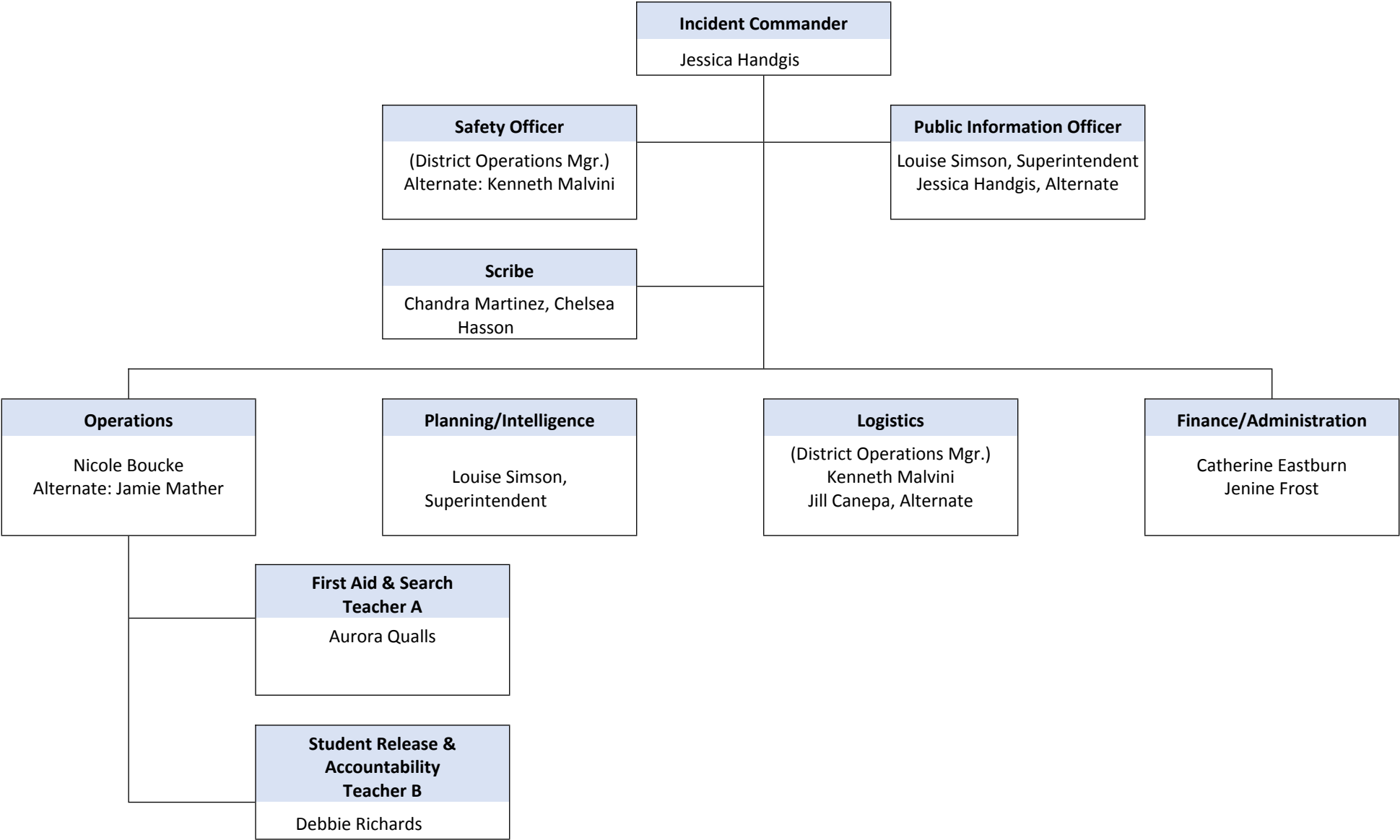
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Office of Emergency Services	754-2890	
Public Utilities	PG&E	1-800-743-5000	24 hour emergency
Public Utilities	City Water Service	736-0790	Water Emergency
Law Enforcement/Fire/Paramedic	Angels Police Dept.	9-1-1 or 736-2567	office hours 8:00 – 5:30
Law Enforcement/Fire/Paramedic	Sheriff's Dept.	754-6500	
Law Enforcement/Fire/Paramedic	Animal Control	754-6509	
Law Enforcement/Fire/Paramedic	Child Protective Service	754-6453	
City Services	County Health Dept.	754-6460	
Public Utilities	Sanitation & Flood Control	754-6402	
Law Enforcement/Fire/Paramedic	Fire Station	9-1-1. Or 754-1187 (for fire only)	Non-emergency 736-4081

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Annual Review by School Site Council		

Copperopolis Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; so that the following steps can be completed: 2) identify the level of emergency; and 3) determine immediate action(s) that may be required.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three- tiered rating system is described below.

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury. Guidelines to manage Level 1 (Crisis) are describe in the Crisis Response Checklist.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

DETERMINE IMMEDIATE RESPONSE ACTIONS Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) Shelter- In-Place, (c) Lock Down,(d) Evacuate Building, (e) Off- Site Evacuation, or (f) All Clear.

Step Four: Communicate the Appropriate Response Action

Communicate appropriate response action and implement Incident Command system.

Types of Emergencies & Specific Procedures

Aircraft Crash

If possible, Duck and Cover under a desk or table.

When an airplane crash occurs and the impact scatters debris into a classroom, students and teachers should immediately crawl under their desk.

The school's Principal or designee will call 9-1-1.

Assist any injured requiring first aid treatment.

When the initial phase of the crash has ended, teachers and students should evacuate the building by following the normal evacuations procedures. If normal evacuations routes are blocked, alternate routes should be used.

Assist any persons who have physical problems evacuating the building.

When outside the building, each class moves quickly to a pre-designated location near the school. The meeting area should be at least 300 feet from the structure and out of the way of the fire department.

The teacher shall maintain control over the students for which he or she is responsible.

The school's para educators will go directly to entrances on the school site to direct all non-emergency traffic away from the buildings. Keep fire lanes, streets and walkways open for emergency responders.

The principal will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.

Stay in assembly area and account for all personnel and students.

Do not return to buildings until authorized by the fire department or principal.

Animal Disturbance

This procedure should be implemented when the presence of a unknown dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure:

1. The School Administrator will initiate appropriate Immediate Response Actions, may include LOCK DOWN or EVACUATE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call 911, Calaveras Sheriff's Department, or Calaveras Department of Animal Control and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the parent, and MTUESD Superintendent will be notified.
5. The School Administrator will initiate of OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

Armed Assault on Campus

Lockdown/Civil Unrest Procedures

Any threatening disturbance should be reported immediately to the Principal/Administrator.

If the disturbance is affecting normal school or facility operations, the Principal/Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

Alert:

1. Principal or designee will contact Law Enforcement and Superintendent immediately.
2. Signal will be sent to the entire school: Intercom announcement/command to initiate lockdown procedures.
 - Shelter in Place: Neighborhood Alert Lockdown/Medical Lockdown Alert – the announcement will be "This is an alert, shelter in place."

Lock all exterior doors, gates and monitor main access to campus; Students and staff remain within the building and movement on the campus is limited/students are escorted around campus by school staff, regular classroom procedures. A threat is either outside of the school or the campus needs to be unobstructed for medical personnel and parking lots are cleared of all traffic. Staff will be

sent an email, via office staff, with details as appropriate of the reason for the alert.

- Lockdown: Threat is in the school/on campus – the announcement will be “This is a lockdown” and state the type of threat and location of the threat. Further instruction may be given over the intercom/phone system. Staff/students are secured inside buildings or if possible escape to offsite designated evacuation point (District office complex); no movement on campus. Teachers will follow ALICE procedures, see below.

ALICE - Alert, Lockdown, Inform, Counter, Evacuate

ALICE is an acronym for Alert, Lockdown, Inform, Counter, and Evacuate. It's not designed to be sequential but rather to be utilized dynamically in each unique situation.

Alert

Use plain and specific language to alert others to the danger. The purpose of the Alert is to make as many people as possible within the danger zone aware that a potentially life-threatening situation exists. This can be facilitated via many different methods (PA, text, email, personal senses). No matter the method of delivery, the objective should be a conveyance of information, not an issuance of a command. The use of plain language, delivered through as many delivery channels as possible, is the best way to ensure awareness within the danger zone. It will empower as many as possible with the ability to make an informed decision as to their best option that will maximize survival chances.

Lockdown

Barricade the room. Prepare to Evacuate or Counter if needed. Lockdown is an important response in the event of an active shooter or violent intruder, but there has to be a semi-secure starting point from which survival decisions can be made. Relying on lockdown alone will significantly endanger occupants in a violent intruder situation.

Inform

Communicate the violent intruder's location and direction by any means necessary to pass on real-time information. Information should always be clear and direct and, as much as possible, communicate the whereabouts of the intruder. Effective information can keep the shooter off balance, giving people in the school more time to further lockdown, or evacuate to safety. Active shooters work alone 98 percent of the time. If the shooter is known to be in an isolated section of a building, occupants in other areas can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter. Knowledge is the key to survival.

Counter

Create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting. ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of all involved. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate. ALICE does not endorse civilians fighting an active shooter, but when confronted directly in a life-and-death situation, individuals should use any actions necessary to defend themselves. Counter is a last-ditch and worst-case scenario option. Counter is about survival, the last barrier between a shooter and a potential victim, and anything a person can do to gain control is acceptable. It's the opposite of being a sitting duck, and every action taken is a step towards survival.

Evacuate

When safe to do so, remove yourself from the danger zone. An active shooter in a building presents a situation like no other. Evacuating to a safe area takes people out of harm's way and hopefully prevents students and staff from having to come into any contact with the shooter. Keep in mind to break a window start at the top corner as opposed to the center.

3. The bell system will then be turned off by the office/ custodial staff to prevent undirected student movement, if possible.

4. Procedures if you remain inside for a Lock Down:

- a) Check any areas outside your classroom and bathroom adjacent to your classroom. Instruct any students/staff to enter your room for “lockdown”
- b) Lock all classroom doors and exit doors.
- c) If your classroom has windows, close blinds and curtains. If your door has a window, cover it with a piece of paper if possible.
- d) Keep students away from windows and doors. Instruct them to take cover under desks or lay down on the floor. Instruct them to remain quiet and calm.
- e) Stay off cell phones. Due to the fact that a shooter may hear them and shoot towards the sound. In case of a bomb, electronic devices (cell phones and radios) can also detonate a bomb.
- f) Turn off all equipment and sources of light. (you want it to appear as if you have an empty room)
- g) If you observe an intruder, use the telephone and report location, description, and direction the intruder is heading.
- h) Await further instructions
- i) In a lockdown, sheriff or emergency responders will identify themselves, enter your classroom and direct you to the proper evacuation location.

5. All buildings will be locked and checked, if possible, by maintenance/custodial staff as soon as possible

6. If you are outside: (Lunch or break periods) Instructions may be communicated by verbal directions from staff on the grounds.
- a) Staff and students will be directed to go to the nearest building or classroom.
 - b) If you cannot make it to a building or classroom, flee the area of the threat/danger and remain hidden until law enforcement can escort you safely to the proper evacuation location.
7. The ICC (Incident Command Center) will be activated in the main office (District Office as a second location). The school site crisis team leaders will report to the ICC if possible.
8. Evacuation Locations:
1. Primary: School Gymnasium
 2. Secondary: field (non-threat)
 3. Copperopolis Fire Department
 4. Mark Twain Elementary Gym or if not available Angels Gun Club at Fairgrounds: Bus evacuation if needed
- Once Calaveras Sheriff Department arrives, they assume control of the situation until the emergency subsides. School administration will resume control when the school is deemed safe.
- Calaveras Sheriff Department policy is to stop the intruder immediately.
9. Staff and students will be given further directions and information with the intercom system. The "ALL CLEAR" signal will be announced over the intercom system releasing students and staff to resume normal activity.
10. In a Lockdown, the sheriff or emergency responders will identify themselves, enter your classroom and direct to the proper evacuation location.
11. In case intruder enters classroom, fight with whatever you have at your disposal and evacuate students out the other door or through a window if available.

Principal and staff must follow all instructions given by responding law enforcement.

Student Reunification Process:

After a Lock Down and the campus is secured by emergency response, all students are evacuated/relocated to the gymnasium. This location is for the process of student reunification with family by staff. The gymnasium will be secured from all media, family members and other visitors. Staff members will supervise the students within the gymnasium.

1. Students are seated in the gym until released to family.
2. Staff will set up parent reception location outside the gym towards the parking lot. Four tables will be designated corresponding to student's last name: A-F, G-L, M-R, S-Z.
3. Sheriff, clergy, counseling, school administration will all be present at the reunification site.
4. Each table has a box with student contact information and release forms. Family members are required to have picture ID and complete a release form before the child will be released.
5. A staff member will be given the release form and get the child requested by staff members from the reception table. The family member will be directed to the side of the gym (field side) where the reunification process will take place. Once the student and family member are reunified, the reunification form will be signed and returned to staff. The staff runner will then recycle for another processing.
6. If the child is injured, deceased or missing, the family members will be brought into the gym through the Kitchen access door where they will be met by school administration in one of the team rooms. The family members will be notified of the status of their child at that time. One room for missing or injured students and the other team room for notification of next of kin.

Staff requirements and duties:

- School administration: supervises reunification site
- Office, Library, Kitchen Staff will work the reception tables
- Para Educators: act as staff runners
- Teachers: act to supervise students in holding area and work the release point
- All other school personnel will work by the direction of school administration as needed

See Student Release Form

Biological or Chemical Release

Biological/Chemical Weapons Assault

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice.

Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the principal.

The principal should notify law enforcement authorities immediately.

As necessary alert all site employees of the situation.

If the agent is delivered via aircraft:

1. Shelter in place
2. Call Calaveras Sheriff Department.
3. Call Office of Emergency Services.
4. Implement ICS

If the agent is delivered via dispersion device that is outdoors:

1. Shelter in a safe place
2. Call Calaveras County Sheriff's Department
3. Call Office of Emergency Services.
4. Implement ICS

If the agent is delivered via dispersion device that is outdoors:

1. Shelter in a safe place.
2. Call Calaveras County Sheriff's Dept.
3. Call Office of Emergency Services
4. Implement ICS

If the agent is delivered via dispersion device that is indoors:

1. Shelter in a safe place.
2. Call Calaveras County Sheriff's Dept.
3. Call Office of Emergency Services
4. Implement ICS

If the agent is delivered via the school's HVAC system:

1. Shelter in a safe place.
2. Call Calaveras County Sheriff's Dept.
3. Call Office of Emergency Services
4. Implement ICS

In any situation involving biological or chemical weapons the principal and staff must follow all instructions given by officers of emergency response agencies. The District EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

Chemical or Hazardous Material Incident

If a chemical spill at a nearby industry, students should remain inside. Students who are outside should be taken inside as soon as possible.

If the chemical spill is an immediate danger to students and staff of the school – as indicated by mandates from the emergency preparedness agencies, students and staff should exit the building through doors on the side of the building opposite the industry site.

Standard fire drill procedures should be followed.

If a chemical spill occurs onsite such as in a chemistry class, students in the area of the spill should be evacuated to an area outside.

Teachers shall proceed with emergency chemical spill procedure located in the District's Chemical Hygiene Plan.
If a fire occurs during a chemical spill, the fire alarms should be pulled and the fire emergency procedures shall be followed.
The principal will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.
Notify 9-1-1 of the Chemical or Hazardous Material Incident.
Follow all instructions given by the Fire Department when they arrive at the facility.

Bomb Threat/ Threat Of violence

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 9-1-1.

1. Receiving the Call

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

2. Notification Procedures

Communicate the above information to the following in this order:

Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

The Principal or Site Administrator will notify local law enforcement and the District Superintendent's Office.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

3. Action Plan Procedures

If required to develop an action plan, the principal/administrator may consult with the following: other administrators, head counselor, head custodian utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in the classroom.

The principal will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

The principal will authorize reoccupation of an evacuated building only after consulting with law enforcement authorities.

The action plan procedure could include the following:

The principal or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan (if it is deemed safe to do so).

The principal or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No other school staff shall search for or handle any explosive or incendiary device.

No staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Suspicious Mail/Packages

All incoming mail and packages should be handled with caution.

Below are indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that ...

... is unexpected or from an unfamiliar source

... has excessive postage

... is addressed to someone who no longer works in the District

... is addressed to a current employee but with the wrong title

... contains several misspelled words on the envelope

... marked with restrictive endorsements such as "Personal" or "Confidential"

- ... has no return address or an address that cannot be verified
- ... mail that is from a foreign country
- ... shows a city or state in the postmark that doesn't match the return address
- ... is lopsided, oddly shaped, or has an unusual weight, given its size
- ... has protruding wires, strange odors or stains
- ... has powdery substance on the outside
- ... has an unusual amount of tape on it
- ... is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of attack by mail.

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call 911.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local sheriff (911) or the U.S. Postal Inspection Service (415-778-5800).
- Supervisor should notify the District Superintendent's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

Bus Disaster

School Bus Route Emergency

In the event of an emergency during the time a school bus is en-route the driver will contact the District's Director of Transportation to report the bus location, number of students and guidelines on how to proceed with the transportation. The Director of Transportation will communicate the information to the Superintendent and principal. The Director of Transportation will follow the communication procedures outlined in this CSSP.

The following steps should be taken during a field trip.

1. Student authorization release forms should be kept on file in the school's main office.
2. Before a bus leaves with the students a list of riders for each bus will be left at the school. Riders are informed of their expectation to travel on the bus they are assigned (or the one in which roll is taken from).
3. A copy of the list is given to the chaperones.
4. Teachers will take roll prior to the bus departure.
5. If an accident occurs while en-route, the driver will contact the Director of Transportation informing the director of the accident,

location, and number of students on board. The chaperone and/or teacher will contact emergency personnel if emergency medical treatment is needed. The chaperone and/or teacher will contact the principal informing the principal of the accident and any emergency care. The principal will contact the Superintendent of the bus accident and communicate any the names of any faculty or student who is receiving emergency care. In the event emergency care is given, the principal will contact the chaperon/teacher or student's primary contact. The principal will also use the rider list to notify parents of the accident.

Cardiac Arrest

Designate a staff member to call 911 immediately.

Ensure another staff member or the responder begins CPR if the person is not breathing normally.

Assign a team member to retrieve and bring the AED to the scene.

AED Use:

- AEDs are clearly marked, accessible, and regularly maintained.
- Follow the AED's voice prompts for proper use, which will begin as soon as it is turned on and the pads are in place.

Disorderly Conduct

Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure

1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call the Calaveras County Sheriff and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911."
4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
6. The School Administrator will notify the District Superintendent of the situation

Earthquake

Indoors

DUCK, COVER, AND HOLD.

Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

Classrooms with no cover: duck and cover against a wall until shaking stops.

Outdoors

Move away from buildings, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

In School Bus

Stop vehicle in safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or District E.O.C.

General

Be prepared for immediate aftershocks and ground motion.

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.).

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.

Assist injured with First Aid treatment.

The students and staff shall remain in the duck and cover position for at least two (2) minutes.

A signal bell will sound with announcements over the public address (P.A.) system to “evacuate the building at this time.” The signal bell will sound as long blast. The announcement over the public address system will be repeated three (3) times. The school’s office staff will make the evacuation announcement over the intercom system.

Evacuation should NOT be automatic.

If you do not hear an intercom announcement to evacuate and are in an unsafe classroom-ceiling has collapsed, wires are crackling, broken glass is all over the floor, have another teacher watch your students and find the safest evacuation route. You may only need to move your class to another room.

Establish communications with your supervisor, principal or District EOC and follow emergency checklist and procedures.

Assist any sheriff or fire units that respond to your location.

Check-in with your teacher “safety buddy”.

Each teacher will account for their students before the teacher and students leave the classroom.

Each teacher will gather their students and make an orderly exit out of the classroom.

The teacher will take their emergency bag with them as they exit the classroom.

Each classroom shall proceed to the pre-designated evacuation area three minutes after the bell and evacuation announcement has been made.

Reminder

The principal will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.

Explosion or Risk Of Explosion

Risk of/Explosion on School Property

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other staff routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call 911 or the Calaveras County Sheriff’s Dept and provide the exact location (e.g. building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B, or C for ordinary combustible.

Explosion or Risk of Explosion in Surrounding Area

1. The School Administrator will initiate the SHELTER-IN-PLACE.
2. The School Administrator will call 911 or the Calaveras County Sheriff’s Dept and provide the exact location (e.g. building, room, area) and nature of emergency.
3. The School Administrator will take further actions as needed and/or defer to local emergency agency directions.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure:

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The School Administrator will call 911 or Calaveras County Sheriff's Dept and provide the exact location (e.g. building, room, area) and nature of emergency.
3. The School Administrator will contact the 9-1-1 and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
4. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
7. The School Administrator will notify the Superintendent of the emergency situation.
8. If needed, the School Administrator will notify Transportation to request busses for staff and student evacuation.
9. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

Fire on School Grounds

Fire Procedures

In the event of an identified fire, the school's Principal or Principal Designee will call 911 and initiate fire alarm.

Signal will be sent to the entire school: Intercom announcement/command to initiate Fire procedures. The announcement will be "This is an alert, fire procedures" and the location for reunification will be stated.

The school's Para Educators will go directly to entrances on the school site to direct all non-emergency traffic away from the buildings.

The principal will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.

Reminders

Students and teachers will exit the building through the designated doors. If the primary evacuation route is blocked, alternate routes shall be taken.

Stay in the designated assembly area and account for all personnel and students.

When outside the building, each class moves quickly to a pre-designated location near the school. The meeting area should be at least 300 feet from the structure and out of the way of the fire department.

The teacher shall maintain control over the students for which he or she is responsible.

Do not block fire lanes or areas used by the fire department.

Do not reenter building until authorized by fire department or the principal.

If the fire is off site, wait for instructions from the principal or District EOC.

Only trained personnel should operate fire extinguishers or other fire suppression systems.

Fire Alarm

In the event of a fire alarm, the office fire alarm panel will be checked by the administrator/principal/office staff to confirm the location of the alarm.

The school's Principal or Principal Designee will call 911.

Signal will be sent to the entire school: Intercom announcement/command to initiate Fire Alarm/Shelter in Place procedures. The announcement will be "This is an alert, Shelter in Place until the alarm is identified."

- **Shelter in Place: Fire Alarm Alert**

Lock all exterior doors, gates and monitor main access to campus; Students and staff remain within the building and movement on the campus is limited/students are escorted around campus by school staff, regular classroom procedures. Staff will be sent an email, via office staff, with details as appropriate of the reason for the alert.

If you are outside: (Lunch or break periods) Instructions maybe communicated by verbal directions from staff on the grounds.

Staff and students will be directed to go to the nearest building or classroom.

The administrator/principal or designee will go to the location to determine the reason for the alarm: fire, smoke, or false alarm.

Follow Fire Procedures if there is an identified fire. In the event of a false alarm see procedures below.

False Alarm

In the event of a possible false alarm, the administrator/principal or designee will attempt to determine the reason for the alarm. If the reason is unknown or a threat is discovered, follow Section 9/Lock Down procedures until the campus is cleared by local authorities.

As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

Flooding

Flood Procedures

If a flood warning is received by a District school or site, notify the District Superintendent immediately.

If a major flood warning is received at the District Office, the District EOC should be activated.

Reminders

The principal will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.

Determine if the flow or pool of water is increasing in size near any classroom, assembly, or evacuation area. If so, consider moving classroom, assembly, or evacuation area to an alternate area.

Safe shelter should be maintained throughout the flood period.

Evacuation of specific schools, facilities or areas will be directed by the District EOC in coordination with SEMS/NIMS.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Loss of power, water, and/or gas may or may not constitute an emergency and classes should continue using temporary utilities and supplies unless otherwise directed by the MTUESD Superintendent/designee.

All power, water and/or gas losses will be reported immediately to the MTUESD Superintendent/designee. The Superintendent/designee will notify the Facilities Department and all other appropriate resources as needed to respond to the utility interruption. If possible, the site should call the utility company for advice regarding the incident, request assistance if necessary, and request a follow-up inspection after repair. Only if there is a threat to person or property should the utilities be shut off by the site.

Toilets: A temporary toilet is provided in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded.

Ventilation: Staff will prop open classroom and office doors to ensure proper ventilation.

Emergency Light: If needed, staff will be provided with additional lighting such as flashlights.

In the event of a loss of school site landline telephone services, administration will use their cell phones to notify the MTUESD Superintendent/designee of the loss of communication.

Motor Vehicle Crash

Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTERIN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call 911 or Calaveras County Sheriff's Dept and provide the exact location (e.g. building, room, area) and nature of emergency.
5. The School Administrator will notify the MTUESD Superintendent of Educational Services of the situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Pandemic

District and school site leadership team will work with local public health agencies to assess the situation and follow all safety protocols put forth. See the Instructional Continuity Plan for more details.

A pandemic is defined as a rare global outbreak which can affect populations around the world. It is caused by a new influenza virus to which people do not have immunity. Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

Promote daily preventive actions for all staff, students, and families. For example, schools should encourage students to:

- Wash hands multiple times a day for at least 20 seconds.
- Don't share food or drinks.
- Give elbow bumps instead of handshakes.
- Eat a balanced diet, get enough sleep, and exercise regularly to help them develop strong immune systems capable of fighting illness.
- Practice Respiratory Hygiene/ Etiquette taught to students to include:

Cover your cough and sneeze with a tissue/Immediately wash hands with soap and water or a waterless hand hygiene product/Place used tissues into a sealed bag

- Disinfect contaminated surfaces.
- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Provide homework assignments online so that students can stay home if needed

In addition the school administrator will work with the school nurse to:

- Monitor bulletins and alerts from the Department of Health and Social Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Social Services in monitoring outbreaks.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community
- Provide parents communication updates as needed via multiple methods (e.g., television, social media, email, letters home, voicemail).

Psychological Trauma

Crisis management requires actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

1. Temporary disruption of regular school functions and routines.
2. Significant interference with the ability of students and staff to focus on learning.
3. Physical and/or psychological injury to students and staff.

4. Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the MTUESD Superintendent.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will call 911 or Calaveras County Sheriff's Dept and provide the exact location (e.g. building, room, area) and nature of emergency.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. Facilities will notify the Assistant Superintendent of Educational Services, who will request an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator and the Assistant Superintendent of Educational Services will confer with the Santa Clara County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

1. Immediate Response

-Identify the threat (e.g., weapon on campus, assault, robbery, intruder, active shooter).

- Call 911 immediately, providing details of the situation, location, and description of suspect(s).
- Notify school administration and activate internal emergency communication systems.
- Implement the appropriate protective action:

-- Lockdown – if there is a violent intruder, active shooter, or armed suspect.

-- Shelter-in-Place – if danger is external (police activity nearby, suspect off campus).

-- Evacuation – if safe and directed by authorities.

2. Staff Responsibilities

- Follow Run–Hide–Fight principles as trained:
- Run – evacuate if a safe path exists.
- Hide – lock doors, turn off lights, silence devices, remain quiet if evacuation is not possible.
- Fight** – last resort, to defend self/others if directly confronted.
 - Maintain accountability for students under their supervision.
 - Do not attempt to intervene physically unless unavoidable to preserve life.
 - Await official “all clear” from administration or law enforcement before resuming normal operations.

3. Administration Responsibilities

- Initiate appropriate emergency response protocol (lockdown, shelter, evacuation).
- Ensure communication with law enforcement, district officials, and first responders.
- Secure campus perimeter if possible until authorities arrive.
- Provide accurate and timely information to staff and families via established communication channels.

4. Law Enforcement Coordination

- School staff will cooperate fully with law enforcement and follow directions during the incident.
- School administration will designate a liaison to communicate directly with law enforcement.
- Incident Command System (ICS) will be activated as appropriate.

5. Recovery & Post-Incident

- Provide immediate first aid and crisis intervention as needed.
- Coordinate family reunification procedures if students are evacuated.
- Offer counseling and mental health support services to students and staff.
- Conduct a debrief with staff, law enforcement, and district officials to review the response.

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

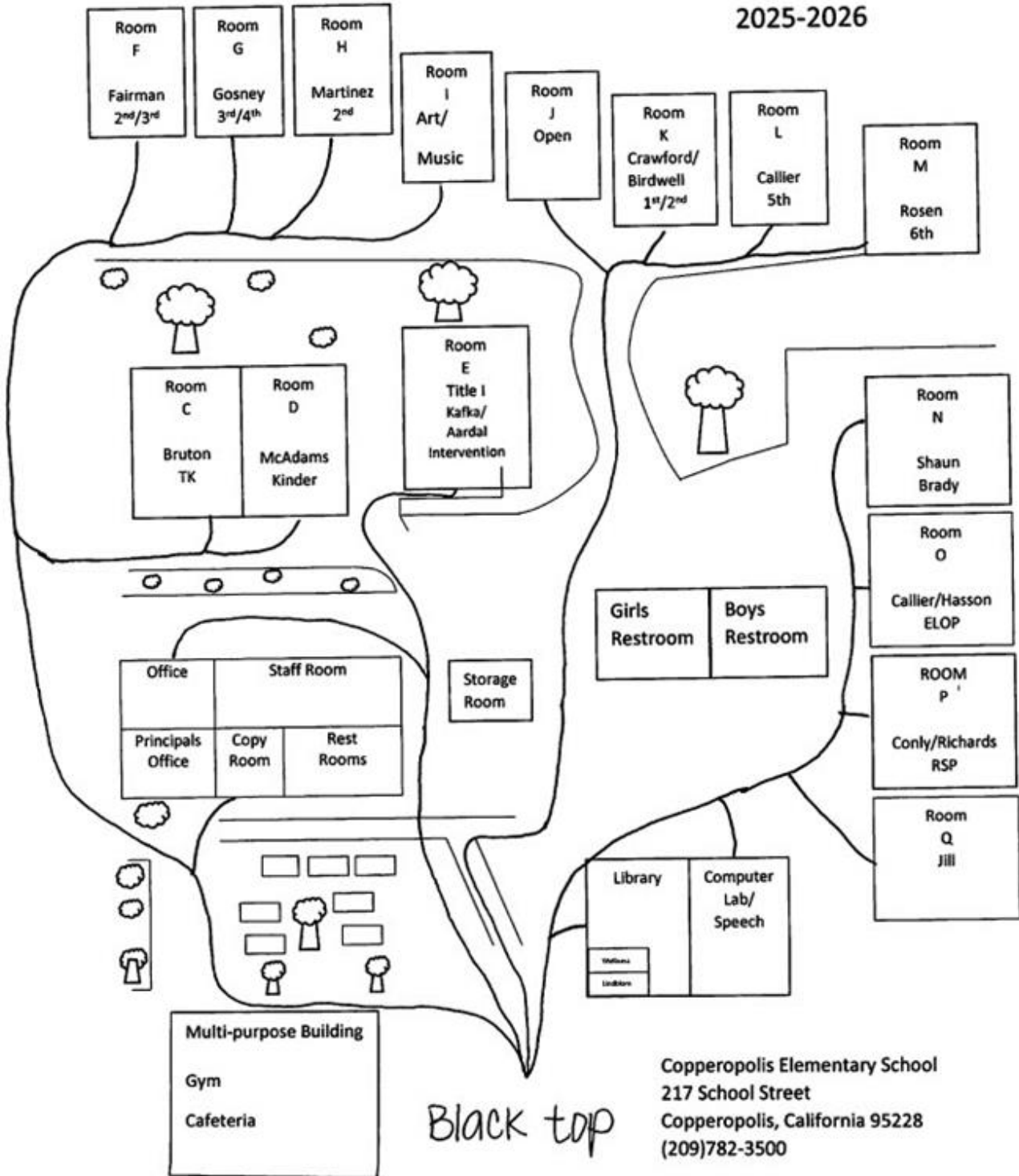
Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify the the Calaveras County Sheriff’s Dept. and the MTUESD Superintendent.
4. As applicable, the Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. All media inquiries will be referred to the MTUESD District Office/MTUESD Superintendent
9. The School Administrator should proceed in good judgment on basis of the sheriff or other legal advice, in taking action to control and resolve the situation.
10. The School Administrator will notify parents of the incident

Emergency Evacuation Map

Copperopolis Elementary

2025-2026



Copperopolis Elementary School
217 School Street
Copperopolis, California 95228
(209)782-3500