



MUHSD

Merced Union High School District

School Safety Plan

CDS Code:




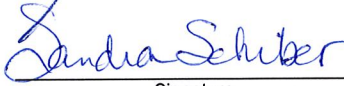

Date of this revision: February 13, 2013

Contact Information:

Superintendent: V. Scott Scambray, Ed.D.

Telephone Number: 209-385-6412

Address: 3430 A Street
Atwater, Ca 95301

V. Scott Scambray, Ed.D. Superintendent	 Signature	1/28/13 Date
Leonard Kahn Assistant Superintendent	 Signature	1-28-13 Date
George Sziraki, Ed.D. Assistant Superintendent	 Signature	1/28/13 Date
Sandra Schiber, Ed.D. Assistant Superintendent	 Signature	1/28/13 Date
Kelly Bentz, Ph.D. Child Welfare, Attendance, and Safety	 Signature	1/24/13 Date

School Safety Plan

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SECTION I: Merced Union High School District Emergency Plans

Part A: District and Key Personnel Contact Information

<p>Purpose and Scope</p> <p>The Merced Union High School Safety Plan provides guidance and direction to Principals, faculty and staff who have emergency management responsibilities. The plan should be used during all emergency incidents involving a MUHSD School facility.</p> <p>Key Emergency Contact</p> <p>After contacting 911, it is imperative during an emergency to contact your Area Assistant Superintendent of Instruction as quickly as possible. S/he will respond immediately to the emergency and alert the appropriate personnel.</p>	Merced Union High School District	
	V. Scott Scambray, Superintendent	385-6412
	Leonard Kahn, Assistant Superintendent, Business Services	385-6420
	George Sziraki, Assistant Superintendent, Ed. Services	385-6572
	Sandra Schiber, Assistant Superintendent, Human Services	385-6420
	Craig, Chavez, Executive Director of Educational Options	385-6504
	Tammie, Calzadillas, Executive Director of Educational Services	385-6576
	Simon Wynn, Director of Transportation	385-6463
	Kelly Bentz, Program Administrator, Child Welfare Attendance & Safety	385-6541
	Michael Belluomini, Director of Facilities	385-6558
	Ron Perez, Director of Maintenance & Operations	385-6468
	Bill Dunlavy, Director of Food Services	385-6506
	Warehouse	385-6402
	Alan Peterson, Principle, Atwater	357-6014
	Torrin Johnson, Principle, ECEC/Yosemite	385-6425
	Aguilar Constantino, Principle, Golden Valley	385-8000
	Ralph Calderon, Principle, Livingston	394-7961 ext. 212
	John Olsen, Principle, Merced	385-6467
	Stacy McAfee, Principle, Buhach Colony	357-6601
	Lori Mollart, Principle, Sequoia	385-8950

<p><u>Standardized Emergency Management System (SEMS)</u></p>	<p>Safe School Planning Committee Members</p>	
<p>Personnel will follow the basic principles of SEMS where one team member, Incident Commander (IC), is in charge of the emergency until emergency responders arrive on the scene. At that point, the Incident Commander (IC) will update the emergency response IC on the incident and turn over the IC duties to the external emergency response IC. The MUHSD IC should remain in close contact with the external emergency response IC until the incident is terminated. The IC is responsible for command, control, communications and coordination of resources during an emergency event.</p>	<p>Debbie Glass, Principle Adult School Elijah Gong, Associate Principal, ECE Joyce Harrison, AP AHS Perry Flowers, SRO Torrin Johnson, Principle ECE Jon Masuda, Merced County Mental Health Darren Leonardo, Intervention Specialist Marcus Knott, Associate Principal, BCHS Vargas Robert, SRO Whitley Sheila, DTA Representative Yang Ter, Health Services Supervisor Seifert Butch, Associate Principal Spears Debra, Campus Liaison Marvulli Robert, Associate Principal Johnson Anthony, Principal Freitas Christina, Campus Administrative Asst. Banks Ed, Battalion Chief, Deputy Director Kelly Bentz, CWAS Program Administrator Ray Abarca, SOS Project Director Michelle Bliss, Associate Principal GVHS Gil Hassen Associate Principal, BCHS Ben Dahlia SRO Matthew Haywood, SRO Hector Bravo, Associate Principal, LHS Carrie Alexander, parent Ryan King, SRO Victoria Boyington, REMS Program Director Annette Brown, Character Counts Instructional Coach Banks Ed, Battalion Chief, Deputy Director Gloria Coulombe, CSEA Representative Donald Roe, Battalion Chief, Merced County Fire Department</p>	<p>dglass@muhsd.k12.ca.us egong@muhsd.k12.ca.ua jharrison@muhsd.k12.ca.us pflowers@muhsd.k12.ca.us tjohnson@muhsd.k12.ca.us JMasuda@co.merced.ca.us 385-8951 385-8950 Rvargas@muhsd.k12.ca.us swhitley@muhsd.k12.ca.us tyang@muhsd.k12.ca.us bseifert@muhsd.k12.ca.us dspears@muhsd.k12.ca.us rmarvulli@muhsd.k12.ca.us ajohnson@muhsd.k12.ca.us cfreitas@muhsd.k12.ca.us Ed.banks@fire.ca.gov kbentz@muhsd.k12.ca.us rabarca@muhsd.k12.ca.us mbliss@muhsd.k12.ca.us ghassen@muhsd.k12.ca.us bdahlia@muhsd.k12.ca.us mhaywood@muhsd.k12.ca.us hbravo@muhsd.k12.ca.us carrie@alphaphc.com rking@muhsd.k12.ca.us vboyington@muhsd.k12.ca.us abrown@muhsd.k12.ca.us Ed.banks@fire.ca.gov gcoulombe@muhsd.k12.ca.us roed@cityofmerced.org</p>
<p><u>MUHSD Safety Plan</u></p>		
<p>Flowchart – A flow chart for the Incident Command System is provided in order to effectively respond to each kind of emergency.</p>		
<p>Emergency Phone Lists – These lists are provided to ensure the emergency responders are quickly notified of an incident.</p>		
<p>Evacuation Drawings – Drawings should be placed in the back pouch to provide emergency responders with vital evacuation, sheltering and lockdown information.</p>		

Part B: Emergency Contact Information

Emergency Phone Numbers	
All Emergencies: Police, Fire, EMS	9-911
Atwater	
Atwater Fire Department	209-357-6352
Atwater Police Department	209-357-6396
Merced	
Merced Fire Department (city)	209-385-6912
Merced Fire Department (county)	209-966-3803
Merced Police Department	209-385-6912
Merced Sheriff Department	209-385-7444
Livingston	
Livingston Fire Department	209-394-7919
Livingston Police Department	209-394-7916
Utilities	
Pacific Bell	611
Pacific Gas and Electric	1-800-743-5000
MID Power	209-722-3041 or 722-2899
Emergency Services	
American Red Cross	383-2150 (24 hours)
County Office of Emergency Services (FEMA)	385-7548
Federal Emergency Management Agency (FEMA)	1-800-525-0321
Earthquake Safety Hotline	1-800-286-7233
CalTrans Highway Information Network	1-800-427-7623
Merced Community Action Network	723-4565
Merced County Health Department	381-1010
Merced County Mental Health	381-6800
County Victim-Witness/Family	385-7385
Suicide Prevention	1-800-273-8255
Federal Bureau of Investigation (FBI) Fresno	559-436-4474
Federal Bureau of Investigation (FBI) Sacramento	916-481-9110
National Response Center	1-800-424-8802
Valley Crisis Center	722-4357
Child Welfare Services	385-3104
MCOE/CAE Phone Numbers	
Superintendent	381-6601
Executive Director- Business Services	381-6725
Director of Transportation	381-4514
Facilities Director	381-6612
Warehouse	381-6615
Radio/ Television Stations	
AM-Station KYOS at 1480	384-8888
FM-Station KLOQ at 1580	722-1580
FM-Station KUBB at 96.3	722-5822
KFSN TV Channel 30	559-442-1170
KGPE TV Channel 47	559-222-2411
KMPH TV Channel 26	559-255-2600
KSEE TV Channel 24	559-454-2424

Part C: Critical Incident Command System

State of California Government Code, Chapter 8, Division IV, Title I
The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of Emergency is declared.

CRITICAL INCIDENT PLAN

<u>Management & Planning Personnel</u>	<u>Phone #</u>
<i>District</i>	
V. Scott Scambray, Superintendent	385-6412
Leonard Kahn, Assistant Superintendent, Business Services	385-6411
Sandra Schiber, Assistant Superintendent, Human Services	385-6420
George Sziraki, Assistant Superintendent, Educational Services	385-6572
Tammie Calzadillas, Executive Director Educational Services	385-6576
Craig Chavez, Executive Director of Educational Options	385-6504
Darren Sylvia, Director of Student Support Services	385-6416
Kelly Bentz, Program Administrator, Child Welfare Attendance & Safety	385-6541
Michael Belluomini, Director of Facilities	385-6558
Ron Perez, Director Maintenance/Operations	385-6468
Wynn Simon, Director of Transportation	385-6463
Bill, Dunlavy, Director of Food Services	385-6506
Ter Yang, Health Services Supervisor	385-6417
Melissa Bowler, Psychologist	385-8050
Albert Gonzalez, Program Administrator	385-6581
Ana Machado, Program Administrator	385-6415

Preliminary Locations of Emergency Operations Center (EOC)

The Incident Command Center for emergency operations at the District Office will be determined based on the location and nature of the incident. Four possible locations have been identified:

1. The grassy area on the other side of the parking lot in case of a fire or earthquake.
2. The Merced County Fire Department Station 62 Castle
3. The District Office Annex
4. The Narcotics Task Force Office on Castle Air force Base

The Incident Command Center for emergency operations at the District Instructional Support Center will be determined based on the location and nature of the incident. Five Possible Locations have been identified:

1. The track field at Merced High School in case of fire or earthquake
2. The Training Room
3. Taco Bell across the street
4. Merced High School Administrative Office
5. Savemart Parking Lot

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

This section conforms to the requirements for National Incident Management System (NIMS) and incorporates the use of Incident Command System (ICS). The ICS, because of its standardized organizational structure and common organizational and operational terminology, provides a useful and flexible management system that is particularly adaptable to incidents involving multi-jurisdictional response. The ICS provides the flexibility to rapidly activate and establish an organizational form around the functions that need to be performed.

The ICS organizational structure provides role assignments and decision-making while planning for and reacting to critical incidents of all types. Implementation of ICS allows for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the Incident Commander (Principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents.



To ensure that the protocols align with the structure, policies, and activities of emergency management and public safety officials, local education agencies and institutions of higher education should be familiar with the four interconnected phases of emergency management: Prevention-Mitigation, Preparedness, Response, and Recovery. These should be incorporated into all school, district, or campus emergency management plans. The phases are defined as:

- Prevention-Mitigation: Identifying all potential hazards and vulnerabilities and reducing the potential damage they can cause
- Preparedness: Collaborating with community partners to develop plans and protocols to prepare for the possibility that the identified hazards, vulnerabilities or emergencies will occur;
- Response: Working closely with first responders and community partners to effectively contain and resolve an emergency in, or around, a school or campus; and
- Recovery: Teaming with community partners to assist students and staff in the healing process, and restore a healthy and safe learning environment following an emergency event.

State of California Government Code, Chapter 8, Division IV, Title I

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of Emergency is declared.

Mitigation/Prevention

<p>EXTERIOR OF SCHOOL</p> <p><u>Access Control</u></p> <ul style="list-style-type: none"> • All exterior cameras should be in good working order (if applicable). • Ensure all gates are secured. • Ensure all external utilities are secured and protected. • Ensure all roof hatches are locked and secured. • Doors and windows should be in good working order and locked at all times. • Entrance doors should not be propped open with wooden blocks or other objects. • Building ventilation intakes should be properly protected and cleaned. • Be aware of the surrounding neighborhood. If anything looks suspicious, report it to police. • Athletic facilities and external buildings should be secured and illuminated at night. • Dumpsters/garbage cans should remain away from the building. Garbage cans should be secured so they cannot be used to damage or enter school property. <p><u>Exterior Lighting</u></p> <ul style="list-style-type: none"> • All sides of the school should be illuminated. Outdoor lighting should be effective to illuminate areas of use during night hours. <p><u>PA System</u></p> <ul style="list-style-type: none"> • The PA system should be in good working order and be effective for use outdoors. <p><u>School Grounds</u></p> <ul style="list-style-type: none"> • Keep school grounds well-manicured. Reduce blind spots or hiding areas by cutting down shrubs to 3 ft. or less and trimming trees up to 7 ft. • Playground equipment should be in good working condition and a fall protection material should be placed on the ground below equipment. • Sidewalks should be in good condition, free from cracks and tripping hazards. • Bike racks should be secured and placed in a locked cage to reduce the chance of theft. <p><u>Parking Lot(s) and Student Drop-Off/Pick-Up</u></p> <ul style="list-style-type: none"> • Parking lots should be free of debris and well-lit. Adequate parking spaces should be provided with signs for handicapped, visitor, teachers and students if applicable. • Student drop-off/pick-up should be monitored by an appropriate number of staff members before and after school. <p><u>Off-Premises Procedures</u></p> <ul style="list-style-type: none"> • The school should adopt proactive off-premises procedures for field trips, sporting events and other events that occur off school grounds. • Transportation staff, teachers and chaperones should be trained on emergency <p><u>Emergency Procedures</u></p> <ul style="list-style-type: none"> • Primary and secondary evacuation assembly areas must be designated and every student, faculty and staff member will know those locations. • Evacuation drills; procedures and protocols will be implemented and conducted per District policy. Faculty, staff and students will participate in State and District-mandated drills. • Sheltering areas will be identified. Sheltering areas should be in locations that protect building occupants from glass and flying debris. • Lockdown procedures should be developed in conjunction with and be reviewed by the local police department. <p><u>CSSP Review and Maintenance</u></p> <ul style="list-style-type: none"> • The school should conduct, on an annual basis, a Security and Vulnerability Assessment of the school site to be included in the Comprehensive Safe School Plan (CSSP). • CSSP must be updated on a yearly basis and must be submitted to the District Safe School Planning Committee by 1/16 each year. The CSSP should be updated to include an "all hazards" approach. The school should work with local public safety agencies to find to reduce risk. Local public safety agencies should be part of the CSSP development and review process. <p><u>POLICIES AND PROCEDURES</u></p> <ul style="list-style-type: none"> • ID cards must be worn by District staff at all times. • Visitors and vendors must report to the Main Office and sign in. They will be issued a pass and required to sign out upon leaving the campus. • The school principal or their designee will maintain organized key control policies and keep accurate records for the issuance of keys. • The key cabinet will be locked at all times. • District-wide dress code will be enforced. • All employees that handle mail should be aware of how to identify suspicious packages and envelopes. • The school should keep a list of special-needs occupants. Emergency response procedures, including evacuation, sheltering and lockdown, should be established for the special-needs occupants. The school should also keep up-to-date medical needs lists and medical procedures for special-needs occupants. 	<p>INTERIOR OF SCHOOL</p> <p><u>Interior Doors/ Windows/ Walls/Ceilings/Floors</u></p> <ul style="list-style-type: none"> • All doors and windows should be in good working order and secure at all times. • The only door that should remain unlocked is the main entrance. The main entrance should only be unlocked if it leads to the main office and does not allow access to any other area. • All doorways and exit ways should be free from obstructions that would hamper or delay an effective evacuation. • Missing ceiling tiles should be replaced. <p><u>Evacuation Signage</u></p> <ul style="list-style-type: none"> • All exit lights should be in good working order. Replace burnt-out bulbs. • Universal evacuation and sheltering procedures should be placed in all classrooms (near exit doors) and hallways. <p><u>Main Office</u></p> <ul style="list-style-type: none"> • The Main Office should be near the front entrance and proper signage should indicate the office location. • The PA system should be in good working order and tested regularly. • Signage in the school should be prominently displayed and easy-to-read. <p><u>Hallways</u></p> <ul style="list-style-type: none"> • Restrooms should be clean and organized. School staff should make periodic checks to reduce the opportunity for property damage and criminal activity. • Use of elevators should be restricted to school staff and special-needs students. • Hallways should be free from obstructions, such as furniture, music instruments, large art displays and any other item that could impair an effective evacuation. • Minimize the amount of paper and combustible materials, especially in evacuation egress areas. <p><u>Classrooms</u></p> <ul style="list-style-type: none"> • All classrooms should be secured when not in use. • Classrooms should be organized and clear of obstructions that could hamper or delay an effective evacuation. • All bookshelves in classrooms and all other rooms should be secured to the wall. • All outlets within 6 feet of sinks and water should be GFCI outlets to reduce risk of accidental electrocution. <p><u>Computer/Server Rooms</u></p> <ul style="list-style-type: none"> • Computer/server rooms should be secured at all times and access should be limited. Appropriate ventilation and climate control systems should be installed in the server rooms. <p><u>Auditorium/Gym/Library</u></p> <ul style="list-style-type: none"> • The auditorium should have universal evacuation signage and properly illuminated exit lights. • The gym should have universal evacuation signage and properly illuminated exit lights. The overhead lights should be secured with a chain to provide a secondary means to hold them in place. • The library should include security systems to monitor students and reduce the risk of theft. <p><u>Kitchen</u></p> <ul style="list-style-type: none"> • Only authorized personnel should have access to the kitchen. • All cafeteria staff should be trained yearly on basic emergency procedures and proper food preparation safety procedures. • All knives, box cutters and other sharp instruments should be secured when not in use. • A sign should be installed to indicate the location of the activation button for the fire suppression system and instructions for how to activate it. • Food and chemicals should never be stored together. <p><u>Physical Operations/Custodian</u></p> <ul style="list-style-type: none"> • Physical operations/boiler room should be clean and organized. • The school's Material Safety Data Sheets (MSDS) should be stored in the physical operations room and the Main Office. • All chemicals should be properly stored in their original containers. • Chemicals should be secured when not in use. • The custodian should implement a maintenance logging system for preventive maintenance, including fire/life safety systems, HVAC, fire suppression, fire extinguishers, smoke detectors and the security alarm. These should be checked on a regular basis.
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PREPARDNESS

<p><u>Planning</u></p> <ol style="list-style-type: none">1. At the beginning of the school year, staff should receive a security briefing and tour of the facility if necessary.2. Prepare an agenda and schedule of events to test emergency operations throughout the school year.3. Designate Safe School Planning Committee members and alternates.4. Meet with community leaders regarding evacuation points. <p><u>Training</u></p> <ol style="list-style-type: none">1. The Principal (Incident Commander) will ensure that each faculty and staff member is familiar with the Comprehensive Safe School Plan.2. All cafeteria employees will be trained in basic fire/life safety, emergency preparedness and proper food preparation.3. Kitchen personnel will be fully knowledgeable of the operation of the kitchen hood fire suppression control system.4. Faculty and staff should receive fire extinguisher training.	<p><u>Exercising</u></p> <ol style="list-style-type: none">1. Each school will participate in State and District-required fire drills.2. After each fire drill, a report must be filed per each school site. Each site forwards the information to the fire department for review.3. Each school should participate in two lockdown drills per year. One drill should be conducted when class is in session and the second drill should be conducted when class is not in session.4. A lockdown drill review should be done at each site.5. Each school should conduct one sheltering drill during the school year.6. A sheltering review should be filed by the school. <p><u>Teaming with Community Partners</u></p> <ol style="list-style-type: none">1. Have the Comprehensive Safe School Plan reviewed by police, fire and emergency management personnel.2. Establish mutual aid agreements with local community organizations, churches and other schools.3. Schools should secure donations for emergency supplies.
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RESPONSE

Response is when an emergency management plan has been activated to effectively contain and resolve an emergency. The responses to most emergencies will be covered by event in the Safety Plan. Please refer to the section that pertains to the ongoing emergency.

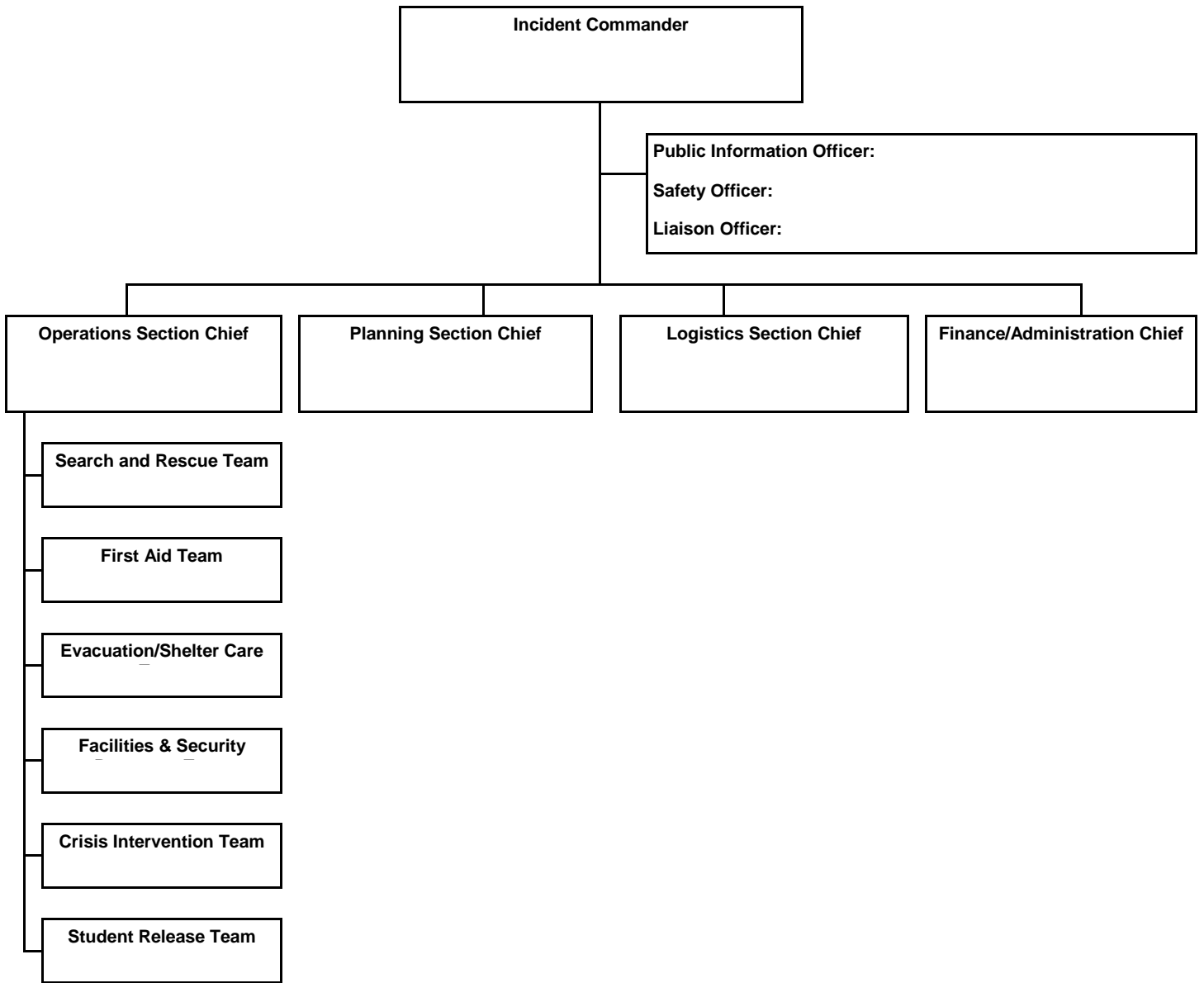
REUNIFICATION/RECOVERY

<p>Reunification <u>Reunification efforts may be improved by:</u></p> <p><i>Knowing your parent/student population</i></p> <ul style="list-style-type: none"> • How many students live within walking distance of the school? • How many families have an adult at home during the day? • How fast will parents/guardians arrive <ul style="list-style-type: none"> • Filing student information forms (class rosters, emergency contact info) alphabetically in a portable box • Identifying a Student Release Team Coordinator and other staff members that will assist with the reunification process • Identifying a group of staff members to train as runners for the reunion process • Identifying a location for parents to check-in and for them to be reunited with their children • Identifying other necessary supplies for the reunification process • Making sure that parents and students know the policies and procedures for reunification • Having copies of the reunification policies and procedures preprinted. • Distribute them to parents while they wait to reunite with their child <p><u>Parent/Student Reunification Procedures:</u></p> <ul style="list-style-type: none"> • Parent reports to check-in location • Parent requests student to be released and shows identification • Staff checks parent ID(s) and makes notation on class roster • Parent proceeds to reunification area • Runner brings student to reunification area • Staff at gate checks parent (and student if applicable) ID(s) • Student is released and class roster is marked 	<p>Critical Incident Stress Management</p> <ul style="list-style-type: none"> • Activate your post-incident response team • Identify and address short-term and long-term recovery issues • Establish a partnership with local and state mental health resources • Ensure that the proper contact information for those in need of further counseling is documented so that Merced County Mental Health • resources can be notified of changing needs or potential problems • Establish strategies to reassess mental health needs of victims and relatives. • Evaluate and refer student/staff member to ongoing treatment if Critical Incident Stress Management is not restoring student/staff member to pre-disaster levels • Conduct debriefing daily (or as needed) to ensure that the changing conditions are accommodated appropriately
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<p><u>School Classes</u></p> <ul style="list-style-type: none"> • School staff should coordinate with district office staff to designate alternate sites for conducting classes, utilizing unoccupied classrooms, portables and other common-use facilities at nearby schools. • If there is a lack of space in district facilities, consider other locations (e.g. fire houses, churches, YMCAs). • Transportation Department should be contacted and alternate routes should be established. • Appropriate notification procedures should be activated to inform parents and students of relocation procedures. <p><u>Preparing School/Facility for Re-entry</u></p> <ul style="list-style-type: none"> • Repairs and cleanup that are recommended by the DAT should be completed. • Check that all utilities are working. • Ensure building is free of debris. • Make sure doors and windows lock properly. • Determine if the air quality is safe. <p><u>Opening the School</u></p> <ul style="list-style-type: none"> • Each School Site should perform a final walk-through of the facility to ensure that facility is ready to be re-opened. • Appropriate notification procedures should be activated to inform parents and students when the school will be reopened. <p><u>Relocating School Classes</u></p> <ul style="list-style-type: none"> • School staff should coordinate with district office staff to designate alternate sites for conducting classes, utilizing unoccupied classrooms, portables and other common 	<p><u>Post-Incident Critique</u></p> <p><i>After any emergency, a post-incident critique should be conducted by school and district staff. All stakeholders, including school team members, district team members, police, fire, EMS, public health and other community members, should participate in the post-incident critique.</i></p> <ul style="list-style-type: none"> • The post-incident critique should be conducted within 72 hours after the incident ends. • A school team leader should be chosen to manage the critique. • A recorder should be assigned to document all findings. • A summary of the incident should be handed out to all participants. • Give an appropriate amount of time to discuss the incident. • Critical incident Debriefing Report should be developed to identify gaps in the plans, programs, and procedures. • The Critical Incident Debriefing Report should include a timeline for resolving issues. • The Comprehensive Safe School Plan should be revised as necessary.
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This diagram is a template for use during a live emergency. Fill in the blanks as needed.

Incident Command System



**CRISIS RESPONSE TEAM MEMBERS
INCIDENT COMMAND SYSTEM**

Incident Commander:

<u>Name</u>	<u>Phone</u>
V.Scott Scambray, Superintendent	385-6412
George Sziraki, Assistant Superintendent	385-6572
Sandra Schiber, Assistant Superintendent	385-6420
Leonard Kahn, Assistant Superintendent	385-6411
Tammie Calzadillas, Executive Director Educational Services	385-6576

The nature of the critical incident and/or disaster determines who will be the Incident Command Officer (Fire Chief or Police Chief). This person sets the incident objectives, strategies and priorities and has overall responsibility for the incident. The Incident Commander makes decisions based on the information and suggestions from his/her Command Staff and Section Chiefs. Until the arrival of the Incident Command Officer, the site administrator is in charge. Once the Incident Command Officer arrives, the site administrator should work in partnership with him or her.

Qualifications: Authority to commit school resources, past experience as Incident Responder, ability to take command, balance response initiatives with safety concerns, motivate responders, communicate clear directions, size up the situation and make rapid decisions, assess the effectiveness of tactics/strategies, be flexible and modify plans as necessary.

Command Staff is comprised of:

- **Public Information Officer:**
- **Safety Officer:**
- **Liaison Officer:**

Collectively they provide services for the entire organization and report directly to the Incident Commander.

Public Information Officer:

<u>Name</u>	<u>Phone</u>
Sandra Schiber, Assistant Superintendent	385-6420
George Sziraki, Assistant Superintendent	385-6572
Tammie Calzadillas, Executive Director Educational Services	385-6576

This person serves as a conduit for information to internal and external stakeholders, including media and/or parents. The Public Information Officer reports directly to the Incident Commander. They are the primary contact for anyone who wants information about the incident and the agency/school's response to it. The person coordinates communications to internal audiences including incident staff, school and district personnel. The Incident Commander will approve any information released. Once the agency Incident Command Staff arrives, the site Public Information Officer should work in partnership with him or her until being re-assigned by the Incident Commander.

Qualifications: Media relations training and experience, authority to designate a spokesperson, ability to maintain grace under fire.

Safety Officer:

<u>Name</u>	<u>Phone</u>
George Sziraki, Assistant Superintendent	385-6572
Darren Sylvia, Director Student Support Services	385-6416
Dr. Kelly Bentz,, Program Administrator	385-6541

This person monitors safety conditions and develops measures for assuring the safety of all response personnel. He/she advises the Incident Commander on issues regarding incident safety, but understands that safety is everyone's responsibility. This person works closely with responders to make sure they are as safe as possible under the circumstances. This person conducts risk-analyses and implements safety measures. The Safety Officer has the authority to stop any unsafe activity observed. In a complex incident, this person will need many assistants to act as "eyes and ears." Once the agency Incident Command Staff arrives, the site Safety Officer should work in partnership with him or her until being re-assigned by the Incident Commander.

Qualifications: Worker safety and HazMat training/experience, ability to assess risk and develop safety measures

Liaison Officer:

<u>Name</u>	<u>Phone</u>
George Sziraki, Assistant Superintendent	385-6572
Jorge Arteaga, Director Information Technology	385-8009
Dr. Kelly Bentz, Program Administrator	385-6541
Victoria Boyington, REMS Project Director	385-8997

This person serves as the go-between during a critical incident. S/he assists the Incident Commander by serving as the point of contact for other response organizations (i.e. Fire/Police) participating in the operation. The Liaison Officer provides briefings to school administration and other agencies involved in the operation. This person responds to requests from incident personnel for contacts among the assisting and cooperating agencies. The Liaison Officer also monitors incident operations in order to identify any current or potential problems between the school and response agencies. Once the agency Incident Command Staff arrives, the site Liaison Officer should work in partnership with him or her until being re-assigned by the Incident Commander.

Qualifications: The ability to represent the concerns and needs of all parties involved in a response.

General Staff is comprised of:

- **Operations Chief**
- **Planning Chief**
- **Logistics Chief**
- **Finance/Administration Chief**

In an expanding incident, the Incident Commander first establishes the Operations Section Chief who assigns the Teams listed below. The Planning, Logistics and Finance Sections are established as needed to support the operation.

Operations Section Chief:

<u>Name</u>	<u>Phone</u>
Travis Kirk, Capital Facilities Project Manager	385-6572
Ron Perez, Director of Maintenance Operations	385-6468
Mark Gottschall, Communications Systems Manager	385-6547
Anthony, Thomas, Assistant Information Services Manager	385-6407

The Operations Chief reports directly to the command staff. This person is responsible for developing and implementing strategy and tactics to accomplish the incident objectives. The Operations Chief organizes, assigns, and supervises all of the tactical or response resources assigned to the incident. This person also manages the Staging Area and/or command center if there is one assigned.

Qualifications: Deep knowledge of both school and district emergency resources, especially as it pertains to school personnel and facilities. The Operations Chief should be skilled in use of surveillance system.

Search and Rescue Team:

Search and Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. These teams are responsible for ensuring that all students and staff evacuate the building (or, if unsafe to move the persons. They also must assure that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue teams are responsible for identifying and marking unsafe areas, conducting initial damage assessment and obtaining injured and missing student reports from teachers. This team reports directly to the Operations Section Chief.

<u>Name</u>	<u>Phone</u>
Mark Gottschall, Communications Systems Manager	385-6547
Ron Perez, Director of Maintenance Operations	385-6468
Travis Kirk, Capital Facilities Project Manager	385-6598
Wynn, Simon, Director of Transportation Office	385-6463

First Aid Team:

The First Aid Team provides triage and treatment for students and other disaster victims. They are responsible for setting up a first aid area for students, assessing and treating injuries, and completing a master injury report to provide to the Operations Section Chief.

<u>Name</u>	<u>Phone</u>
Ter Yang, Health Services Supervisor	385-6472
Ana Tiu, School Nurse	385-8485
Dr. Kelly Bentz, Program Administrator	385-6541
Cindi Zimmerman, Employee Benefits Assistant	385-6557

Evacuation/Shelter/Care Team:

Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water. This team must account for the whereabouts of all students, staff and volunteers, setting up secure assembly areas, managing sheltering and sanitation operations, managing feeding and hydration, coordinating with the Student Release Teams and coordinating with the Logistics section to secure needed space and supplies. This team reports directly to the Operations Chief.

<u>Name</u>	<u>Phone</u>
Bill Dunlavy, Director Nutrition Services	385-6506
Ana Machado, Program Administrator Educational Services	385-6415
Terry Schultz, Purchasing /Warehouse Supervisor	385-6402

Facilities & Security Response Team:

This team is responsible for locating all utilities and turning them off if necessary, securing and isolating fire/HazMat, assessing and notifying officials of fire/HazMat and conducting perimeter control. This team reports directly to the Operations Chief.

<u>Name</u>	<u>Phone</u>
Travis Kirk, Capital Facilities Project Manager	385-6598
David Ellington, Human Resources Specialist/Workers	385-6511
Ted Walstrom, Maintenance and Operations Manager	385-6468

Crisis Intervention Team:

The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with the emergencies and disasters. This team assesses the need for on-site mental health support, determines the need for outside agency assistance, provides on-site intervention/counseling and monitors the well-being of school emergency teams, staff and students. The team reports all findings to the Operations Section Chief.

<u>Name</u>	<u>Phone</u>
Darren Sylvia, Director Student Support Services	385-6416
Dr. Kelly Bentz, CWAS Program Administrator	385-6541
Melissa Bowler, Psychologist	385-8050
Norma Cardona, Children & Youth Liaison	385-8990

Student Release Team:

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The team is responsible for setting up secure reunion area(s), keeping track of authorized releases, completing release logs and coordinating with the Operations Section Chief and Public Information Officer on external messages.

<u>Name</u>	<u>Phone</u>
Albert Gonzales, Testing/Accountability	385-6581
Cindy Garcia, District Testing Coordinator	385-6542
Dina Faretta, TSA Career/Technical Ed Coordinator	385-8998
Leslie Rohrback, Administrative Assistant	385-6412

Other Remaining Section Chiefs to be assigned as needed**Planning Section Chief:**

The Incident Commander will determine if there is a need to establish a Planning Section. In a school incident, the planning section helps ensure responders have accurate information, such as the number of students remaining in the building. They also provide maps and floor-plans if needed. In addition to developing plans, this section is responsible for recording a chronology of incident events for legal, analytical, fiscal, and historical purposes.

Qualifications: Completion of ICS training, ability to organize and analyze information, write clear, accurate documents, interpret diagrams and maps, develop and present briefings, use computer-based applications including databases and spreadsheets and direct others in a crisis.

Logistic Section Chief:

The Incident Commander will determine if there is a need to establish a Logistics Section. The Logistic Chief makes sure there are adequate resources (personnel, supplies and equipment) for meeting incident objectives. This may include ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies; Setting up food services and maintaining incident facilities, providing support transportation and providing medical services to incident personnel (not to injured students).

Qualifications: Completion of ICS training, knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc), ability to organize and prioritize resource requests, anticipate and plan for resource needs, maintain records and documentation, track resource requests, solve resource problems creatively, communicate effectively orally and in writing and direct others in a crisis.

Financial/Administration Section Chief:

The Incident Commander will determine if there is a need to establish a Financial/Administration Section. This is set up for any incident that requires incident-specific financial management. This person is responsible for contract negotiation and monitoring, timekeeping, cost-analysis, and compensation for injury or damage to property. This is usually not done at the scene, but is handled by the school district.

Qualifications: Completion of ICS training, knowledge of workers' compensation, insurance claims, and contracting requirements; The ability to keep accurate accounting records, purchase/contract for needed resources, process workers' compensation claims, communicate effectively orally and in writing and direct others in a crisis.

GENERAL CRISIS INTERVENTION CHECKLIST

After the incident has occurred:

- Direct staff and others not to repeat information until verification is obtained.
- Notify superintendent (385-6413).
- Convene a Crisis Response Team (CRT) and assign duties.
- Notify and request district support staff, such as counselors, psychologists, and/or social workers.
- Inform closest friends of the affected student and provide support. (Bring this group together before a general announcement is made.)
- Prepare formal statement or announcement.
- Announce time and place of emergency staff meeting (request outside support staff to be available at meeting).
- Identify other/additional students, staff, and parents likely to be most affected by news. These persons are targeted for extra support.
- Assess need for additional community resources.
- (Mental Health 381-6800, Victim Witness 725-3600)
- Assign trained staff or community professionals to:
 - Provide grief support to students
 - Review and distribute open ended discussion questions to teachers
 - Stand in for absent/affected/substitute teacher
 - Distribute lists of community resources.
 - Assign a designated staff member to follow a deceased student's class schedule for remainder of day.
- Make official announcement.
- Hold emergency staff meeting.
- As needed, assign team members and other staff to monitor grounds; notify parents, support staff (including bus drivers), and feeder schools; provide support to staff; collect student belongings and withdraw student from school roll. If the school has an automated dialer, this last task is important to prevent an accidental call to the family to report the student absent.

CHECKLIST FOR LONG TERM FOLLOW-UP

School

- Gather faculty for update.
- If acceptable to family, provide funeral information.
- Identify students requiring additional support and assign staff to monitor.
- Debrief with Crisis Response Team (CRT).
- Provide opportunity for staff to discuss feelings and reactions.
- As appropriate, provide a list of suggested readings to teachers, parents, and students.
- Suggest students and staff writes to parents with positive stories of deceased.
- Amend crisis response procedures as necessary.

Part D: Critical Incident Plans

BOMB THREAT

MITIGATION/PREVENTION

- Have Bomb Threat Checklist available next to every phone.
- Update checklist as needed
- Train secretaries on the checklist and procedures as needed

RESPONSE

Staff Member Receiving Bomb Threat

- Gather as much information about the caller/source as possible: voice (sex, tone, emotion) and background sounds
- Write down exact responses to questions
- Let source do as much talking as possible
- Ask specific questions: when, where, what, who (name), why, etc.
- **DO NOT TOUCH OR REMOVE ANY SUSPICIOUS OBJECT!**
- Immediately notify an administrator

Administrator

- Refer to Safe School Plan under Bomb Threat Section
- Assess information
- Determine whether to evacuate threatened area
- Notify School Resource Officer/City Police of event and action
- Direct volunteer teams to conduct rapid search of predetermined areas. **NO ONE IS TO TOUCH OR REMOVE ANY SUSPICIOUS ITEM!**
- If suspicious item is found, evacuate minimum 300 feet from area. Secure area. Notify appropriate authorities
- **DO NOT USE RADIO DEVICES!** Re-enter only under authority's directions
- **TURN OFF CELL PHONES AND DO NOT USE**
- If ordered, evacuate as with fire drill and go to assigned areas
- Keep appropriate documentation (report) of event

Teacher

- Stay with class and take roll, noting missing or absent/injured students
- If not with class, report to principal/administrator
- Do not allow students to touch/remove any suspicious objects
- Wait for further instructions should incident require lockdown and/or evacuation

RECOVERY

- Debrief students and staff as needed
- Follow up after with Police Department to keep updated on information about suspect
- Initiate Incident Report
- Debrief personnel
- Implement critical stress debriefing if needed with counselors
- Conduct post incident critique and take corrective action

BOMB THREAT CHECKLIST

REMAIN CALM and CHECK CALLER ID (*for origin of call*)

DO NOT HANG UP YOUR PHONE – WHEN CALL ENDS

[Use “another phone” to alert authorities.]

Call Received: Date: _____ Time: _____ am/pm

Exact Words of Caller: _____

STATEMENTS BY CALLER/QUESTIONS TO ASK (if possible):

WHEN is bomb going to explode: _____

WHERE is the bomb: _____

WHAT kind of bomb is it: _____

What will cause it to explode: _____

Did you place the bomb: _____

Why: _____

Did Caller Identify Self by Name/Affiliation: _____

DESCRIPTION OF CALLER

Sex: Male Female

Speech pattern or distinguishing vocal characteristics: _____

Voice (e.g. calm, rapid, slurred, uneducated, angry, excited): _____

Background Noises: (e.g. electronics [music], traffic, horns/sirens, people, aircraft, etc.)

Person receiving call: _____

Phone # at which call received: _____

REMEMBER: Stay calm, do NOT hang up phone after call has ended. Use another phone to call **911** & the District Office

UTILITY: MAJOR SYSTEM FAILURE

The following information is provided as a guide for responding to a power outage, but is not a complete list of all factors required to be considered. Determine if there is a need to evacuate the building, seek shelter, or remain in the area. Most power losses are short term and occupants are safer if they remain in place. If the outage is expected to exceed the capabilities of emergency lighting, then students and staff must be evacuated.

MITIGATION/PREVENTION

- If there are students or staff with medical conditions which rely on electrical power for survival, such as life support, oxygen, or battery powered wheel chair, notify the local power provider immediately.
- Keep at least one "old fashioned" phone at each school site as wireless phones and answering machines use electricity.
- Computers should be backed up on a regular basis.

RESPONSE

Safety:

During the Outage

- Immediately report the power outage to District Office, Maintenance Department and Environmental Services.
- Verify that generators are operating where provided.
- Verify that emergency equipment (e.g. lighting, alarm systems, etc.) are operating.
- Outage may result in an impairment to the fire protection and detection system (e.g. fire detection, building alarm and/or fire pump systems), if so, make sure Fire Department and MUHSD Maintenance Department are notified and that impairment safeguards are taken.
- Shut down all non-essential equipment
- Coordinate efforts of and act as a liaison to public utilities
- Prepare to assist responders with manpower, materials and equipment
- Contact Maintenance Department to re-activate utilities and systems when appropriate.

Downed power lines or broken gas mains

- Evacuate the area far upwind from leaks
- Do not touch or move any power lines
- Call 911
- Call Principal's Office
- Notify District Office

Communication:

Main telephone failure

- Use nearest operational phone (cell phone, pay phone, residence)
- Call District Office

Water service disruption

- Do not use water facilities
- Call District Office

RECOVERY

- Turn on power in sections to prevent overload
- Complete an after action review
- Initiate Incident Report
- Debrief personnel
- Implement critical stress debriefing if needed with counselors
- Conduct post incident critique and take corrective action

Note: Reduction of school day or closure of school can only be made with approval from the District Office

FIRE

MITIGATION/PREVENTION:

- Alarm systems and fire extinguishers monitored and up-to-date.
- School evacuation plan communicated and posted.

RESPONSE:

Safety:

- Sound the alarm
- Follow evacuation plan with school personnel/students (Locate at least 200 feet from the building.)
- If conditions permit, teachers shall close all doors when leaving the classroom but **DO NOT LOCK DOOR**.
- Pre-designated person check restrooms, vacant rooms, etc. to assure that all school personnel and students have left the building.

Communication:

- Call 911 (The fire department must be notified of all fires, including those put out by school personnel using a fire extinguisher or other means of fire control.)
- Call Superintendent.
- Call Community Relations Office (request help as needed).
- Designee shall assist with fire department personnel upon their arrival.

RECOVERY:

- Students/staff remain out of the building until fire department officials declare the area safe.
- Crisis Management Team follows situation.
- Complete report forwarded to the Superintendent.
- Initiate Incident Report
- Debrief personnel
- Implement critical stress debriefing if needed with counselors
- Conduct post incident critique and take corrective action

EARTHQUAKE

MITIGATION/PREVENTION

- Maintain “Go” kits, cycle contents as needed.
- Every classroom should have an evacuation map posted
- Evacuation drills should be scheduled at the beginning of the school year.
- Yearly Vulnerability Assessment should be conducted, and results reported.

RESPONSE:

Safety:

Inside Building

- “Drop and Cover” (Drop, Cover, Hold Head with Arms to Protect Face)
- Stay away from windows, overhead fixtures and falling items
- Crouch under solid cover: desk, table or doorway
- Cover head with arms and protect face
- Remain calm
- Avoid exposed wires, pipes or other hazards
- Assess the situation when shaking has stopped
- Evacuate quickly and calmly. If safe, evacuate structures to predetermined areas
- Take note of absent/injured and assist as directed
- **KEEP CLEAR OF BUILDINGS UNTIL THEY ARE DECLARED SAFE!**
- Disconnect electrical controls and turn off gas, if safely possible

Outside Building – If outside, stay outside

- Move away from structures and power lines
- Expect aftershocks
- Report to predetermine assembly areas, if possible
- Do not enter any building until appropriate personnel declare safe

Communication:

- Notify District Office
- Notify Office of Emergency Services

Teachers/Administration

- account for all students

Custodians

- Follow above procedures, then turn off gas/electricity if needed

RECOVERY:

- Follow up survey of any injuries should be made as soon as possible. Notify main Nurse if injury assistance is needed. List the names of injured students and staff and a description of their injuries.
- If any school has signs of structural damage (including cracks in windows, walls, floors, or ceilings) Do Not reenter the school building until it has been inspected by a qualified person.

LOCK DOWN PROCEDURES

A.L.I.C.E. is a program designed to enhance current —DCKDOWN” procedures used frequently in our educational Institutions. Tragic events in our schools have dictated the need of changes to our lockdown procedures. A.L.I.C.E. will provide staff and students with an increased chance of survival if there is a surprise attack by an Active Shooter. A.L.I.C.E. stands for:

A.L.I.C.E

Alert: Complete information

Lockdown: Initial Barrier

Inform: Real-time Updates

Counter: Require High Skill Level

Evacuate: Get Out!

MITIGATION/PREVENTION

- Perform yearly Vulnerability Assessments and pinpoint vulnerable points on your campuses. Mitigate how these classrooms or offices will escape if needed.
- Conduct staff trainings in A.L.I.C.E. as needed.
- Introduce students to A.L.I.C.E. as needed.
- Connect with local agencies and invite them to be a part of the School Site Safe Planning Committee

RESPONSE

Safety/Communication:

If a serious incident occurs that requires a lockdown, you will hear,
“ATTENTION STAFF, LOCK DOWN, WE ARE IN A LOCKDOWN!”
“ATTENTION STAFF, LOCK DOWN, WE ARE IN A LOCKDOWN!”

If it happens during INSTRUCTION TIME, and you cannot evacuate the students do the following:

- If you cannot evacuate to your predetermined evacuation site, lock your door. As you lock your door, glance outside for any roaming students. Direct those students into your classroom. Prepare students to counter any intruder that comes through the door.
- Outdoor classrooms and athletic teams/events. Get Away from danger and evacuate to your predetermined evacuation site.
- Close and lock all windows and blinds. If possible block the doors and windows with tables. Direct students away from windows and doors. Get ready to throw anything at the intruder if the intruder breaches the door.
- Help students remain calm.
- Wait for instructions over the intercom and/or e-mail. Use e-mail to report attendance and then to notify appropriate teachers of any outside students in your room.

Use intercom phone only to report essential information connected to incident/dangerous person on campus, injured staff and/or students.

If it happens during a PASSING PERIOD, do the following:

- If you cannot evacuate to your evacuation site, Step outside your door and direct students inside. Lock door, and prepare to counter the intruder by barricading the doors and windows, and using whatever means necessary to survive.
- Follow above instructions, Steps 2, 3, and 4, as needed.

If it happens during LUNCH or NUTRITION BREAK do the following:

- If you're in your classroom or near your classroom, and you cannot evacuate to your predetermined evacuation site, immediately direct students inside, lock the door and remain inside. Wait for instructions over the intercom and/or e-mail.
- If you are in a staff only area/room and you cannot evacuate immediately direct students inside, lock the door and prepare to counter the intruder by barricading the doors and windows. Be prepared to throw anything at the intruder if the intruder breaches the door.
- If you are near the cafeteria, and you cannot evacuate immediately direct students inside. Move all students towards an area away from glass doors, and prepare to counter the intruder by barricading the doors and windows. Be prepared to throw anything at the intruder if the intruder breaches the door
- If you are near the gymnasium, and you cannot evacuate immediately direct students inside. Lock all doors and prepare to counter the intruder by barricading the doors and windows. Be prepared to throw anything at the intruder if the intruder breaches the door

RECOVERY

- Crisis Management Team follows situations checklist
- Forward complete report to Superintendent
- Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and make recommendations for the parent to provide support.
- Call feeder schools or neighboring schools for assistance from other trained counselors or individuals. (Names and numbers should be previously identified.)

Administrative Responsibilities

- Keep staff updated on events and circumstances.
- Identify faculty/staff that are in need of mental health support services.
- Utilize counseling, psychology, district office, community counseling, and employee assistance program.
- Emphasize the need to provide hard facts in reducing rumors.
- Be highly visible to show presence, support and control of situation.
- Provide hope and refocus perceptions toward the future.
- Make arrangements for rescheduling cancelled activities.
- Make arrangements for excused absences for students wishing to attend funeral.

Responding to the Media and the Community

- Identify a spokesperson to remain in a specified area for easy access.
- Develop a written statement or news release in cooperation with the district communications office.
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken.
- Divert phone calls of concern and questions to appropriate staff.
- Provide a written summary of situation and plans to parents.
- Provide a meeting for concerned parents and others to provide input or suggestions to help students.

DRIVE BY SHOOTING

MITIGATION/PREVENTION

- School evacuation plan
- Awareness of physical surroundings/conditions should be maintained by school personnel
- Two-way communication with all classrooms (Cricket Phones and P.A. systems)
- Administrative and security staff equipped with two-way communication with office staff

RESPONSE

Safety:

- Administrator in charge assesses validity
- Secure immediate area—no access
- Make decision to evacuate/not evacuate
- Administer first aid to anyone injured
- Brief and assist law enforcement as directed
- Establish command post (probably school office)
- Teachers account for students under their control
- Dismiss students if appropriate

Communication:

- Call 911
- Notify Superintendent
- Notify Human Resources Office 385-6420

RECOVERY

- Crisis Management Team follows situations checklist
- Forward complete report to Superintendent
- Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and make recommendations for the parent to provide support.
- Call feeder schools or neighboring schools for assistance from other trained counselors or individuals. (Names and numbers should be previously identified.)

Administrative Responsibilities

- Keep staff updated on events and circumstances.
- Identify faculty/staff that are in need of mental health support services.
- Utilize counseling, psychology, district office, community counseling, and employee assistance program.
- Emphasize the need to provide hard facts in reducing rumors.
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Responding to the Media and the Community

- Identify a spokesperson to remain in a specified area for easy access.
- Develop a written statement or news release in cooperation with the district communications office.
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken.
- Divert phone calls of concern and questions to appropriate staff.
- Provide a written summary of situation and plans to parents.
- Provide a meeting for concerned parents and others to provide input or suggestions to help students.

Memorial Services/Special Activities (In the case of death)

- Involve staff and students. –Play up involvement in planning - play down emotions.”
- Plan assemblies, plaque, tree planting, classroom memorial, scholarships, letters to family (provide box in front office), album to parents or family, yearbook dedication, if appropriate.
- Provide an area for staff and students who do not wish to attend special activities.
- Remove personal items of deceased from lockers, desk, etc. Rearrange seating in classroom when appropriate.

HOSTAGE

MITIGATION/PREVENTION

- School evacuation plan.
- Awareness of physical surroundings/conditions should be maintained by school personnel.
- Two-way communication with all classrooms.
- Administrative and security staff equipped with two-way communication with office staff.

RESPONSE

Safety:

- Administrator in charge assesses validity
- Secure immediate area—no access.
- Make decision to evacuate/not evacuate.
- Establish communication with hostage taker to determine:
 - Number of hostage takes
 - Weapons (type and number)
 - Demands
 - Any injuries
 - Possible identity
- Brief and assist law enforcement as directed.
- Establish command post (office).
- Teachers account for students under their control.
- Dismiss students if appropriate.

Communication:

- Call 911
- Notify Superintendent
- Notify Human Resources Office 385-6420.

RECOVERY

- Crisis Management Team follows situation.
- Forward complete report to Superintendent.
- Initiate Incident Report
- Debrief personnel
- Implement critical stress debriefing if needed with counselors
- Conduct post incident critique and take corrective action

INTRUDER

MITIGATION/PREVENTION

- School evacuation plan.
- Awareness of physical surroundings/conditions should be maintained by school personnel.
- Two-way communication with all classrooms.
- Administrative and security staff equipped with two-way communication with office staff.
- All staff should be trained in **A.L.I.C.E.**

RESPONSE

Safety:

- Notify Administrator and Security of possible location and description.
- If intruder appears unarmed:
 - Questions as to reason for being on campus
 - Escort off campus
- If intruder appears armed or hostile:
 - Notify office to call 911
 - Monitor intruder's location until law enforcement arrives
 - EVACUATE all staff and students who are not in immediate range.
 - Lockdown the school as necessary and use all forms of ALICE to counter the intruder.
- Brief and assist law enforcement as directed.

Communication:

- Call 911.
- Notify Superintendent.
- Notify Human Resources Office 385-6420

RECOVERY

- Crisis Management Team follows situation.
- Forward complete report to Superintendent.
- Initiate Incident Report
- Debrief personnel
- Implement critical stress debriefing if needed with counselors
- Conduct post incident critique and take corrective action

SNIPER

MITIGATION/PREVENTION

- School evacuation plan.
- Awareness of physical surroundings/conditions should be maintained by school personnel.
- Two-way communication with all classrooms.
- Administrative and security staff equipped with two-way communication with office staff.

RESPONSE

Safety:

- Administrator in charge assesses validity.
- Evacuate the staff and students if possible
- Lockdown the school if necessary and prepare to counter as needed.
- Determine possible location of sniper.
- Secure immediate threat area—no access.
- Consider line of fire and physical barriers.
- Brief and assist law enforcement as directed.
- Establish command post (probably school office).
- Teachers account for students under their control.
- Dismiss students if appropriate.

Communication

- Call 911.
- Notify Superintendent.
- Notify Human Resources Office 385-6420.

RECOVERY

- Crisis Management Team follows situation.
- Forward complete report to Superintendent.
- Initiate Incident Report
- Debrief personnel
- Implement critical stress debriefing if needed with counselors
- Conduct post incident critique and take corrective action

TERRORIST

MITIGATION/PREVENTION

- School evacuation plan.
- Awareness of physical surroundings/conditions should be maintained by school personnel.
- Two-way communication with all classrooms.
- Administrative and security staff equipped with two-way communication with office staff.
- Train staff in **A.L.I.C.E.** as often as needed.

RESPONSE

Safety:

- Administrator in charge assesses validity.
- Secure immediate area—no access.
- Establish communication with terrorist to determine:
 - Number of terrorists
 - Demands
 - Weapons (type and number)
 - Any Injuries
 - Possible identity
- Make decision to evacuate/not evacuate
- Brief and assist law enforcement as directed

Communication:

- Call 911
- Notify Superintendent

RECOVERY

- Crisis Management Team follows situation.
- Forward complete report to Superintendent.
- Initiate Incident Report
- Debrief personnel
- Implement critical stress debriefing if needed with counselors
- Conduct post incident critique and take corrective action

HAZARDOUS MATERIAL-CHEMICAL SPILL

A chemical spill could be a potentially life-threatening disaster on school grounds or, more likely, from an overturned truck or train close to school grounds. Wind might carry fumes rapidly. Warning from fire/police departments may or may not precede the spill effects.

MITIGATION/PREVENTION

- Participate in county hazardous material-chemical spill drills
- Include police and fire department on SSPC
- Conduct drills as necessary
- Have evacuation sites prepared in advance

RESPONSE

Safety:

- **Call 911 and report it to the District Office**

BE CAUTIOUS! Do not attempt to smell, touch or taste any material

- Assess potential hazards before acting
- School Administrator determines whether students/staff should evacuate
- When signaled, move calmly and orderly to one of the multiple predetermined shelter-in-place assembly areas
- Tape windows and doors, shut off air conditioning. Shelter should offer maximum protection from airborne chemical effects
- If spill is limited to ground contamination, barricade area and keep personnel away
- If evacuation is ordered, move quickly and calmly upwind or uphill to minimize exposure
- Administer first aid if necessary
- Notify District Office
- Provide Fire Department and other personnel with current list of all Hazardous Chemicals on campus
- Do not return to contaminated site until directed by authorities
- Minor spill of known chemicals: Consult Material Safety Data Sheet for instructions. Call District Office if support is needed.
- Keep written records on all incidents

RECOVERY

- Initiate Incident Report
- Debrief personnel
- Implement critical stress debriefing if needed with counselors
- Conduct post incident critique and take corrective action

INFECTIOUS DISEASE

MITIGATION/PREVENTION

- Create an infectious disease plan
- Work with local health officials and emergency preparedness officials. They may need to use the schools as a way to disseminate information to families.
- Decide the roles and responsibilities of school staff (including all ancillary staff) to prevent the spread of flu.
- Train nurses and staff in infectious disease recognition. Remember that a person who is infected does not show symptoms right away. But children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Insure that standard surveillance/disease recognition procedures are in place and implemented.
- Improve the hygiene of students and staff. Use simple non-medical ways to reduce the spread of flu by “cough and sneeze etiquette,” clean hands, and clean work areas.
- Determine whether the school should be cleaned differently or more often.
- Decide to what extent you will encourage or require children and staff to stay home when they are mildly ill.
- Identify students who are most vulnerable to serious illness
- Review the health needs of students. Some students may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school.
- Educate staff, students and parents about: the differences between infectious diseases; best hygienic practices to prevent any sort of infectious disease

RESPONSE

Safety:

California Code of Regulations requires every health care provider, knowing of or in attendance on a case or suspected case of any of the diseases or conditions listed below to report to the local health officer, for jurisdiction where the patient resides. Where no health care provider is in attendance, any individual having knowledge of a person who is suspected to be suffering from one of the diseases or conditions listed below may make such a report to the local health officer for jurisdiction where the patient resides. As defined in the California Code of Regulations –health care provider” means a physician, and a surgeon, a veterinarian, a podiatrist, a nurse practitioner, a physician assistant, a registered nurse, a nurse midwife, a school nurse, an infection control practitioner, a medical examiner, a coroner, or a dentist.

PHONE 209-381-1020 or 209-725-7011(after hours) IMMEDIATELY:	PHONE 209-381-1034 within ONE WORKING DAY:
Anthrax Botulism(infant, foodborne, wound, other) Brucellosis, human Cholera Ciguetera Fish Poisoning Dengue Diptheria Domoic Acid Poisoning(Amnesic Shellfish poisoning) Escherichia coli(STEC including 0157) Foodborne Disease Hantavirus infection Hemolytic Uremic Syndrome Measles Meningococcal Infection Paralytic Shellfish Poisoning Plague(human or animal) Rabies Scrombioid Fish poisoning Severe Acute Respiratory Syndrome(SARS)	Amebiasis Babesiosis Campylobacteriosis Chicken pox (only hospitalizations, and deaths) Cryptosporidiosis Encephalitis(specify etiology: viral,bacterial,fungal,parasitic) Haemophilus Influenzae Invasive Disease(<15 years) Hepatitis A acute Listerious Malaria Meningitis(specify Etiology: Viral, Bacterial, Fungal, Parasitic) Pertussis(whooping cough) Psittacosis Q Fever Relapsing Fever Salonellosis (other than Typhoid Fever) Shigellosis

Shiga Toxin(detected in feces) Smallpox(variola) Tularemia Viral Hemorrhagic Fevers (eg.Crimean-Congo, Ebola, Lassa and Marbug Viruses) Yellow Fever Occurrence of any unusual disease Outbreaks of any disease* *Two or more cases from separate households or from the same suspected source.	Staphylococcus aureus infection (severe case) Streptococcal Infections(outbreaks of any type and individual cases in Food Handlers and Dairy Workers only) Syphilis Trichinosis Tuberculosis Typhoid Fever (cases and carriers) Vibrio infections West Nile Virus(WNV) infection Yersiniosis
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RECOVERY

- Issue Parent Letter #6
- Continue communicating with local health department

PANDEMIC FLU

The following is a chronological list of important step-by-step actions schools should take before, during and after a pandemic flu outbreak. Pandemic flu can have several cycles or waves so this list may need to be repeated. Actions will be based on the severity of the pandemic (See the CDC Pandemic Severity Index)

MITIGATION/PREVENTION

- Create a pandemic flu plan
- Work with local health officials and emergency preparedness officials. They may need to use the schools as a way to disseminate information to families.
- Decide the roles and responsibilities of school staff (including all ancillary staff) to prevent the spread of flu.
- Train nurses and staff in flu-symptom recognition. Remember that a person who is infected does not show symptoms right away. But children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Insure that standard surveillance/disease recognition procedures are in place and implemented.
- Improve the hygiene of students and staff. Use simple non-medical ways to reduce the spread of flu by –ough and sneeze etiquette,” clean hands, and clean work areas.
- Determine whether the school should be cleaned differently or more often.
- Decide to what extent you will encourage or require children and staff to stay home when they are mildly ill.
- Identify students who are most vulnerable to serious illness
- Review the health needs of students. Some students may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school.
- Educate staff, students and parents about: the differences between seasonal flu, bird flu and pandemic flu; best hygienic practices to prevent any sort of flu; what could occur in a pandemic

RESPONSE

LESS THAN 10% STUDENTS

*Actions will be based on severity of pandemic. See CDC Pandemic Severity Index.

- County Health Officer issues notification to begin Surveillance Reporting
- Begin Heightened Surveillance Reporting
- Send out Parent Letter #3 Initial Outbreak, informing parents that some students are sick but classes remain in session, include tip sheets and info resource list*
- Post flu prevention signs on campus

Expansion of the Outbreak

*Actions will be based on severity of pandemic. See CDC Pandemic Severity Index.

- Consider student dismissal
- Local Health Officer issues ADA Support Letter to schools/Epidemic Declaration
- Begin Intensive Surveillance Reporting
- Send Parent Letter #4 Expanded Outbreak; include prevention tip sheets, etc.

Continued Expansion of the Outbreak

*Actions will be based on severity of pandemic. See CDC Pandemic Severity Index.

- Local Health Officer issues Declaration and press release dismissing students
- Dismiss students
- Send out Parent Letter #5 Student Dismissal, announcing dismissal(s)
- Cancel any non-academic events

RECOVERY

- Issue Parent Letter #6
- Continue communicating with local health department
- Return to heightened surveillance reporting

If students get sick again, start checklist again at Outbreak section.

FOOD DEFENSE PLAN

MITIGATION/PREVENTION

Safety:

- A daily sign in sheet or electronic check-in for all Foodservice staff will be maintained. Foodservice employees will wear a uniform and nametag/ID that clearly identifies them as school Foodservice employees.
- Foodservice personnel files will be kept in a secure and confidential area by the Foodservice Manager and the Human Resource Department.
- Prior to hiring, a background check will be performed on all Foodservice applicants.
- Foodservice personnel will be required to have a health check prior to hiring.
- All personal belongings will be kept in an area separate from the food areas.
- Hands will be washed frequently and gloves will be worn at critical points of food handling.
- All visitors and any unauthorized person(s) must report to the main office before entering any Foodservice area. They must complete a sign-in form and obtain a "School Visitor's Badge". An authorized school representative will accompany them to the appropriate Foodservice site.
- All Foodservice employees will be trained regarding the Food Defense Plan. They will be required to sign a training attendance form on the day of the training.
- Each Foodservice employee will have ready access to a copy of the Food Defense Plan.
- Foodservice employees will be trained to:
 1. Prevent accidental contamination of food
 2. Know and recognize food —"adulteration"
 3. Recognize any sign of possible food or product tampering, deliberate and intentional product contamination and any other breach in the food security system.
- Food service employees will be trained to properly handle money and mail to reduce food defense threats.
- Food service employees will be trained on the procedure to properly report any situation or incident that violates a breach in the food defense plan.
- Food service employees will be trained in food defense procedures before they start working, so that they can recognize threats to security and respond to a threat or incident if necessary.

Receiving/ Inspection

- Doors at loading docks will be closed and locked when not in use.
- A Foodservice employee will be assigned to verify and receive food shipments and supplies.
- During after business hours the head custodian on duty will be the authorized person to verify and receive deliveries.
- Deliveries will be verified against an invoice and/or order sheet.
- Suppliers will be required to keep delivery trucks on the school premises locked when not being loaded or unloaded.

- Deliveries from any unknown source will not be accepted.
- Deliveries are not to be left at the loading dock. They should be secured behind locked doors in the Foodservice area.
- Food service personnel will be trained to identify packaging that is unacceptable.
- Any food item or supply that is not delivered in a sealed container will not be accepted and will be returned for credit.
- Any food item delivered that is not part of the original order will be rejected.
- The person inspecting and receiving products will sign his or her name to the invoice.
- Suppliers will be notified of the school's policy for receiving.

Storage Areas

- All freezers, refrigerators, storage rooms and service areas will be locked when food service personnel are not present.
- A list of all personnel who have keys to open refrigerators, freezers, and food storage and supply areas will be kept on file by the Director of Nutrition Services.
- Delivery personnel will be monitored by a food service person during delivery when possible.
- Only food service personnel will be allowed in food storage areas unsupervised.
- All storage facility locks will be checked periodically by the Director of Nutrition Services to insure they are working properly. In the event a lock is not securing supplies, the Director of Nutrition Services will be notified. The lock will be replaced immediately.

Storing Food

- Thermometers will be placed visibly in all refrigerators and freezers. Any thermometers that appear to be tampered with should be reported immediately to the Cafeteria Supervisor or Assistant Supervisor.
- Temperature alarms will be maintained in good working order on walk-in refrigerators and freezers.
- All leftover foods will be labeled with name of product and date.
- Any foods not labeled or dated will be discarded.
- Any bulging or leaking containers will be discarded properly.
- The FIFO (first ~~In~~ first ~~Out~~) method of inventory will be practiced.
- All chemicals will be stored away from food, food related supplies, and out of food storage areas.

Hazardous Chemicals

- Hazardous chemicals will be stored away from food supplies, food storage areas, food preparation areas, and food serving areas in each cafeteria office.
- ~~Material Safety Data Sheets~~ will be readily available for Food service staff.

- Employees will be trained to use chemicals properly to reduce the possibility of food contamination.
- Manufacturers' instructions for use of hazardous chemicals will be followed.
- Employees handling hazardous chemicals will be trained to monitor inventory of usage on a daily basis. An inventory of hazardous chemicals will be maintained by the Nutrition Services Department monthly. Unusual usage discrepancies will be investigated immediately by the Nutrition Services Director.
- Emergency contact and medical information regarding each Food service employee will be kept in the event of chemical exposure.

Food Equipment and Transportation Equipment

1. Food Service Area Equipment

- Food Service employees will be instructed on the proper use of all equipment.
- Food service employees will be instructed to look for signs of tampering before operating equipment.
- Any signs of tampering should be reported immediately to the Director of Nutrition Services.
- Any equipment found to be tampered with should be taken out of service and protected for a formal investigation. The equipment should be isolated from other equipment and Food service operations.
- An emergency supply of disposable paper goods, sufficient to serve at least three days of school meals, will be in stock at all times. These will be used in emergency cases such as when trays or utensils are contaminated.

2. Food Service Transportation Equipment

- School vehicles used for transporting food and food service supplies should be dedicated for that use (e.g. such vehicles should not be used to transport school lawn equipment and fuels/herbicides).
- When not in use, the vehicle should be locked in a secured area at all times.
- The driver will be trained to conduct a thorough inspection each day to assure the vehicle has not been tampered with since the previous use.
- Food items must be transported in sealed units.

Food Service Preparation Areas

- Access to central controls for airflow, HVAC, water systems, electricity, and gas within the food service area will be restricted to all people except the head of maintenance and head custodian in each building.
- All emergency exits and self-locking doors that can only be opened from the inside will include alarms.
- All doors, windows, roof openings, vent openings and outside refrigeration/storage units will be locked at all times.
- One authorized food service employee will be present in the food service area during all operating times.
- All ingredient packages will be inspected for possible tampering prior to use.
- Food service will not permit any outside foods and/or medications from students, school staff or food service employees to be stored in the food service area.

- The Director of Nutrition Services will be notified of any foods expected to be tampered with or contaminated. Such foods will be isolated from other foods, food storage, food prep, and food serving areas.
- The food service area will not be used for "special events" unless a member of the food service staff is on the food service premises.
- All food service areas including salad bars, condiment stations, receiving docks, outside storage and solid waste disposal areas will be continuously monitored by all food service staff for any signs of suspicious activity or unauthorized entry.

Water and Ice Supply

- The ice-making equipment will be restricted from non-Food service personnel.
- The drains and water lines in the food production areas will be periodically monitored for tampering.
- Bottled water will be kept on the premises at all times as an alternate source of water for food preparation and emergency water consumption.
- Procedures for notification of unsafe water have been established with our water suppliers. They will contact the Director of Nutrition Services immediately if our water supply is unsafe to drink or use.
- Periodic communication will be maintained with our local water suppliers to insure that the correct phone numbers and contacts are maintained.
- Back-flow water protection should be provided on all water sources to eliminate the potential exposure of used or waste waters being drawn back into potable water supplies.

Outside the School Building

- The outside area used for receiving will be well lit. Lights will be on at dusk and also, if necessary, when Food service employees arrive for work in the morning.
- School security or school staff will monitor school grounds property daily, including the entry of all vehicles on school property.
- SRO and or Local Police should be asked to make routine rounds of the school property, especially the Foodservice dock area.

General Security

- All Food service job candidates (permanent and substitutes) must pass a background security check prior to hiring.
- All food borne illnesses must be reported to the Director of Nutrition Services as these may be the initial sign of food tampering.
- All visitors and any unauthorized person must report to the main office before entering any food service area. They must complete a sign-in form and obtain a –School Visitor’s Badge”. An authorized school representative will accompany them to the appropriate food service site.
- Visitors should be accompanied at all times while in the food service area.
- A list of current employees who have keys or access to keys to food service areas, including refrigerators and freezers will be maintained on file, along with a list of what the keys are used for.

- Master keys should not be taken off of school premises.
- Master keys should have no identification as to their use.
- Upon the notification, dismissal or resignation of an employee they will be required to relinquish their Nutrition Services Department identification tag and any keys if applicable. They will be required to sign and date a form indicating the items returned to the School.
- All areas of food service will be monitored for any signs of suspicious activity or unauthorized entry.

Handling Mail and Money

- All mail for the Nutrition Services Department will be processed through the school's main office and placed in a mailbox marked for "Foodservice".
- All incoming mail from private mail services such as UPS, FedEx, etc. will be delivered to the school's main office.
- Mail handlers will be trained to recognize and handle suspicious mail prior to delivery to the Nutrition Services Department.
- All mail will be opened within the confines of the Nutrition Services Office. This procedure will eliminate the risk of contaminated mail being opened and contaminating the food, food prep or food serving areas.
- All money transactions will be handled at the registers.
- Cashiers will wash hands after handling money and prior to preparing, serving or handling food or food service equipment.
- Deposits of daily money will be counted in the office of the Nutrition Services. Money will not be counted or handled on the surface of any food preparation area.

RESPONSE

Safety:

- Evacuation routes should not create a security breach in the food service area. Evacuation through the food service area should only be permitted when no other safer exit route can be taken.
- Entry points should be clearly marked for first responders, including food service area entry points.
- Invoices for all food and supplies purchased will be kept at the Nutrition Service's office in a fireproof file cabinet.
- Production records are maintained with HACCP, recipe and brand information. Inventory records are also maintained and updated daily. Bids for food service will be kept at the Nutrition Service Director's office. Originals will be filed at the District Office in the Business Director or CBO office. This will help when tracking food ingredients and consumption.
- Should food be found unfit for consumption or a recall occurs, the Director of Nutrition Services will be contacted immediately. All products will be located and removed from service. The Director of Nutrition Services will designate an area for storage. The Director of Nutrition Services will make the necessary arrangements for the removal of contaminated or recalled food. The proper authorities will be called as necessary.
- A contact list of all food service suppliers will be kept by the Director of Nutrition Services and the Nutrition Services Assistant.
- If the water source is suspected to be contaminated, the local health department and water department will be contacted immediately. Samples should be drawn immediately in case the water source clears of contamination.

- One 16 ounce serving of water will be maintained at all times for each student and staff member at the school.
- At least one meal, per student and staff in the building will be maintained at all times, which does not require cooking or refrigeration.
 - Breakfast: Cereal, Canned Juice, Graham Crackers, Non-Fat Dry Milk
 - Lunch: Peanut Butter, Jelly, Crackers, Canned Fruit, Canned Juice and Fruit/Grain Bar
 - If there is an interruption of electrical power, first use items in refrigerators and freezers. Be sure that these items pose no food safety danger.

RECOVERY

- A Food Defense Report will be completed by the Director of Nutrition Services, the Nutrition Services Assistant, or Cafeteria Supervisor whenever anyone in the school receives a threat or observes or suspects product tampering. It will be sent to the CBO.
- Any potential threats should be brought to the attention of the Director of Nutrition Services, and/or the CBO.
- The Director of Nutrition Services will be notified immediately if product tampering is suspected in any delivery.

MEDICAL EMERGENCIES

The following information is provided as a guide for responding to a medical emergency event, but is not a complete list of all factors required to be considered.

MITIGATION/PREVENTION

- All Nurses, Coaches must be up to date on their first aid and CPR.

RESPONSE

- Coordinate actions of building personnel with internal and external responders
- Notify parent or guardian of the injury or illness
- Notify Area Superintendent, and School Nurse
- Be aware of hazards associated with blood borne pathogens. Do not come into contact with bodily fluids. Wear proper protective clothing (safety goggles, exam gloves, etc.).
- If an ambulance might be needed, **call 911** as soon as possible since time may be critical.
- Dispatch a responsible person to direct the ambulance when it arrives.
- Make a detailed report of the injury. A statement should be taken from any person(s) that witnessed the incident.
- Maintain accurate records of the names, medical history and medical progress of all injuries in the facility.
- Any personnel who might have been exposed to an infectious material should be directed to medical follow-up as soon as possible.

RECOVERY

- Cleanup immediately by persons trained in decontamination procedures (unless areas are a potential crime scene).
- Identify infectious material spills with a warning sign.
- Disinfect contaminated surfaces, equipment and flooring.
- Personnel not involved in decontamination process should not handle any items before disinfections.

EXPLOSION

MITIGATION/PREVENTION

- District Office/Warehouse-Nutrition Services-Adult School/DISC Office evacuation plan
- Awareness of physical surroundings/conditions should be maintained by personnel
- Two-way communication with all offices/classrooms
- Administration equipped with two-way communication with office staff

RESPONSE

Safety:

- Drop to ground, face down using arms to protect head and neck from raining debris and glass
- Administrator in charge assesses validity
- Make decision to evacuate/not evacuate
- Brief and assist law enforcement as directed
- Appropriate administrator accounts for employees/students
- Dismiss employees/students if appropriate
- Stay in area presumed safe until the all clear signal is given

Communication:

- Call 911
- Notify Superintendent
- Notify sites of incident

RECOVERY

- Crisis Management Team follows situation
- Forward complete report to Superintendent

FALLEN AIRCRAFT

MITIGATION/PREVENTION

- District Office/Warehouse-Nutrition Services-Adult School/DISC Office evacuation plan
- Awareness of physical surroundings/conditions should be maintained by personnel
- Two-way communication with all offices/classrooms
- Administration equipped with two-way communication with office staff

RESPONSE

Safety:

- Drop to ground, face down using arms to protect head and neck from raining debris and glass
- Administrator in charge assesses validity
- Make decision to evacuate/not evacuate
- Brief and assist law enforcement as directed
- Appropriate administrator accounts for employees/students
- Dismiss employees/students if appropriate
- Stay at maximum safe distance from aircraft to avoid noxious fumes and danger of explosion
- If building evacuated do not re-enter until site declared safe by fire or District officials

Communication:

- Call 911
- Notify Superintendent
- Notify sites of incident

RESPONSE

- Crisis Management Team follows situation
- Forward complete report to Superintendent

TRANSPORTATION

MITIGATION/PREVENTION

Safety:

CALIFORNIA EDUCATION CODE 39831.3

The county superintendent of schools, the superintendent of a school district, or the owner or operator of a private school that provides transportation to or from a school or school activity shall prepare a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of pupils. The plan shall be revised as required. The plan shall address all of the following: Determining if pupils require escort pursuant to the Vehicle Code, Procedures for all pupils in pre-kindergarten, kindergarten, and grades 1 to 8, inclusive, to follow as they board and exit the appropriate school bus at each pupil's school bus stop. Boarding and exiting a school bus at a school or other trip destination. A current copy of a plan shall be retained by each school subject to the plan and made available upon request to an officer of the Department of the California Highway Patrol.

- Determining if pupils require escort pursuant to Section 22112 (3) of the Vehicle Code.
- Procedures for all pupils in pre-kindergarten, kindergarten, and grades 1 to 8, inclusive, to follow as they board and exit the appropriate schoolbus at each pupil's schoolbus stop.
- Nothing in this paragraph requires the services of an onboard school bus monitor, in addition to the driver, to carry out the purposes of this paragraph.
- Boarding and exiting a school bus at a school or other trip destination.
- A current copy of a plan shall be retained by each school subject to the plan and made available upon request to an officer of the Department of the California Highway Patrol.

CALIFORNIA EDUCATION CODE 39831.5

All pupils in pre-kindergarten, kindergarten, and grades 1 to 12, inclusive, shall receive instruction in school bus emergency procedures and passenger safety. The county superintendent of schools, superintendent of the school district, or owner/operator of a private school, as applicable, shall ensure that the instruction is provided as follows: At least once in each school year, all pupils in pre-kindergarten, kindergarten, and grades 1 to 8, inclusive, who receive home-to-school transportation, shall receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway or private road, instruction on the use of passenger restraint systems, proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors. Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following: Proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on pupils, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use.

- Upon registration, the parents or guardians of all pupils not previously transported in a school bus or school pupil activity bus and who are in pre-kindergarten, kindergarten, and grades 1 to 6, inclusive, shall be provided with written information on school bus safety.
- At least once in each school year, all pupils in pre-kindergarten, kindergarten, and grades 1 to 8, inclusive, who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of passenger restraint systems, proper passenger conduct, bus evacuation,

and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.

- Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following:
 1. Proper fastening and release of the passenger restraint system.
 2. Acceptable placement of passenger restraint systems on pupils.
 3. Times at which the passenger restraint systems should be fastened and released.
 4. Acceptable placement of the passenger restraint systems when not in use.
- Prior to departure on a school activity trip, all pupils riding on a school bus or school pupil activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.
- All MUHSD students will receive training on the use of passenger restraint systems on a yearly basis if the vehicle is so equipped.
- All Students who will be transported on a school activity trip shall receive safety instruction prior to departure including but not limited to, the location of emergency exits and emergency equipment. This will be documented on the field trip bus request.

California Education Code 14103—Authority of Driver

- Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road.
- Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations.

Red Light Crossing Instructions

- The school bus crossing light system (Amber lights, red lights, and crossing arm, if equipped) shall be activated, as required, when the bus is stopped for the purpose of loading and unloading students if the school bus is parked on a highway or private road, unless under the direction of a Traffic officer.
- The lights DO NOT allow students to cross the roadway or highway unless the driver has given the student direction that it is safe to cross. Students are to remain on the curb or sidewalk until the school bus driver gives direction that it is safe to cross. Students are never to cross the roadway or highway behind the bus unless crossing at an official traffic light. The length of time the driver must activate the red flashing light is directly related to the student's ability to arrive and depart their designated bus stops in a timely manner.

General Passenger Safety

- Only authorized bus riders are permitted to ride the bus, and they will be required to get on and off at their designated stop. An authorized bus rider who desires to get off at a stop other than the normal stop is required to have a note dated and signed by his or her parent/guardian specifying the date of the change and bus stop. The student will present the note to the driver before boarding. The note must contain a phone number of the authorizing parent/guardian. The driver may choose to confirm the transportation change with the parent/guardian at his or her discretion.

Special Needs Students

- Merced Union High School District Transportation Department will route special needs buses to pick and drop off on the right side only. Therefore, no student will have to be escorted across the street. In the event an unforeseen circumstance should require a student to be escorted across the street, the driver shall comply with provisions of Vehicle Code 22112 (a), (b), (c), (d).
- The Red crossover lights shall be activated at all times students are loading or unloading the bus
Except: Where a pupil requires physical assistance from the driver or authorized attendant to board or leave the school bus and providing the assistance extends the length of time the school bus is stopped beyond the time required to load or unload a pupil that does not require physical assistance.
- All special needs students and their parents/guardians will be given verbal and written instructions pertaining to the location of the student's bus stop, bus rules, time of pick-up, time of return, loading and unloading procedures.
- Parents/guardians shall be required to provide pertinent information to the transportation department concerning the student's medical and physical condition. This information shall be handled as confidential under the Federal Educational Rights and Privacy Act of 1974.
- Merced Union High School District Transportation drivers shall receive training to safely transport each student. This training shall include, although is not limited to, first aid procedures and the operation of any and all necessary specialized equipment. (Wheelchairs, lifts, tie-downs, vest, etc.) Title 13 1229

Student Bus Rules

The State of California and the Merced Union High School District have established rules and regulations for students riding school buses. The Transportation Department for the District needs your help to ensure that each student rider is transported safely and efficiently. You can begin by reading these rules and regulations and discussing them with your student. The Transportation Procedure Committee developed the following rules and regulations regarding pupil-passenger conduct. The California Code of Regulations Title 5, Section 14103 states: —Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway, or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus en-route between home and school or other destinations.”

- Riders shall arrive at their designated bus stop 10 minutes before departure time and stand in a safe place at the stop to wait for the bus. Students shall respect property around bus stop by keeping area clean.
- If applicable, have your bus pass ready to show to the driver upon boarding the bus.
- Buses are not allowed to stop at any place other than a designated school bus stop. Parents should not flag down or drive in front of a bus in order to stop it.
- Riders shall follow the instructions and directions of the bus driver at all times.
- Students must present current student I.D. card when boarding the bus.
- Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.
- Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.
- Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.
- Riders shall not use tobacco products or eat or drink while riding the bus. Drinking water in a responsible manner is permitted.
- Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of

cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus. .

- Riders shall not put any part of the body out of the window nor throw any item from the bus.
- Riders shall not damage or deface the bus or tamper with bus equipment.
- Service animals are permitted on school transportation services; all other animals are prohibited.
- Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, and go directly to the exit.
- Riders should be alert for traffic when leaving the bus and shall follow the district's transportation safety plan when crossing the road and exiting the bus.

Discipline Process

Any student who breaks the rules and/or regulations of the Transportation Department will receive a "Bus Conduct Report" and may be denied transportation. It is important to remember that pupils have responsibilities which they must meet if they are to retain the privilege of riding a school bus.

- First Citation - Warning and notification of parent or guardian
- Second Citation - 3-5 day suspension of transportation privileges and notification of parent or guardian
- Third Citation – 5 day suspension of transportation privileges and notification of parents or guardian

* Repeated referrals may result in students being assigned progressive discipline including but not limited to; detentions, work detail, in-school suspension, suspension and possible loss of bus riding privileges. At the end of the semester the progressive discipline should be started over again similar to the tardy policy and PE non-suit policy.

Riders who fail to comply with the above rules shall be reported to the school. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice and warning. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal or designee up to the remainder of the school year.

RESPONSE

Safety:

Prevention of Accidents

- Employees shall exercise general care, orderliness, and good housekeeping when performing their work, using correct methods for transporting, handling, or storing materials, supplies, and tools.
- This shall be done to eliminate the following hazards:
 1. Slipping, tripping, and falling
 2. Incorrect use of hand tools
 3. Falling and flying objects
 4. Moving machinery
 5. Live current
 6. Escaping gasses

Clean Premises

- All materials such as oil-soaked, paint covered rags, waste, shaving, ect, shall not be allowed to accumulate on the floors or grounds. They shall be placed or disposed of in a proper container.

Housekeeping

- All work areas, including the wash rack, are to be kept free of debris, trash, and towels.

Ladders

- Step ladders, when in use, should be fully spread and not be used as straight ladders. Weak, broken, or defective ladders shall not be used and shall be reported immediately to the supervisor.

Fire Prevention

- Employees shall acquaint themselves with current evacuation procedures including location of fire extinguishers and exits in the building or equipment (buses) that they occupy on a daily basis. In building areas and offices, fire extinguishers must be checked periodically; they must be checked daily in buses. Doors must be kept clear of obstacles.

First Aid

- Employees should familiarize themselves with simple first aid practices. Properly equipped first aid kits shall be maintained in all buses and shop locations. Call 911 in case of medical emergency.

Communication:

- If an emergency arises contact Transportation Dispatch.
- Call 911
- Notify the District Office of any 911 calls

RECOVERY

- Due to the nature of transportation department jobs, employees may be called on in times of emergencies to assist the community. These services could and would be utilized in times of earthquakes, gas leaks, floods, power outages and many other related causes. The bus fleet could be used to evacuate people; transport people to safe areas or for medical assistance, the radio system could be utilized in an effort to set up a wide area communication base. There are many other possible needs that the transportation department could be called for assistance.
- File an incident report for all incidents and file this with the Transportation Department. A copy shall be forwarded to the District Office.

Part E: After Crisis Follow Up

Staff Meeting 1

A facilitator from the Crisis Team must do the following at the first staff meeting after a crisis:

- Review facts of crisis and dispel rumors
- Help staff members process their responses to the situation.
- Describe the feelings that students may experience and suggest how teachers might handle specific situations.
- Provide guidelines for helping students who are upset.
- Encourage teachers to allow for expressions of grief, anger, etc., in the homeroom or class in which announcement is received or in other classes throughout the day. Emphasize the acceptability/normalcy of a range of expressions. The guiding principle is to return to normal as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
- Encourage staff to dispel rumors whenever possible and discourage and glorification of the event (especially in suicidal death).
- Request staff to meet 30 minutes early the next school day to review the procedure plan for the day.

Staff Meeting 2

- Assign a strong team in the class where the tragedy occurred or in the classes where the student(s) are in attendance.
- Determine the need for law enforcement personnel, if any, and their locations for that day.
- Questions to be considered in classroom discussion include the following: Are students sleeping? Eating? This may determine the level of stress they are experiencing.
- Provide stress reduction techniques to the teachers to share with the students.
- Prepare the students for the injured visiting or returning to school.
- Encourage the teachers to put structure back in the classroom.
- Place the "high risk" students and teachers on a list so they may be followed
- Set up regular meetings with the teachers and staff.
- Stick to the program schedule that will be provided; have the teachers offer grief activities.
- In case of death, provide funeral/visitation information/procedures.

Debriefing Format for Teachers & Staff

- Review intervention process and events of the day. This should be daily.
- Ensure that key school personnel attend debriefing.
- Review status of referred students and staff that needed follow up attention.
- Identify and prioritize needs for following day.
- Provide opportunities for the staff to express feelings and request support.

Debriefing/Wrap-up for Crisis Team

- Brainstorm ways to meet identified needs.
- Provide mutual support.
- Identify who will contact victim's family.
- Write a detailed summary report of events of the day to present to administrators

Part F: Damage Assessment

Critical incidents which resulted in physical damage to the plant will have all disaster related costs identified using appropriate FEMA (Federal Emergency Disaster Assistance) forms. The assistant superintendent of business shall be contacted to have the proper facilities personnel available to estimate damage.

INSTRUCTIONS FOR FEMA PRELIMINARY DAMAGE ASSESSMENT SITE ESTIMATE FORM

DATE – Date this report completed

COUNTY – County designations important to FEMA

PUBLIC ENTITY – Name of town, not department

NAME OF LOCAL CONTACT – Person able to provide additional information.

PHONE NO. – Cell phone, if possible

SITE NO. – Start at 1 and number sequentially. Do not change Site numbers. Add new site numbers at the end.

CATEGORY

- **Category A: Debris Removal** Force Account Labor overtime and cost of equipment and material. Cost of straight time is not eligible unless additional, unscheduled personnel were used. All contractual debris removal costs are eligible.
- **Category B: Protective Measures** Force Account Labor including Police, Fire, Public Works overtime and cost of equipment and materials. Cost of straight time is not eligible unless additional, unscheduled personnel were used. All contractual protective measure costs are eligible.
- **Category C: Roads and Bridges** Repair of roads, bridges and associated features such as shoulders, ditches, culverts, lighting and signs
- **Category D: Water Control Facilities** Repair of irrigation systems, drainage channels, pumping facilities, levees, dams and flood control channels
- **Category E: Public Buildings** Repair or replacement of buildings, including their contents and systems; heavy equipment and vehicles
- **Category F: Public Utilities** Repair of water treatment and delivery systems, power generation facilities and distribution lines; sewage collection and treatment facilities
- **Category G: Recreational or Other** Repair and restoration of parks, playgrounds, pools, and man-made beaches. This category is also used for any facility that cannot be characterized adequately by categories A-F, such as cemeteries.

LOCATION

- Name of building/address or name of road/bridge or Townwide. Include GPS coordinates if possible.

DESCRIPTION OF DAMAGE

- Describe facility that was damaged, types of damage and the approximate extent of damage. Use estimated measurements. Specify types of materials and amounts of materials. For roads, specify road materials, shoulder erosion, culvert washouts, debris (including slides), sizes of structures and pipes. For bridges, specify piers,

parapets, surface, abutments, superstructure, and approaches. For water control facilities describe specific damage to major components.

IMPACT

- Describe any threats to health and safety, essential services, social and economic sectors caused by damage or loss.

% COMPLETE

- Percentage of work completed on the site on the day of the inspection/survey.

COST ESTIMATE

- Best estimate on costs to repair or replace the facility for a fair and reasonable price. For emergency work, the total estimated cost for force account labor overtime, equipment and materials. Also include all contractor costs.

NOTES:

1) Cost estimates for categories C through G should reflect the cost of restoring a facility to its pre-disaster design, with no improvements or mitigation measures included, even if improvements and/or mitigation measures are planned when rebuilding.

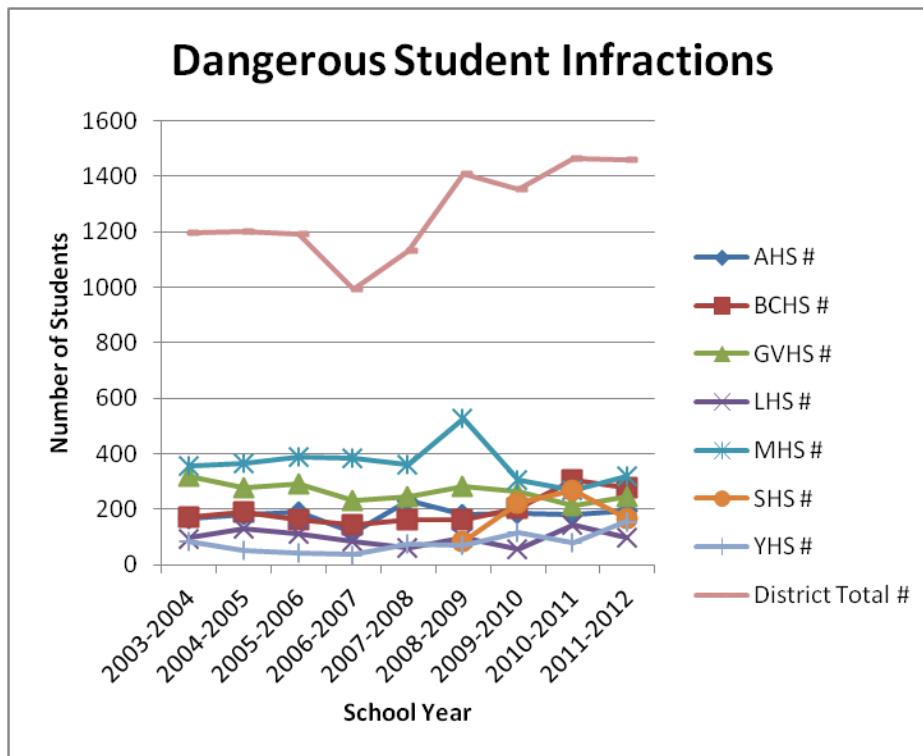
2) Any costs covered by insurance should NOT be included in the estimates.

SECTION II: Assessment of Current Status - Discipline

Part A: Dangerous Student Infractions

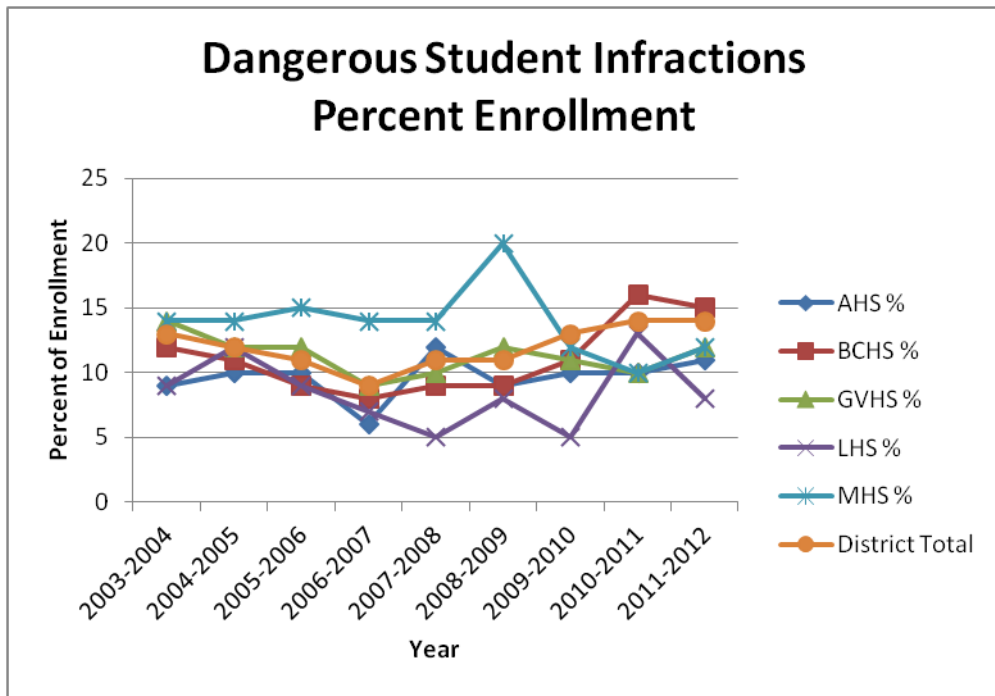
Total Student Entries

Dangerous Student Infractions	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total #
2003-2004	168	174	320	96	356		83	1197
2004-2005	183	191	279	130	366		52	1201
2005-2006	189	165	292	111	391		44	1192
2006-2007	116	144	230	83	385		36	994
2007-2008	231	161	244	60	363		74	1133
2008-2009	183	162	285	99	528	84	70	1411
2009-2010	187	203	262	56	308	222	115	1353
2010-2011	181	307	212	146	269	270	80	1465
2011-2012	195	280	247	97	320	166	156	1461



Percent of Enrollment

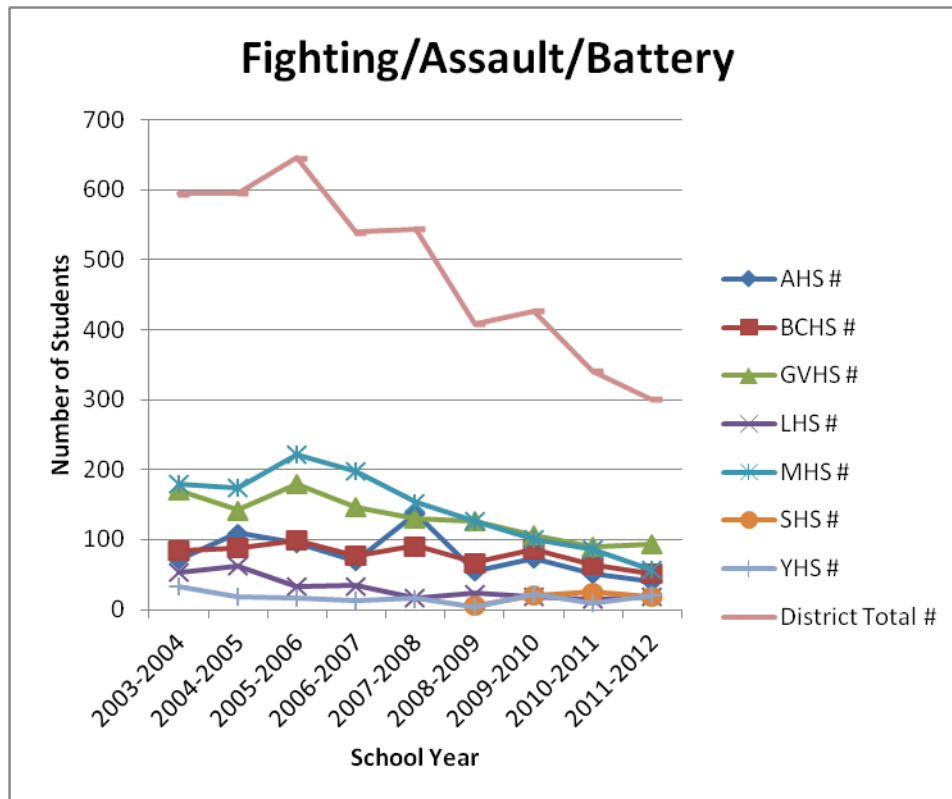
Dangerous Student Infractions	AHS %	BCHS %	GVHS %	LHS %	MHS %	District Total
2003-2004	9	12	14	9	14	13
2004-2005	10	11	12	12	14	12
2005-2006	10	9	12	9	15	11
2006-2007	6	8	9	7	14	9
2007-2008	12	9	10	5	14	11
2008-2009	9	9	12	8	20	11
2009-2010	10	11	11	5	12	13
2010-2011	10	16	10	13	10	14
2011-2012	11	15	12	8	12	14



Part A: Fighting-Assault-Battery

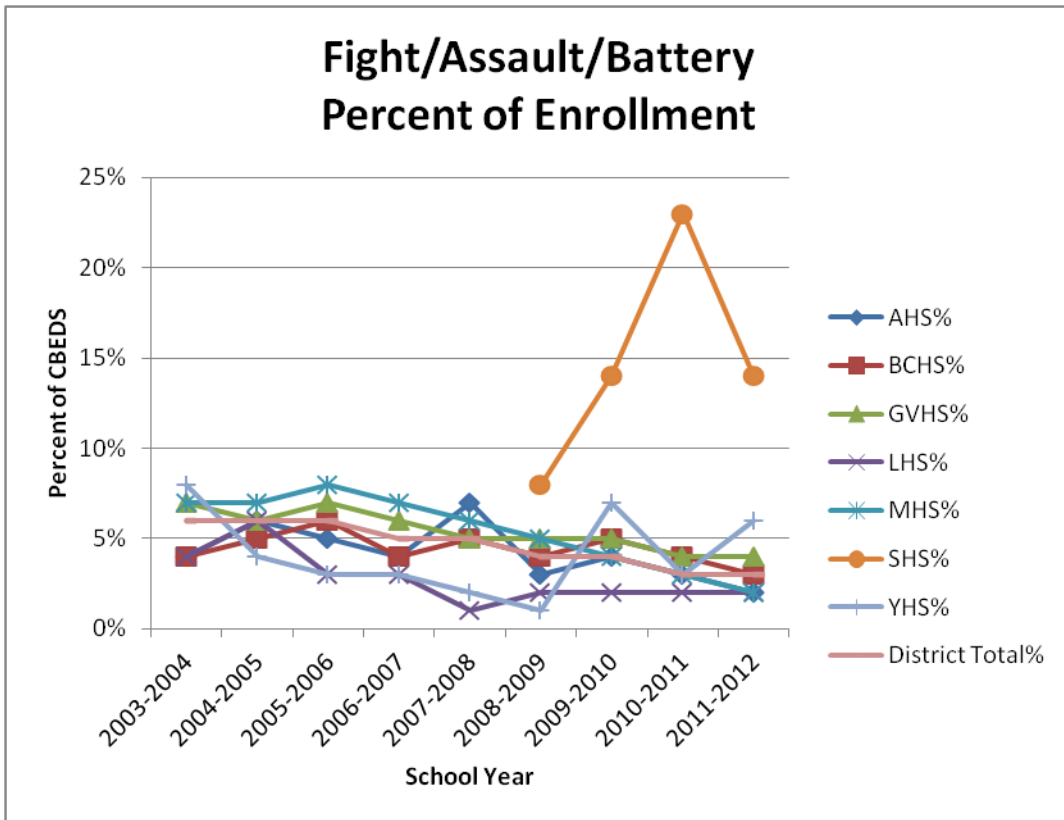
Total Student Entries

Fighting & Assault & Battery	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total #
2003-2004	72	85	171	53	180		33	594
2004-2005	109	88	142	63	174		19	595
2005-2006	95	99	180	33	221		17	645
2006-2007	70	77	147	34	198		13	539
2007-2008	137	91	130	17	153		16	544
2008-2009	55	67	127	23	126	6	4	408
2009-2010	73	86	106	18	101	21	22	427
2010-2011	52	64	90	15	86	25	9	341
2011-2012	40	52	93	19	57	18	21	300



Percent of Enrollment

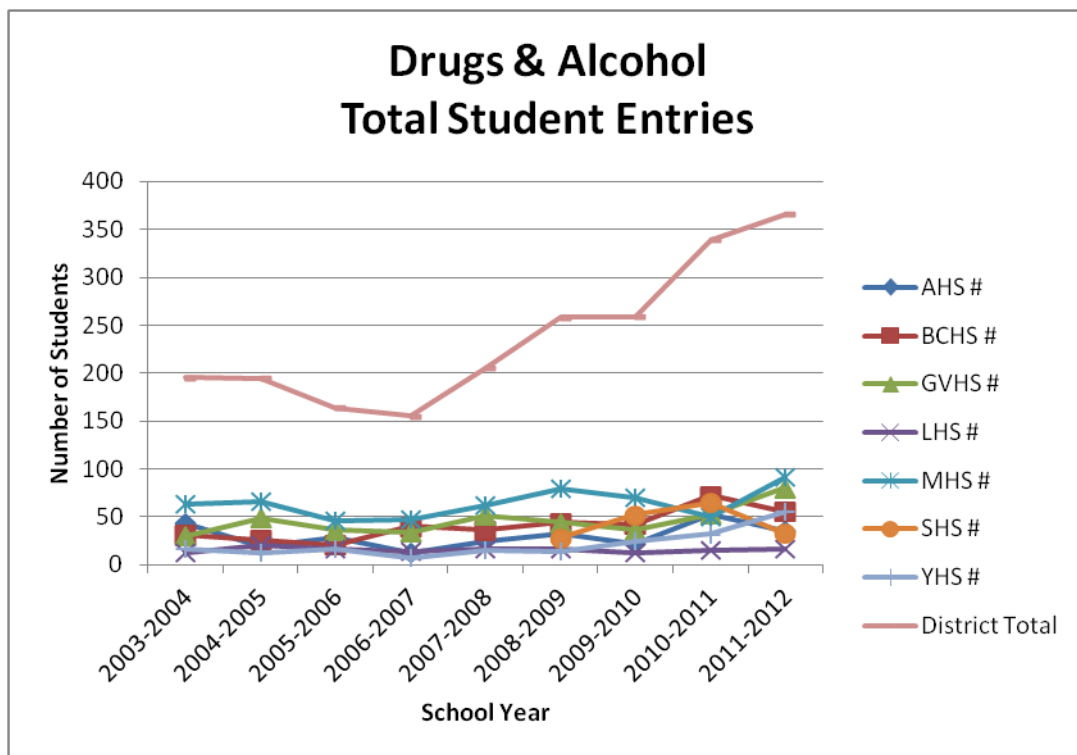
Fighting & Assault & Battery	AHS%	BCHS%	GVHS%	LHS%	MHS%	SHS%	YHS%	District Total%
2003-2004	4%	4%	7%	4%	7%		8%	6%
2004-2005	6%	5%	6%	6%	7%		4%	6%
2005-2006	5%	6%	7%	3%	8%		3%	6%
2006-2007	4%	4%	6%	3%	7%		3%	5%
2007-2008	7%	5%	5%	1%	6%		2%	5%
2008-2009	3%	4%	5%	2%	5%	8%	1%	4%
2009-2010	4%	5%	5%	2%	4%	14%	7%	4%
2010-2011	3%	4%	4%	2%	3%	23%	3%	3%
2011-2012	2%	3%	4%	2%	2%	14%	6%	3%



Part A: Drugs and Alcohol Offenses

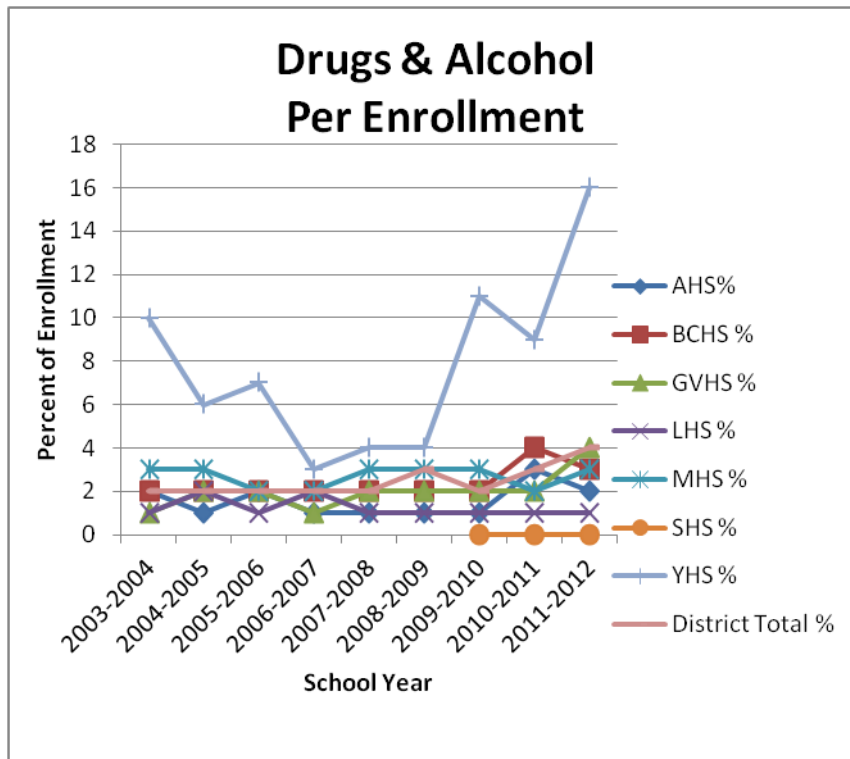
Total Student Entries

Drugs & Alcohol	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total
2003-2004	43	31	30	12	63		16	195
2004-2005	19	26	49	21	66		13	194
2005-2006	28	21	36	17	46		16	164
2006-2007	13	40	34	14	47		7	155
2007-2008	25	36	51	16	62		15	205
2008-2009	33	44	44	16	79	28	14	258
2009-2010	22	42	36	12	70	52	25	259
2010-2011	52	72	53	15	50	65	32	339
2011-2012	35	55	80	17	91	33	55	366



Percent of Enrollment

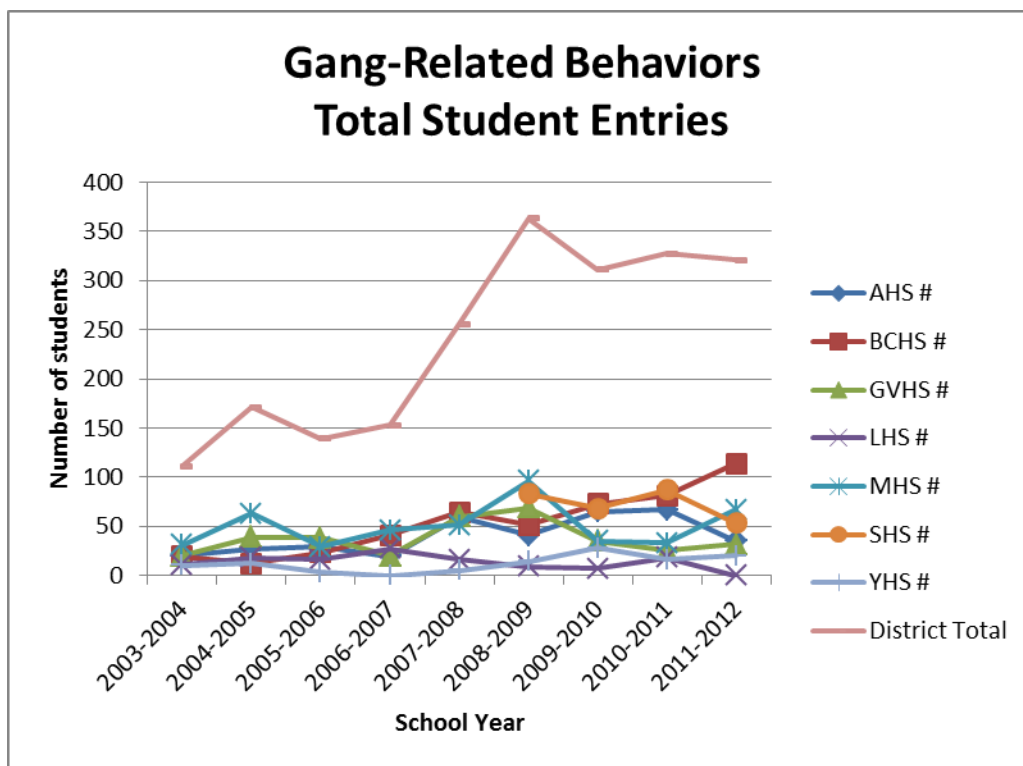
Drugs & Alcohol	AHS%	BCHS %	GVHS %	LHS %	MHS %	SHS %	YHS %	District Total %
2003-2004	2	2	1	1	3		10	2
2004-2005	1	2	2	2	3		6	2
2005-2006	2	2	2	1	2		7	2
2006-2007	1	2	1	2	2		3	2
2007-2008	1	2	2	1	3		4	2
2008-2009	1	2	2	1	3		4	3
2009-2010	1	2	2	1	3	n/a	11	2
2010-2011	3	4	2	1	2	n/a	9	3
2011-2012	2	3	4	1	3	n/a	16	4



Part A: Gang-Related Behaviors

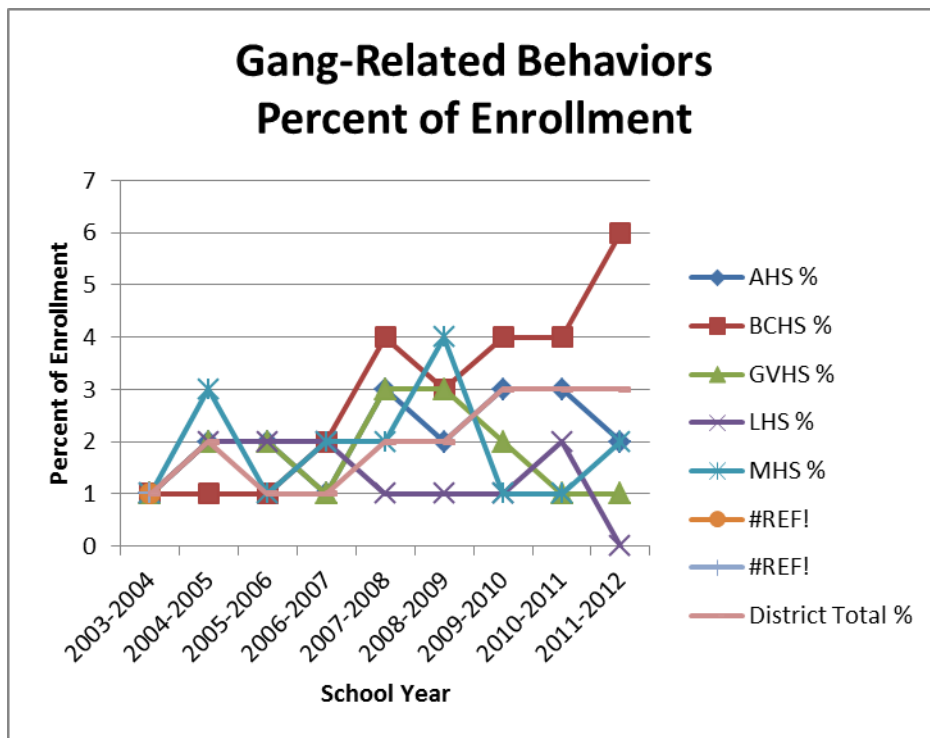
Total Student Entries

Gang-Related Behaviors	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total
2003-2004	20	19	20	11	31		10	111
2004-2005	27	12	39	18	63		12	171
2005-2006	30	23	38	16	29		3	139
2006-2007	19	41	20	27	46		0	153
2007-2008	60	64	60	16	51		5	256
2008-2009	41	51	69	9	96	83	14	363
2009-2010	65	73	35	7	35	68	28	311
2010-2011	67	81	25	18	33	87	16	327
2011-2012	35	114	32	n/a	67	53	20	321



Percent Enrollment

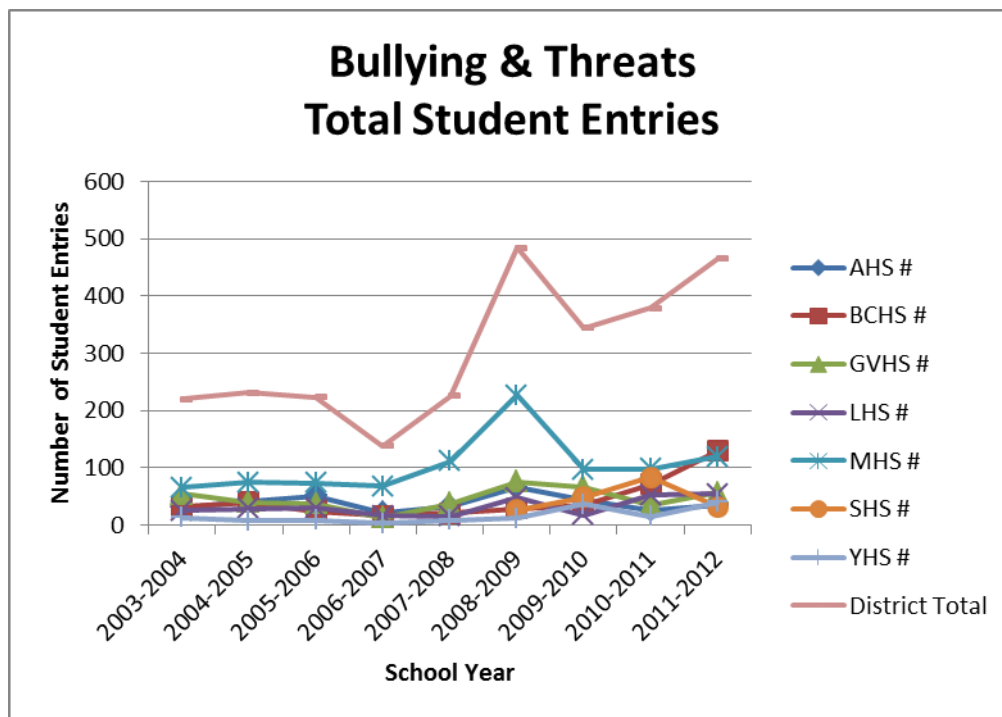
Gang-Related Behaviors	AHS %	BCHS %	GVHS %	LHS %	MHS %	District Total %
2003-2004	1	1	1	1	1	1
2004-2005	2	1	2	2	3	2
2005-2006	2	1	2	2	1	1
2006-2007	1	2	1	2	2	1
2007-2008	3	4	3	1	2	2
2008-2009	2	3	3	1	4	2
2009-2010	3	4	2	1	1	3
2010-2011	3	4	1	2	1	3
2011-2012	2	6	1	n/a	2	3



Part A: Bullying & Threats

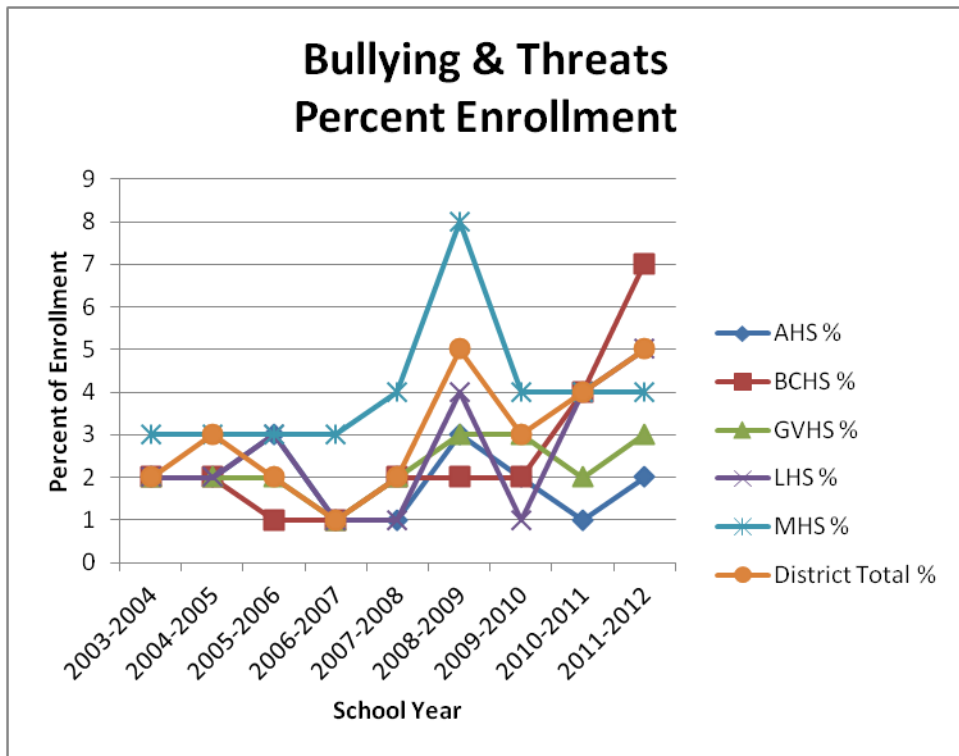
Total Student Entries

Bullying & Threatening	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total
2003-2004	31	32	54	25	65		13	220
2004-2005	41	40	40	29	74		7	231
2005-2006	51	24	37	30	73		8	223
2006-2007	22	16	13	16	68		3	138
2007-2008	33	21	37	15	111		8	225
2008-2009	66	29	76	48	227	26	12	484
2009-2010	43	35	67	17	97	49	36	344
2010-2011	25	71	35	52	98	83	15	379
2011-2012	34	129	57	54	119	32	40	465



Percent of Enrollment

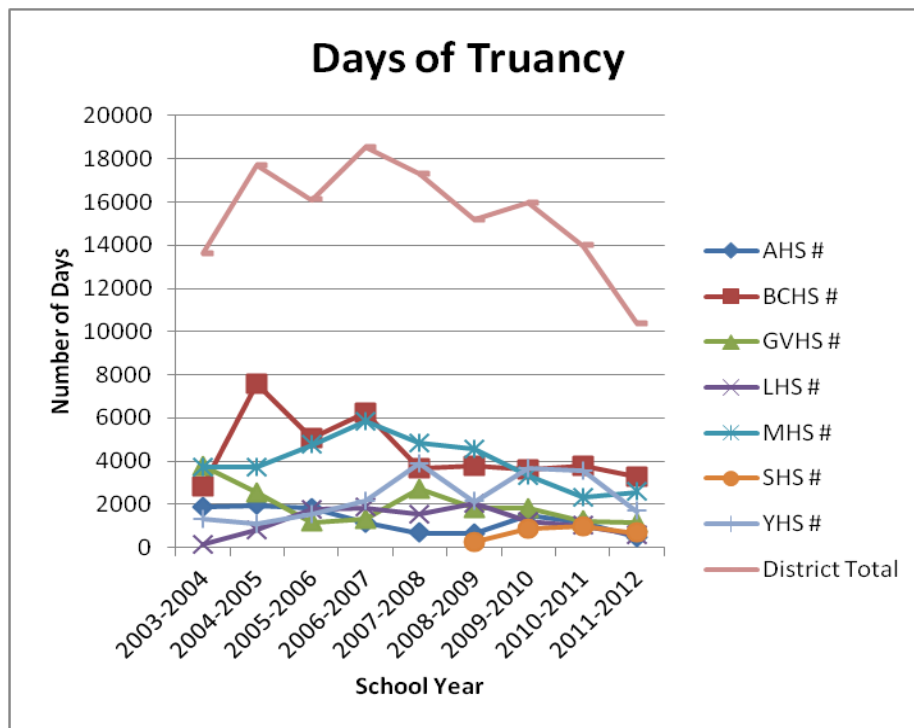
Bullying & Threatening	AHS %	BCHS %	GVHS %	LHS %	MHS %	District Total %
2003-2004	2	2	2	2	3	2
2004-2005	2	2	2	2	3	3
2005-2006	3	1	2	3	3	2
2006-2007	1	1	1	1	3	1
2007-2008	1	2	2	1	4	2
2008-2009	3	2	3	4	8	5
2009-2010	2	2	3	1	4	3
2010-2011	1	4	2	4	4	4
2011-2012	2	7	3	5	4	5



Part A: Truancy

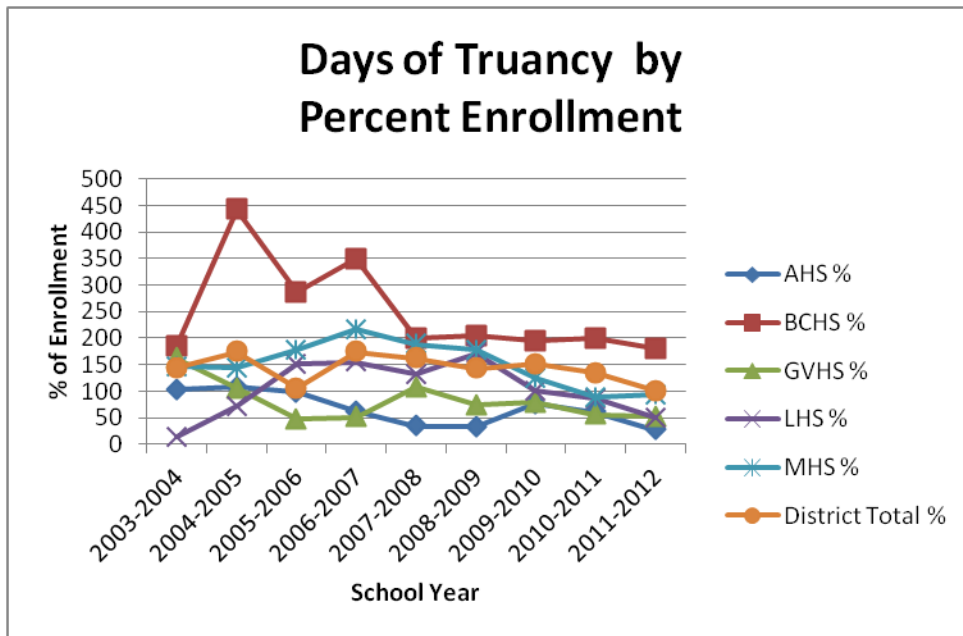
Total Student Entries

Days of Truancy	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total
2003-2004	1886	2808	3771	154	3706		1306	13631
2004-2005	1948	7592	2541	819	3704		1083	17687
2005-2006	1818	5064	1166	1769	4756		1537	16110
2006-2007	1159	6214	1318	1840	5848		2140	18519
2007-2008	674	3642	2708	1531	4848		3886	17289
2008-2009	628	3781	1797	2029	4565	258	2122	15180
2009-2010	1480	3614	1818	1198	3323	843	3668	15944
2010-2011	1136	3781	1227	1002	2320	961	3546	13973
2011-2012	486	3275	1124	577	2571	658	1673	10364



Percent Enrollment

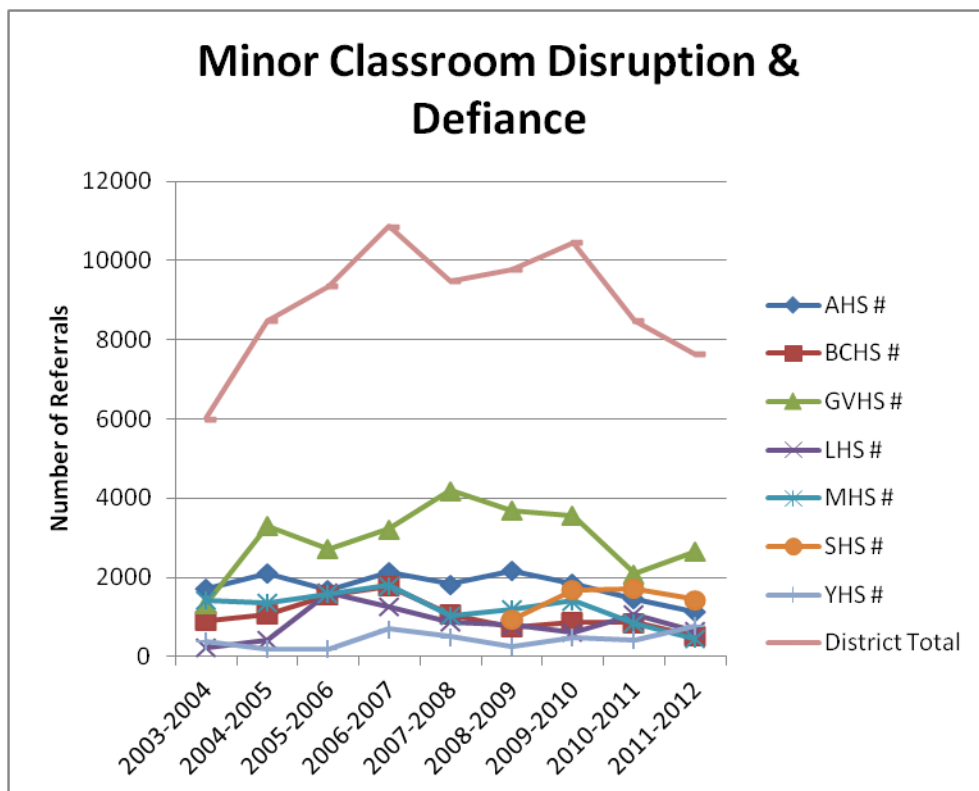
Days of Truancy	AHS %	BCHS %	GVHS %	LHS %	MHS %	District Total %
2003-2004	103	186	162	14	146	145
2004-2005	108	442	105	72	144	174
2005-2006	99	286	47	151	177	105
2006-2007	62	350	51	155	216	174
2007-2008	34	200	107	132	189	162
2008-2009	33	205	75	172	177	143
2009-2010	77	195	79	100	125	151
2010-2011	61	199	56	86	88	134
2011-2012	27	180	52	50	93	101



Part A: Minor Classroom Disruption & Defiance

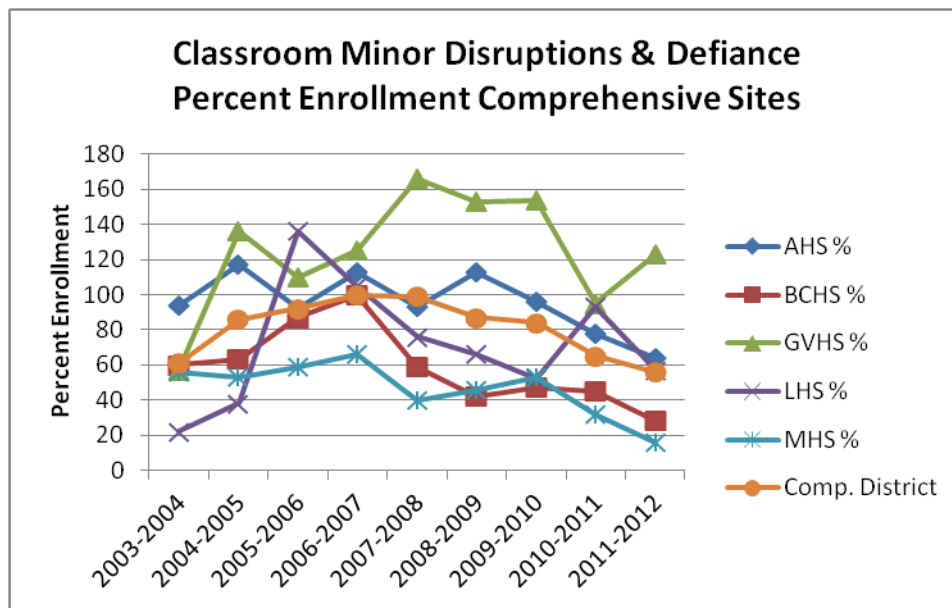
Number of Student Entries

Classroom Minor Disruptions and Defiance Referrals	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total
2003-2004	1716	910	1339	235	1425		379	6004
2004-2005	2115	1078	3295	423	1363		198	8472
2005-2006	1690	1544	2709	1612	1592		199	9346
2006-2007	2132	1770	3221	1253	1793		692	10861
2007-2008	1828	1061	4194	871	1030		503	9487
2008-2009	2162	755	3684	792	1196	928	269	9786
2009-2010	1842	866	3560	617	1412	1677	476	10450
2010-2011	1463	860	2084	1079	851	1726	417	8480
2011-2012	1145	526	2643	655	464	1444	769	7646



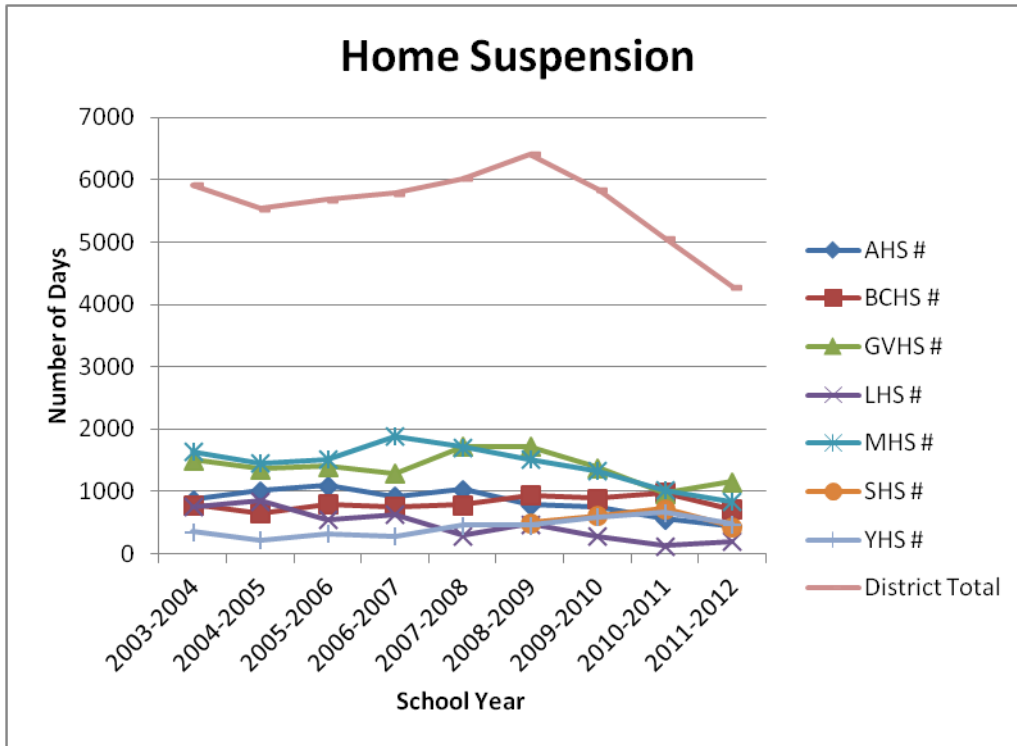
Percent of Enrollment Comprehensive Sites

Classroom Minor Disruptions and Defiance Referrals	AHS %	BCHS %	GVHS %	LHS %	MHS %	Comp. District
2003-2004	94	60	57	22	56	61
2004-2005	117	63	136	38	53	86
2005-2006	92	87	110	136	59	92
2006-2007	113	100	125	105	66	100
2007-2008	93	59	166	76	40	99
2008-2009	113	42	153	66	46	87
2009-2010	96	47	154	52	53	84
2010-2011	78	45	95	93	32	65
2011-2012	64	28	123	57	16	56



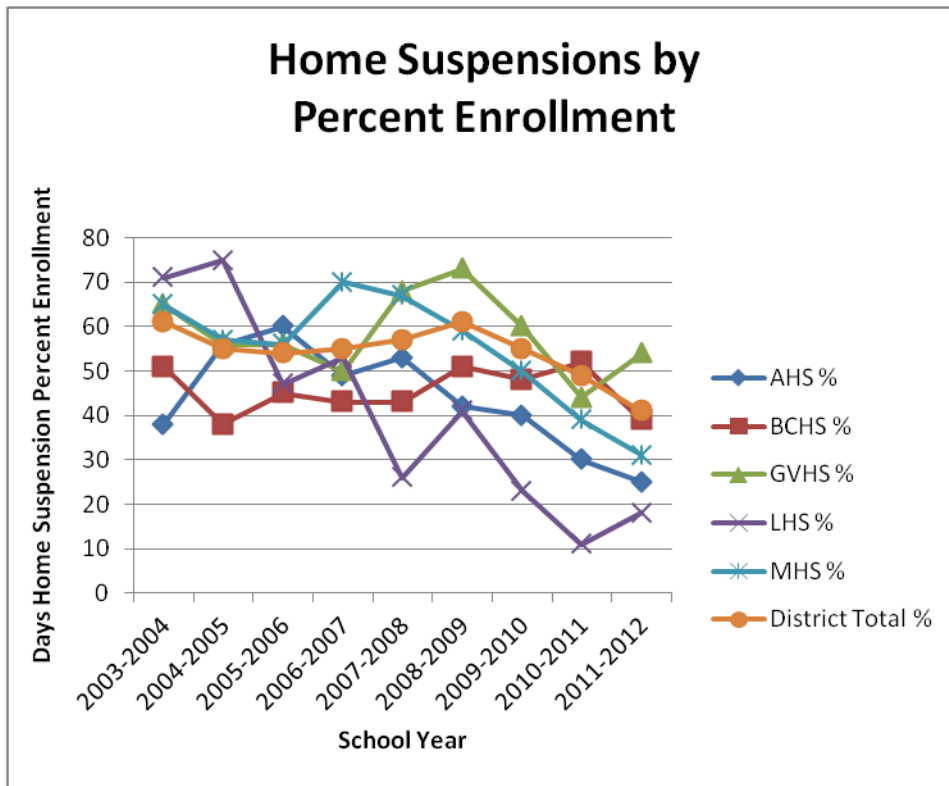
Part A: Days of Home Suspension

Number of Days Home Suspended	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total
2003-2004	868	784	1506	759	1643		361	5921
2004-2005	1011	652	1361	845	1452		221	5542
2005-2006	1093	800	1401	551	1516		321	5682
2006-2007	925	755	1293	631	1890		287	5781
2007-2008	1034	790	1727	296	1717		454	6018
2008-2009	787	943	1728	477	1516	495	463	6409
2009-2010	757	886	1386	281	1329	616	591	5846
2010-2011	565	979	974	131	1028	730	661	5068
2011-2012	449	716	1162	203	843	435	476	4284



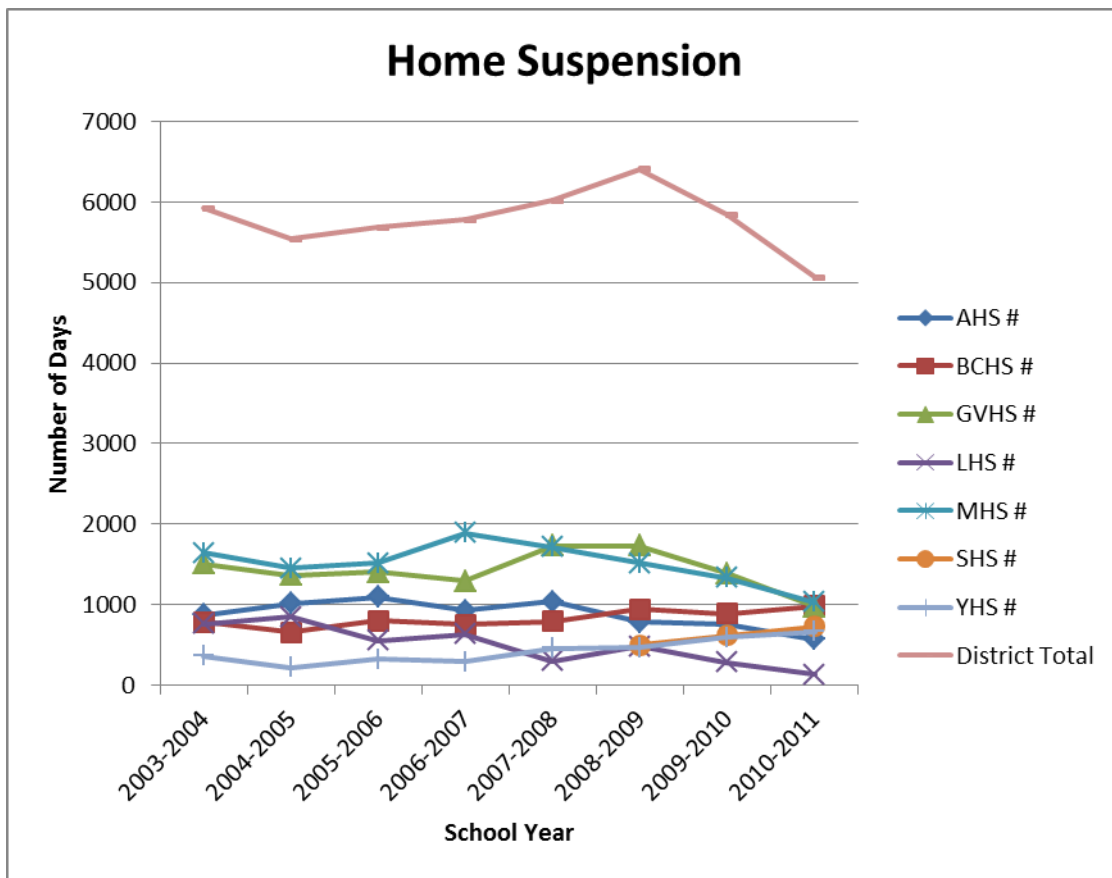
Percent Enrollment

Number of Days Home Suspended	AHS %	BCHS %	GVHS %	LHS %	MHS %	District Total %
2003-2004	38	51	65	71	65	61
2004-2005	56	38	56	75	57	55
2005-2006	60	45	56	47	56	54
2006-2007	49	43	50	53	70	55
2007-2008	53	43	68	26	67	57
2008-2009	42	51	73	41	59	61
2009-2010	40	48	60	23	50	55
2010-2011	30	52	44	11	39	49
2011-2012	25	39	54	18	31	41



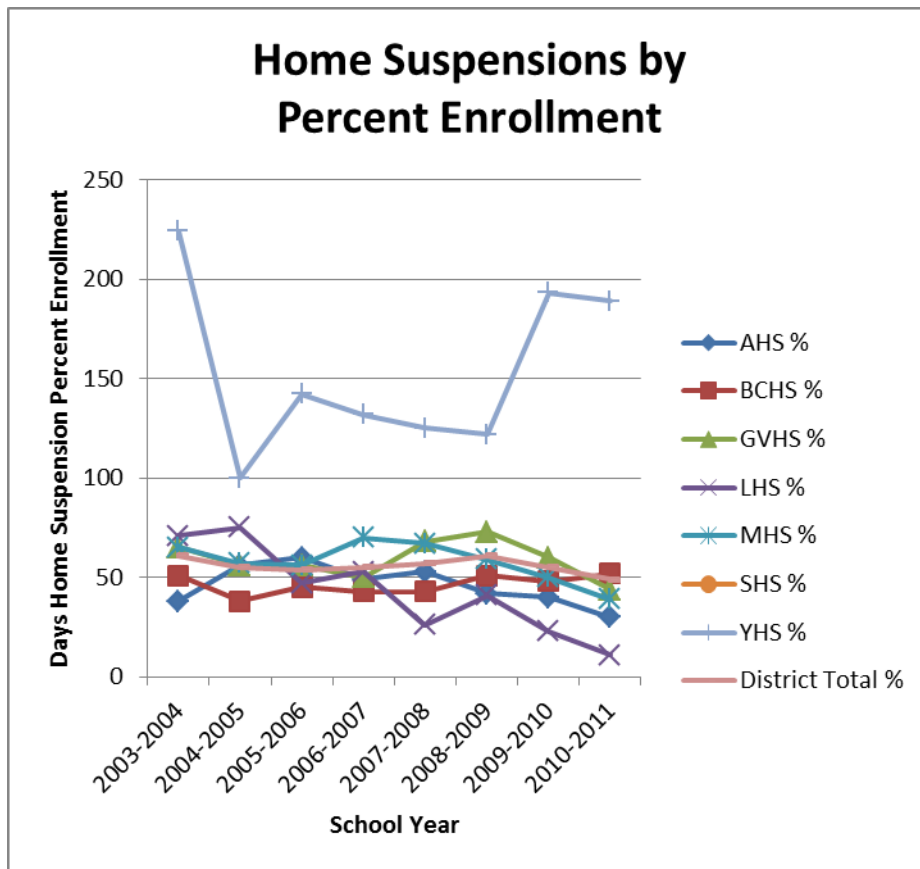
Part A: Days of Home Suspensions

Number of Days Home Suspended	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total
2003-2004	868	784	1506	759	1643		361	5921
2004-2005	1011	652	1361	845	1452		221	5542
2005-2006	1093	800	1401	551	1516		321	5682
2006-2007	925	755	1293	631	1890		287	5781
2007-2008	1034	790	1727	296	1717		454	6018
2008-2009	787	943	1728	477	1516	495	463	6409
2009-2010	757	886	1386	281	1329	616	591	5846
2010-2011	565	979	974	131	1028	730	661	5068



Percent Enrollment

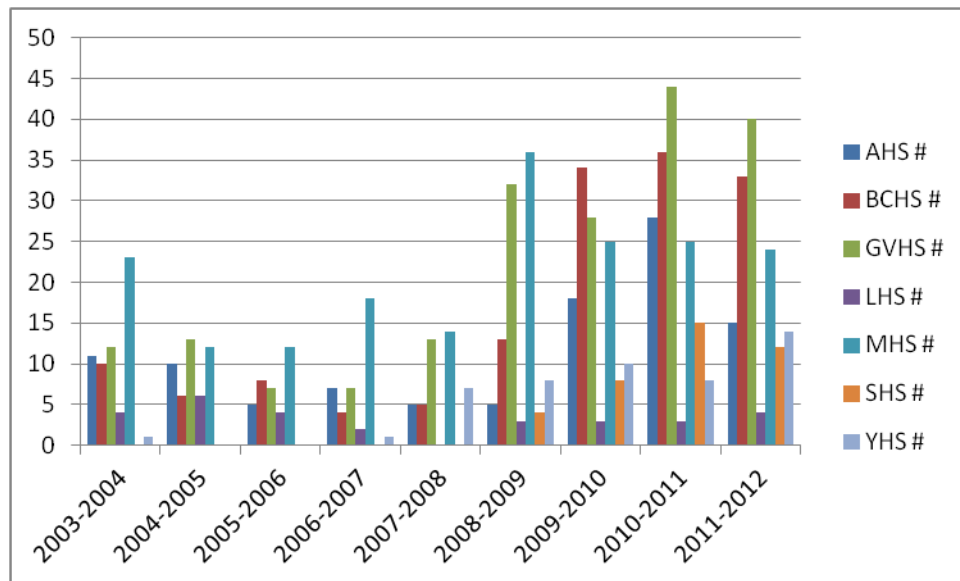
Number of Days Home Suspended	AHS %	BCHS %	GVHS %	LHS %	MHS %	SHS %	YHS %	District Total %
2003-2004	38	51	65	71	65		224	61
2004-2005	56	38	56	75	57		100	55
2005-2006	60	45	56	47	56		142	54
2006-2007	49	43	50	53	70		132	55
2007-2008	53	43	68	26	67		125	57
2008-2009	42	51	73	41	59		122	61
2009-2010	40	48	60	23	50	n/a	193	55
2010-2011	30	52	44	11	39	n/a	189	49



Part A: Expulsions

Number of Expulsions

Number of Expulsions	AHS #	BCHS #	GVHS #	LHS #	MHS #	SHS #	YHS #	District Total
2003-2004	11	10	12	4	23		1	61
2004-2005	10	6	13	6	12		0	47
2005-2006	5	8	7	4	12		0	36
2006-2007	7	4	7	2	18		1	39
2007-2008	5	5	13	0	14		7	44
2008-2009	5	13	32	3	36	4	8	101
2009-2010	18	34	28	3	25	8	10	126
2010-2011	28	36	44	3	25	15	8	159
2011-2012	15	33	40	4	24	12	14	142



Part B: Healthy Kids Survey

California Healthy Kids Survey

Merced Union High Secondary 2011-12 Main Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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Recommended citation:

[District/COE Name]. *California Healthy Kids Survey, 2011-12: Main Report*. San Francisco: WestEd Health and Human Development Program for the California Department of Education.

PREFACE

This report provides the detailed results for each question from this district's 2011-12 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, the *CHKS Survey Content Guidebook*, (chks.wested.org/reports) discusses the significance of each question. Several other tools to help in data use are also available, as described below.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey* (CSCS). It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The *CHKS Survey Content Guidebook* provides a cross-walk between the two surveys' questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: chks.wested.org and cscs.wested.org.

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.¹ The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

¹ The CHKS Guidebook to Survey Administration contains detailed information about the content of all the survey modules. The modules themselves can be downloaded from the website.

School-Related Content

To support school improvement efforts, the majority of questions on the CHKS assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

- grades, truancy, and school connectedness, as indicators of engagement;
- the level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;
- perceived safety and frequency of, and reasons for, harassment and bullying at school; and
- level of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

Closing the Achievement Gap

Several tables are particularly useful for helping districts identify and address the needs of students related to closing the state's persistent racial/ethnic achievement gap, which Superintendent O'Connell declared CDE's top priority (the CTAG Initiative). Students are asked to indicate their racial/ethnic identity and report whether they have experienced harassment because of their race/ethnicity. Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories.

CDE urges districts that are experiencing achievement gaps among their students to administer this module and request supplementary reports disaggregating all their CHKS and by the race/ethnicity of students.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey following detailed instructions provided by CDE designed to assure the protection of all student and parental rights to privacy and maintain confidentiality. Students were surveyed only with the *consent of parents or guardians*. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 gives the target sample of students, and the final number and percent that completed the survey (the participation response rate).

THE REPORT

The tables in this Main CHKS Report provide the percentages responding to each question response option by grade level, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

Depending on the nature of the districts' enrollment and module administration it may also receive two supplemental CHKS reports. Districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate.

AIDS TO UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use survey results. These are described and made available on the survey website. Three are particularly important.

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2011.

ASSESSING THE DATA

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results, the changes obtained between administrations, or differences between your results and those from other districts or state norms. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the ***CHKS Data Use and Dissemination Guidebook***.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to other local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help you determine whether changes in your district are unique or may be part of a larger trend, possibly affected by broad social forces.

Ultimately, however, the most fundamental concern should be not how you compare with others but your satisfaction with your own survey results and whether your indicators are improving.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

Request School Reports

Individual school-level reports may be of interest for many reasons. Primary among these is the interest of staff and parents about their own local school results, especially if the schools vary significantly in demographics, programs, or other characteristics. A comparison among schools may also prove useful in identifying sites which might benefit from special work or interventions. A small fee applies. (For large districts that sample schools and students, the sample may not support school reports.)

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Survey staff can provide information on conducting structured group “listening” discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

Conduct Additional Analyses of The Dataset

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

Add Questions to your Next CHKS

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGEMENTS

The CHKS was developed, and this report prepared for the district, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE) Safe and Healthy Kids Program Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.wested.org/chks>.

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CHKS Director, WestEd

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Safe and Healthy Kids Program Office
California Department of Education

Section A

1. Introduction

Table A1.1
CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	x
B. Resilience & Youth Development	x
C. AOD Use & Safety	
D. Tobacco	
E. Physical Health	x
F. Sexual Behavior	
G. Custom Questions	
H. District After School Module	

Table A1.2
Student Sample Characteristics

	Grade 9	Grade 11	NT*
<i>Student Sample Size</i>			
Target Sample	2546	2257	818
Final Number	1938	1530	368
Average Response Rate	76%	68%	45%

* NT includes continuation, community day, and other alternative school types

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 9	Grade 11	NT
	%	%	%
12 years or younger	0	0	1
13 years old	1	0	0
14 years old	39	0	2
15 years old	54	0	14
16 years old	5	42	28
17 years old	0	53	37
18 years or older	0	4	17

Question HS/MS A.3: How old are you?

Table A2.2

Gender of Sample

	Grade 9	Grade 11	NT
	%	%	%
Male	51	47	49
Female	49	53	51

Question HS/MS A.4: What is your sex?

Table A2.3

Hispanic or Latino

	Grade 9	Grade 11	NT
	%	%	%
No	38	42	33
Yes	62	58	67

Question HS/MS A.6: Are you of Hispanic or Latino Origin?

Table A2.4***Race***

	Grade 9	Grade 11	NT
	%	%	%
American Indian or Alaska Native	8	11	12
Asian	15	18	5
Black or African American	5	5	5
Native Hawaiian or Pacific Islander	1	2	2
White	29	30	29
Mixed (two or more) races	42	34	46

Question HS/MS A.7: What is your race?

Table A2.5***Living Situation***

	Grade 9	Grade 11	NT
	%	%	%
A home with both parents	37	39	44
A home with only one parent	45	51	42
Other relative's home	16	8	6
A home with more than one family	1	1	2
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	2
Hotel or motel	0	0	0
Migrant housing	0	0	0
Shelter	0	0	0
On the street (no fixed housing), car campground	0	0	1
Other transitional or temporary housing	0	0	0
Other living arrangements	1	0	3

Question HS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Table A2.6***Grades, Past 12 Months***

	Grade 9	Grade 11	NT
	%	%	%
Mostly A's	15	12	9
A's and B's	30	30	24
Mostly B's	7	10	10
B's and C's	23	26	27
Mostly C's	6	8	10
C's and D's	10	10	14
Mostly D's	4	2	2
Mostly F's	4	2	4

Question HS A.125/MS A.107: During the past 12 months, how would you describe the grades you mostly received in school?

Table A2.7***Truancy, Past 12 Months***

	Grade 9	Grade 11	NT
	%	%	%
0 times	64	52	46
1-2 times	15	21	16
A few times	15	18	21
Once a month	1	3	3
Once a week	1	3	4
More than once a week	3	4	11

Question HS A.126/MS A.108: During the past 12 months, about how many times did you skip school or cut classes?

Table A2.8

Days Home Alone During Normal School Week

Never

1 day

2 days

3 days

4 days

5 days

Question MS A.102: In a normal school week, how many days are you home after school for at least one hour without an adult there?

Table A2.9

Migrant Education

	Grade 9	Grade 11	NT
	%	%	%
Yes	37	35	4
No	37	48	72
Don't know	21	11	23

Question HS A10/MS A9: In the past three years, were you part of the Migrant Education program or did your family move to find work in agriculture?

3. Resilience Indicators and School Connectedness

Table A3.1

Summary Table

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
<i>School Environment</i>									
Total	26	59	15	30	55	16	21	55	24
Caring Adult Relationships	26	62	13	32	56	11	30	51	19
High Expectations	43	50	7	44	50	7	37	52	12
Opportunities for Meaningful Participation	11	51	38	12	49	39	9	39	51
<i>Community Environment</i>									
Total	59	33	8	62	31	8	47	40	13
Caring Adult Relationships	61	32	8	61	32	8	54	33	13
High Expectations	63	30	6	62	31	6	52	36	12
Opportunities for Meaningful Participation	39	42	20	41	42	17	20	45	34
<i>School Connectedness Scale</i>									
	43	45	12	41	45	14	30	49	21

Table A3.2

Summary Table - Hispanic or Latino

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	25	59	16	25	57	18	21	53	26
Caring Adult Relationships	25	62	13	29	59	12	27	54	19
High Expectations	41	52	7	40	53	7	36	52	12
Opportunities for Meaningful Participation	11	50	39	10	48	42	9	41	50
Community Environment									
Total	61	32	8	60	31	8	46	41	13
Caring Adult Relationships	64	29	7	61	31	8	56	31	13
High Expectations	65	29	6	62	31	6	54	34	12
Opportunities for Meaningful Participation	38	40	22	36	45	20	20	43	37
School Connectedness Scale									
	44	45	11	40	47	13	28	52	21

Table A3.3

Summary Table - American Indian or Alaska Native

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	24	62	14	25	62	13	6	58	35
Caring Adult Relationships	26	64	10	29	64	7	19	42	39
High Expectations	39	54	7	38	57	5	19	61	19
Opportunities for Meaningful Participation	15	48	37	9	50	41	10	26	65
Community Environment									
Total	55	35	10	64	28	8	35	45	19
Caring Adult Relationships	58	33	9	61	33	6	45	26	29
High Expectations	60	32	7	65	31	4	41	31	28
Opportunities for Meaningful Participation	36	42	21	29	54	17	25	44	31
School Connectedness Scale									
	44	44	12	43	46	12	13	58	29

Table A3.4

Summary Table - Asian

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	23	66	11	28	57	15			
Caring Adult Relationships	20	68	12	22	66	12			
High Expectations	49	48	3	40	54	6			
Opportunities for Meaningful Participation	8	55	37	11	54	35			
Community Environment									
Total	44	46	10	47	44	9			
Caring Adult Relationships	44	45	11	44	47	10			
High Expectations	53	38	9	47	44	8			
Opportunities for Meaningful Participation	28	50	22	36	49	15			
School Connectedness Scale									
	45	46	9	39	46	15			

Table A3.5

Summary Table - Black or African American

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	27	57	16	41	39	20			
Caring Adult Relationships	26	59	14	44	42	15			
High Expectations	47	47	5	55	35	10			
Opportunities for Meaningful Participation	14	53	34	18	43	39			
Community Environment									
Total	60	31	9	69	24	6			
Caring Adult Relationships	52	41	7	68	31	2			
High Expectations	61	33	7	69	27	3			
Opportunities for Meaningful Participation	41	46	13	42	39	19			
School Connectedness Scale									
	39	51	10	38	33	30			

Table A3.6

Summary Table - Native Hawaiian or Pacific Islander

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total				32	39	29			
Caring Adult Relationships				29	46	25			
High Expectations				50	29	21			
Opportunities for Meaningful Participation				18	54	29			
Community Environment									
Total				57	32	11			
Caring Adult Relationships				41	41	17			
High Expectations				52	31	17			
Opportunities for Meaningful Participation				54	36	11			
School Connectedness Scale									
				41	34	24			

Table A3.7

Summary Table - White

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
School Environment									
Total	32	52	16	40	49	11	25	54	21
Caring Adult Relationships	32	56	12	44	48	8	38	49	13
High Expectations	45	46	8	53	41	6	43	51	6
Opportunities for Meaningful Participation	13	52	34	18	50	32	6	40	54
Community Environment									
Total	68	25	8	71	22	8	51	41	9
Caring Adult Relationships	66	27	7	67	26	7	59	34	7
High Expectations	69	25	5	69	25	6	54	38	9
Opportunities for Meaningful Participation	44	39	17	51	36	13	17	49	33
School Connectedness Scale									
	48	41	10	46	43	11	35	48	17

Table A3.8

Summary Table - Mixed (two or more) races

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
<i>School Environment</i>									
Total	25	60	16	29	55	17	23	56	22
Caring Adult Relationships	24	63	13	32	55	13	28	54	18
High Expectations	41	51	9	42	52	6	38	51	10
Opportunities for Meaningful Participation	11	49	40	11	47	42	10	44	47
<i>Community Environment</i>									
Total	59	33	8	59	33	7	54	35	11
Caring Adult Relationships	60	32	8	60	32	8	58	32	10
High Expectations	62	31	7	62	32	6	57	35	7
Opportunities for Meaningful Participation	42	38	19	41	38	20	24	44	32
<i>School Connectedness Scale</i>									
	39	46	15	37	47	16	28	51	21

Table A3.9.1

Summary Table - 7th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 7						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
Community Environment							
Total							
Caring Adult Relationships							
High Expectations							
Opportunities for Meaningful Participation							
School Connectedness Scale							

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

NH/PI:

Table A3.9.2

Summary Table - 9th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 9						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	25	24	23	27		32	25
Caring Adult Relationships	25	26	20	26		32	24
High Expectations	41	39	49	47		45	41
Opportunities for Meaningful Participation	11	15	8	14		13	11
Community Environment							
Total	61	55	44	60		68	59
Caring Adult Relationships	64	58	44	52		66	60
High Expectations	65	60	53	61		69	62
Opportunities for Meaningful Participation	38	36	28	41		44	42
School Connectedness Scale							
	44	44	45	39		48	39

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

NH/PI:

Table A3.9.3

Summary Table - 11th grade by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	Grade 11						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	25	25	28	41	32	40	29
Caring Adult Relationships	29	29	22	44	29	44	32
High Expectations	40	38	40	55	50	53	42
Opportunities for Meaningful Participation	10	9	11	18	18	18	11
Community Environment							
Total	60	64	47	69	57	71	59
Caring Adult Relationships	61	61	44	68	41	67	60
High Expectations	62	65	47	69	52	69	62
Opportunities for Meaningful Participation	36	29	36	42	54	51	41
School Connectedness Scale							
	40	43	39	38	41	46	37

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

NH/PI:

Table A3.9.4

Summary Table - Non-traditional by race/ethnicity

Cells are empty if there are less than 25 respondents

Percent of students scoring High (%)	NT						
	H / L	A I / A N	A	A A	N H / P I	W	M
School Environment							
Total	21	6				25	23
Caring Adult Relationships	27	19				38	28
High Expectations	36	19				43	38
Opportunities for Meaningful Participation	9	10				6	10
Community Environment							
Total	46	35				51	54
Caring Adult Relationships	56	45				59	58
High Expectations	54	41				54	57
Opportunities for Meaningful Participation	20	25				17	24
School Connectedness Scale							
	28	13				35	28

H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; A: Asian; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; W: White; M: Mixed (two or more) races

NH/PI:

Table A3.10
School Connectedness Scale Questions

	Grade 9	Grade 11	NT
	%	%	%
I feel close to people in this school.			
Strongly Disagree	5	7	11
Disagree	7	9	16
Neither Agree Nor Disagree	25	26	37
Agree	47	42	30
Strongly Agree	14	16	7
I am happy to be at this school.			
Strongly Disagree	8	8	10
Disagree	6	8	15
Neither Agree Nor Disagree	23	27	30
Agree	46	41	33
Strongly Agree	17	16	11
I feel like I am part of this school.			
Strongly Disagree	7	9	11
Disagree	9	11	18
Neither Agree Nor Disagree	33	31	32
Agree	39	37	31
Strongly Agree	12	11	8
Teachers at this school treat students fairly.			
Strongly Disagree	9	9	11
Disagree	12	12	10
Neither Agree Nor Disagree	29	31	27
Agree	39	38	34
Strongly Agree	11	8	17
I feel safe in my school.			
Strongly Disagree	7	8	10
Disagree	10	7	10
Neither Agree Nor Disagree	30	30	33
Agree	42	42	33
Strongly Agree	12	12	13

Questions HS A11-15/MS A10-14: I feel close to people at this school... I am happy to be at this school... I feel like I am a part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Table A3.11

School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult...	Grade 9	Grade 11	NT
	%	%	%
<i>Caring Relationships</i>			
who really cares about me.			
Not At All True	10	9	18
A Little True	34	28	34
Pretty Much True	35	36	29
Very Much True	21	27	18
who notices when I am not there.			
Not At All True	12	11	14
A Little True	31	29	24
Pretty Much True	35	33	33
Very Much True	22	27	28
who listens when I have something to say.			
Not At All True	9	9	15
A Little True	29	24	28
Pretty Much True	37	39	31
Very Much True	25	28	26
<i>High Expectations</i>			
who tells me when I do a good job.			
Not At All True	7	6	10
A Little True	23	23	24
Pretty Much True	42	40	40
Very Much True	27	31	26
who always wants me to do my best.			
Not At All True	5	5	9
A Little True	16	17	18
Pretty Much True	38	37	37
Very Much True	41	42	36
who believes that I will be a success.			
Not At All True	6	7	11
A Little True	20	20	24
Pretty Much True	37	38	33
Very Much True	37	36	31

Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adult who...really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.

Table A3.11 - Continued
School Protective Factors (Developmental Supports)

	Grade 9	Grade 11	NT
	%	%	%
Opportunities for Meaningful Participation			
I do interesting activities at school.			
Not At All True	18	18	35
A Little True	29	33	35
Pretty Much True	28	28	19
Very Much True	25	21	10
I help decide things like class rules or activities.			
Not At All True	50	49	59
A Little True	29	28	25
Pretty Much True	15	16	10
Very Much True	6	7	6
I do things that make a difference at school.			
Not At All True	28	30	37
A Little True	39	35	34
Pretty Much True	22	23	18
Very Much True	10	13	11

Questions HS A22-24/MS A21-23: At school...I do interesting activities.. I help decide things like class activities or rules... I do things that make a difference.

Table A3.12

Community Protective Factors (Developmental Supports)

Outside of my home and school, there is a teacher or some other adult...	Grade 9	Grade 11	NT
	%	%	%
<i>Caring Relationships</i>			
who really cares about me.			
Not At All True	5	5	8
A Little True	10	10	13
Pretty Much True	21	21	23
Very Much True	64	65	55
who notices when I am upset about something.			
Not At All True	10	10	16
A Little True	17	15	15
Pretty Much True	24	26	23
Very Much True	49	50	46
whom I trust.			
Not At All True	9	10	13
A Little True	14	13	14
Pretty Much True	22	21	22
Very Much True	55	56	51
<i>High Expectations</i>			
who tells me when I do a good job.			
Not At All True	7	8	11
A Little True	17	14	21
Pretty Much True	26	25	27
Very Much True	51	53	42
who believes that I will be a success.			
Not At All True	6	6	12
A Little True	12	13	14
Pretty Much True	24	25	26
Very Much True	58	57	48
who always wants me to do my best.			
Not At All True	5	5	9
A Little True	9	9	12
Pretty Much True	21	23	23
Very Much True	65	63	56

Questions HS A25-30/MS 24-29: Outside of my home and school, there is an adult who...really cares about me, tells me when I do a good job... notices when I am upset about something...believes that I will be a success...always wants me to do my best...whom I trust.

Table A3.12 - Continued
Community Protective Factors (Developmental Supports)

	Grade 9 %	Grade 11 %	NT %
Opportunities for Meaningful Participation			
I am part of clubs, sports teams, church/temple or other group activities.			
Not At All True	29	26	53
A Little True	17	17	17
Pretty Much True	16	17	14
Very Much True	37	39	16
I am involved in music, art, literature, sports or a hobby.			
Not At All True	20	19	37
A Little True	15	16	16
Pretty Much True	21	22	18
Very Much True	44	43	29
I help other people.			
Not At All True	10	9	18
A Little True	27	24	32
Pretty Much True	35	33	22
Very Much True	28	34	28

Questions HS A31-33/MS 30-32: Outside of my home and school...I am part of clubs, sports teams, church/temple or other group activities...I am involved in music, art, literature, sports, or a hobby...I help other people.

4. Alcohol and Other Drug Use

Table A4.1

AOD Use, Lifetime

	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)			
0 times	56	40	31
1 time	11	9	9
2 to 3 times	13	12	12
4 or more times	21	39	49
Marijuana			
0 times	73	61	38
1 time	6	7	6
2 to 3 times	5	7	6
4 or more times	16	26	50
Inhalants (to get high)			
0 times	91	90	85
1 time	3	3	3
2 to 3 times	3	3	6
4 or more times	3	4	6
Cocaine			
0 times	97	95	86
1 time	2	2	4
2 to 3 times	1	1	4
4 or more times	1	2	5
Methamphetamine or any amphetamine			
0 times	98	98	95
1 time	1	1	1
2 to 3 times	0	1	1
4 or more times	1	1	3

*Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...alcohol (one full glass)... marijuana...inhalants...cocaine...methamphetamine or any amphetamine?
na=not asked of middle school students*

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 9 %	Grade 11 %	NT %
LSD or other psychedelics			
0 times	97	98	95
1 time	1	1	2
2 to 3 times	1	1	1
4 or more times	1	1	2
Ecstasy			
0 times	96	96	83
1 time	2	2	6
2 to 3 times	1	1	7
4 or more times	1	2	5
Heroin			
0 times	95	95	96
1 time	1	1	1
2 to 3 times	2	3	1
4 or more times	1	1	2
Other illegal drug or pill			
0 times	92	89	79
1 time	3	3	4
2 to 3 times	2	3	5
4 or more times	3	5	12
Any of the above AOD Use	49	63	74
Prescription pain killers			
0 times	89	84	68
1 time	3	5	6
2 to 3 times	3	5	10
4 or more times	4	7	16

*Question HS A.43-47//MS A.41: During your life, how many times have you used or tried LSD or other psychedelics...ecstasy...heroin...other illegal drug or pill...prescription pain killers.
na=not asked of middle school students*

Table A4.1 - Continued

AOD Use, Lifetime

	Grade 9 %	Grade 11 %	NT %
Barbiturates			
0 times	99	98	95
1 time	0	0	1
2 to 3 times	1	1	2
4 or more times	0	1	2
Tranquilizers or sedatives			
0 times	98	96	92
1 time	1	1	2
2 to 3 times	1	1	1
4 or more times	1	1	5
Cold/cough medicines			
0 times	81	81	69
1 time	4	4	7
2 to 3 times	5	5	9
4 or more times	10	10	14
Diet pills			
0 times	96	96	90
1 time	1	1	2
2 to 3 times	1	1	3
4 or more times	2	2	4
Ritalin™ or Adderall™			
0 times	98	97	93
1 time	0	1	1
2 to 3 times	1	1	2
4 or more times	1	1	4

*Question HS A.48-52: During your life, how many times have you used or tried...barbiturates...tranquilizers or sedatives... cold/cough medicines...diet pills...Ritalin or Adderall?
na=not asked of middle school students*

Table A4.2***Age of Onset***

	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)			
Never	50	37	26
10 or under	12	10	12
11 -12 years old	12	8	12
13-14 years old	21	16	23
15-16 years old	5	26	21
17 years or older	0	4	5
Marijuana			
Never	73	62	37
10 or under	2	2	8
11 -12 years old	6	5	11
13-14 years old	15	11	20
15-16 years old	3	18	19
17 years or older	0	3	5
Other illegal drug			
Never	89	85	67
10 or under	1	1	4
11 -12 years old	2	2	4
13-14 years old	6	4	11
15-16 years old	2	8	13
17 years or older	0	1	3

Question HS A.56,59-60/MS A.45,48-49: About how old were you the first time you. Had... a full drink of alcohol....used marijuana...used any other illegal drug?

Table A4.3***Current AOD Use, Past 30 Days***

	Grade 9	Grade 11	NT
	%	%	%
Alcohol (at least one drink)	24	31	43
Binge drinking (5 or more drinks in a row)	12	19	27
Marijuana	15	18	36
Inhalants	2	2	5
Cocaine	19	18	5
Methamphetamine or any amphetamine	5	4	3
Ecstasy, LSD or other psychedelics	31	16	4
Other illegal drug or pill	33	35	11
<i>Any drug use</i>	48	51	38
<i>Heavy drug user</i>	12	16	23
<i>Any of the above AOD Use</i>	56	60	51
Two or more of the above at the same time	5	6	21

*Question HS A.63-71/MS A.52-56: During the past 30 days, on how many days did you use...alcohol...binge drink...marijuana...inhalants...cocaine...methamphetamine or any amphetamine...ecstasy, LSD, or other psychedelics...other illegal drug or pill?
na=not asked of middle school students*

Table A4.4***Frequency of Current Alcohol and Marijuana Use, Past 30 days***

	Grade 9	Grade 11	NT
	%	%	%
Alcohol			
None	76	69	57
1 or 2 days	15	16	19
3 to 9 days	6	9	13
10 to 19 days	2	4	7
20 or more days (daily)	2	3	4
Marijuana			
None	85	82	64
1 or 2 days	6	6	12
3 to 9 days	3	4	4
10 to 19 days	2	3	4
20 or more days (daily)	4	5	16

Question HS A.63, 65/MS A.52,54: During the past 30 days, on how many days did you use...alcohol...marijuana?

Table A4.5***Ever Very Drunk or Sick from Drinking Alcohol***

	Grade 9	Grade 11	NT
	%	%	%
0 times	77	63	49
1 to 2 times	13	18	20
3 to 6 times	6	9	13
7 or more times	5	9	18

Question HS A.53/MS A.42: During your life, how many times have you been very drunk or sick after drinking alcohol?

Table A4.6***Ever "High" from Using Drugs***

	Grade 9	Grade 11	NT
	%	%	%
0 times	76	65	42
1 to 2 times	8	10	10
3 to 6 times	5	7	8
7 or more times	11	19	39

Question HS A.54/MS A.43: During your life, how many times have you been high (loaded, stoned, or wasted) from using drugs?

Table A4.7***Current Binge (Episodic Heavy) Drinking, Past 30 Days***

	Grade 9	Grade 11	NT
	%	%	%
0 days	88	81	73
1 to 2 days	7	8	11
3 or more days	5	11	16

Question HS A.64/MS A.53: During the past 30 days, on how many days did you use five or more drinks of alcohol in a row, that is, within a couple of hours?

Table A4.8***Desired Level of Alcohol Consumption, Drinking Style or Preference***

	Grade 9	Grade 11	NT
	%	%	%
Don't drink alcohol	55	45	38
Just a sip or two	18	14	11
Enough to feel it a little	12	14	16
Enough to feel it a lot	9	17	19
Until really drunk	6	9	15

Question HS A.76/MS A.63: How do you like to drink alcohol?

Table A4.9***Usual Level of Highness When Using Drugs***

	Grade 9	Grade 11	NT
	%	%	%
Don't use drugs	74	67	46
Not high at all	3	3	3
A little high	6	8	12
Moderately high	8	11	19
Very high	8	11	20

Question HS A.77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?

Table A4.10***Ever Driven after Drinking (Respondent or by Friend)***

	Grade 9	Grade 11	NT
	%	%	%
<i>Never</i>	80	77	65
<i>Any</i>	20	23	35
1 time	7	7	9
2 times	4	7	7
3 to 6 times	4	6	11
7 or more times	5	5	8

Question HS A.89: In your life, how many times have you driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?

Table A4.11

Ever Been a Passenger in a Car Driven by Someone Who Had Been Drinking

Never

Any

1 time

2 times

3 to 6 times

7 or more times

Question MS A.81: In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Table A4.12***Any Current Alcohol and Marijuana Use on School Property, Past 30 Days***

	Grade 9	Grade 11	NT
	%	%	%
Alcohol			
0 days	93	95	93
1 to 2 days	4	3	4
3 or more days	2	2	4
Marijuana			
0 days	94	95	88
1 to 2 days	3	2	4
3 or more days	3	3	8
Any illegal drug or pill			
0 days	98	97	92
1 to 2 days	1	1	4
3 or more days	1	1	5
<i>Any of the above</i>	10	8	17

Question HS A.73-75/MS A.58-60: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol? ...smoke marijuana...any illegal drug or pill?

Table A4.13***Ever Drunk or High on School Property***

	Grade 9	Grade 11	NT
	%	%	%
0 times	86	80	63
1 to 2 times	6	7	12
3 to 6 times	4	5	9
7 or more times	4	7	15

Question HS A.55/MS A.44: During your life, how many times have you been drunk on alcohol or high on drugs on school property?

Table A4.14***Perceived Harm of Frequent Alcohol Use***

	Grade 9	Grade 11	NT
	%	%	%
Alcohol - Drink Occasionally			
Great	34	32	33
Moderate	30	28	26
Slight	23	25	25
None	13	15	16
Alcohol - 5 or more drinks once or twice a week			
Great	50	50	36
Moderate	27	27	29
Slight	11	11	20
None	13	12	15

Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they...drink alcohol occasionally...have 5 or more drinks of alcohol once or twice a week?

Table A4.15***Perceived Harm of Frequent Marijuana Use***

	Grade 9	Grade 11	NT
	%	%	%
Marijuana - Smoke Occasionally			
Great	41	35	25
Moderate	26	22	19
Slight	16	19	22
None	18	23	34
Marijuana - Smoke once or twice a week			
Great	44	41	23
Moderate	23	21	18
Slight	14	16	25
None	19	22	35

Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they...smoke marijuana occasionally...smoke marijuana once or twice a week?

Table A4.16***Personal Disapproval of Using Alcohol***

	Grade 9 %	Grade 11 %	NT %
Alcohol - One or two drinks nearly every day			
Neither approve or disapprove	24	28	46
Somewhat disapprove	24	23	26
Strongly disapprove	52	49	28
Marijuana or Hashish - Once or twice			
Neither approve or disapprove	33	43	65
Somewhat disapprove	23	20	15
Strongly disapprove	44	36	21
Marijuana - Once a month or more			
Neither approve or disapprove	33	42	65
Somewhat disapprove	21	20	13
Strongly disapprove	46	38	22

Question HS A.92-94/MS A.76-78: How do you feel about someone your age...drink alcohol one or two drinks every day...smoke marijuana or hashish, once or twice...smoke marijuana, once a month or more?

Table A4.17***Student Perception of Percent of Marijuana Use Among Peers***

	Grade 9 %	Grade 11 %	NT %
None of them	10	7	8
10 percent	12	7	3
20 percent	8	5	2
30 percent	8	5	3
40 percent	7	6	1
50 percent	10	14	6
60 percent	7	9	3
70 percent	9	12	7
80 percent	12	15	13
90 percent	10	13	25
All of them	5	7	27

Question HS A.88/MS A.74: Think about a group of 100 students in your grade. About how many students...ever tried marijuana?

Table A4.18***Occurrence of Problems while Using Alcohol/Drugs***

	Grade 9	Grade 11	NT
	%	%	%
Does not apply, never used alcohol/drugs	66	55	39
Problems with emotions, nerves, mental health	7	8	16
Trouble or problems with the police	5	5	17
Money problems	2	3	10
Miss school	5	5	13
Problems with school work	7	6	9
Fight with other kids	4	3	12
Damage a friendship	5	6	9
Physically hurt or injure yourself	3	4	7
Unwanted or unprotected sex	4	5	12
Forget what happened or pass out	8	12	20
Other problems	4	5	9
More than one problem	11	13	27
Never had problems when I've used alcohol/drugs	18	28	29

Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems?

(Mark all that apply.)

Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.19***Occurrence of Experiences Related to Dependency while Using Alcohol/Drugs***

	Grade 9 %	Grade 11 %	NT %
Does not apply, have not used alcohol or drugs	68	56	43
Had to increase use to get same effect as before	6	8	14
Spent a lot of time getting, using, or being "hung over" from using	4	5	9
Used alcohol or drugs a lot more than intended	6	7	13
Used alcohol or drugs when alone	8	9	21
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	4	4	10
Often didn't feel OK unless had something to drink or used a drug	3	4	8
Thought about reducing or stopping	8	11	18
Told yourself not going to use, but used anyway	6	9	14
Spoke with someone about reducing or stopping use	5	6	11
Attended counseling, program, or group to reduce/stop use	2	1	6
More than one experience	11	15	25
Use alcohol or drugs, but have not experienced any of these things	16	24	25

Question HS A.97: If you use alcohol, marijuana, or another drug, have you had any of the following experiences?

Mark all that apply.

Please note: Because all that apply are marked, total percentages may exceed 100%.

Table A4.20***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 9 %	Grade 11 %	NT %
Alcohol			
Very difficult	4	4	5
Fairly difficult	7	6	7
Fairly easy	27	29	20
Very easy	38	46	49
Don't know	23	16	19
Marijuana			
Very difficult	5	4	5
Fairly difficult	6	4	2
Fairly easy	22	20	11
Very easy	41	55	65
Don't know	25	18	17

Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get alcohol or marijuana if they really want them?

Table A4.21***Offered Illegal Drugs on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %	NT %
0 times	86	83	66
1 time	6	6	8
2 to 3 times	4	4	8
4 or more times	4	6	18

Question HS A.107/MS A.89: During the past 12 months, how many times on school property have you been offered, sold or given an illegal drug?

Table A4.22***Talked to Parents or Guardian about Dangers of Tobacco, Alcohol, or Drug use***

	Grade 9	Grade 11	NT
	%	%	%
No	60	56	56
Yes	40	44	44

Question HS A 98/MS A.61: During the past 12 months...Have you talked with at least one of your parents (or guardian) about the dangers of tobacco, alcohol, or drug use?

Table A4.23***Heard, Read or Watched any Messages about Not Using Alcohol, Tobacco or Drugs***

	Grade 9	Grade 11	NT
	%	%	%
No	86	85	80
Yes	14	15	20

Question HS A 99/MS A.62: During the past 12 months...Have you heard, read or watched any messages about not using alcohol, tobacco, or drugs?

Table A4.24***Used Alcohol, Past 30 days*****Cells are empty if there are less than 25 respondents.**

	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	26	33	42
American Indian or Alaska Native	27	31	48
Asian	13	19	
Black or African American	32	36	
Native Hawaiian or Pacific Islander		36	
White	23	31	40
Mixed (two or more) races		36	46

*Question HS A.61/MS A.51: During the past 30 days, on how many days did you use cigarettes?***Table A4.25*****Used Marijuana, Past 30 days*****Cells are empty if there are less than 25 respondents.**

	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	17	20	37
American Indian or Alaska Native	17	16	48
Asian	5	7	
Black or African American	26	28	
Native Hawaiian or Pacific Islander		29	
White	13	16	31
Mixed (two or more) races	18	25	39

Question HS A.61/MS A.51: During the past 30 days, on how many days did you smoke marijuana?

5. Tobacco Use

Table A5.1

Ever Used Cigarettes or Smokeless Tobacco, Lifetime

	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs			
0 times	na	na	na
1 time	na	na	na
2 to 3 times	na	na	na
4 or more times	na	na	na
A whole cigarette			
0 times	83	75	50
1 time	6	6	12
2 to 3 times	5	5	9
4 or more times	6	14	29
Smokeless tobacco			
0 times	93	88	83
1 time	2	4	8
2 to 3 times	2	3	3
4 or more times	3	5	7

Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried... a cigarette, even a puff of two... a whole cigarette...smokeless tobacco?

Table A5.2***Age of Onset***

	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette			
Never	80	71	47
10 or under	4	4	11
11-12 years old	5	5	10
13-14 years old	9	7	14
15-16 years old	2	11	15
17 years or older	0	1	4
Smokeless tobacco			
Never	92	86	77
10 or under	1	1	3
11-12 years old	2	2	3
13-14 years old	4	4	8
15-16 years old	1	7	6
17 years or older	0	1	2

Question HS A.57-58/MS A.46-47: About how old were you the first time yousmoked part or all of a cigarette.....used smokeless tobacco or other tobacco products?

Table A5.3***Any and Daily Use of Cigarettes and Smokeless Tobacco, Past 30 Days***

	Grade 9 %	Grade 11 %	NT %
Cigarettes			
Any	6	10	26
Daily	1	2	9
Smokeless tobacco			
Any	3	4	5
Daily	1	1	2

Question HS A.61-62/MS A.50-51: During the past 30 days, on how many days did you use...cigarettes...smokeless tobacco?

Table A5.4***Current Smoking on School Property, Past 30 Days***

	Grade 9	Grade 11	NT
	%	%	%
<i>None</i>	98	98	94
<i>Any</i>	2	2	6
1 or 2 days	1	1	3
3 to 9 days	0	0	0
10 to 19 days	0	0	1
20 to 30 days	0	0	1

Question HS A.72/MS A.57: During the past 30 days, on how many days on school property did you smoke cigarettes?

Table A5.5***Personal Disapproval of Using Cigarettes***

	Grade 9	Grade 11	NT
	%	%	%
Neither approve nor disapprove	20	26	44
Somewhat disapprove	18	16	21
Strongly disapprove	62	58	34

Question HS A.91/MS A.75: How do you feel about someone your age smoking one or more packs of cigarettes a day?

Table A5.6***Peer Disapproval of Using Cigarettes***

	Grade 9	Grade 11	NT
	%	%	%
Neither approve or disapprove	15	17	32
Somewhat disapprove	18	17	24
Strongly disapprove	67	67	44

Question HS A.96/MS A.80: How do you think your close friends would feel about your smoking one or more packs of cigarettes a day?

Table A5.7***Perceived Harm of Frequent Cigarette Smoking***

	Grade 9 %	Grade 11 %	NT %
Smoking occasionally			
Great	39	38	32
Moderate	32	31	28
Slight	16	17	20
None	13	14	20
Smoking 1-2 packs of cigarettes a day			
Great	69	73	61
Moderate	14	11	14
Slight	5	3	5
None	12	12	19

Question HS A78-79/MS A.64-65: How much do people risk harming themselves physically and in other ways when...smoking cigarettes occasionally...smoke 1-2 packs of cigarettes a day?

Table A5.8***Perceived Difficulty of Obtaining Cigarettes***

	Grade 9 %	Grade 11 %	NT %
Very difficult	4	3	4
Fairly difficult	8	4	5
Fairly easy	27	27	16
Very easy	32	46	56
Don't know	28	19	19

Question HS A.84/MS A.70: How difficult is it for students in your grade to get cigarettes if they really want them?

Table A5.9***Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month***

	Grade 9	Grade 11	NT
	%	%	%
None of them	15	9	9
10 percent	23	19	9
20 percent	13	11	8
30 percent	11	13	8
40 percent	10	9	5
50 percent	9	13	11
60 percent	6	7	6
70 percent	5	7	9
80 percent	4	5	12
90 percent	2	3	10
All of them	2	3	13

Question HS A.87/MS A.73: Think about a group of 100 students in your grade. About how many students smoke cigarettes at least once a month?

Table A5.10***Used Cigarettes, Past 30 days***

Cells are empty if there are less than 25 respondents.

	Grade 9	Grade 11	NT
	%	%	%
Hispanic or Latino	6	9	23
American Indian or Alaska Native	5	9	41
Asian	2	5	
Black or African American	5	8	
Native Hawaiian or Pacific Islander		14	
White	7	13	21
Mixed (two or more) races	8	13	27

Question HS A.61/MS A.51: During the past 30 days, on how many days did you use cigarettes?

6. Violence and Safety

Table A6.1

Verbal Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
Had mean rumors/lies spread about you			
0 times	66	64	64
1 time	15	15	14
2 to 3 times	10	12	11
4 or more times	9	9	11
Had sexual jokes/comments/gestures made to you			
0 times	65	63	69
1 time	11	8	9
2 to 3 times	8	9	11
4 or more times	16	20	11
Been made fun of because of your looks/way of talking			
0 times	66	69	75
1 time	13	12	9
2 to 3 times	8	8	8
4 or more times	12	11	8

Question HS A.103-105/MS A.85-87: During the past 12 months, how many times on school property have you... had mean rumors/lies spread about you...had sexual jokes/comments/gestures made to you...been make fun of your looks/ way of talking?

Table A6.2
Physical Violence on School Property, Past 12 Months

	Grade 9	Grade 11	NT
	%	%	%
Been pushed, shoved, hit, etc.			
0 times	72	81	79
1 time	13	8	12
2 to 3 times	8	5	5
4 or more times	7	6	4
Been afraid of being beaten up			
0 times	84	90	90
1 time	9	6	5
2 to 3 times	4	2	4
4 or more times	3	2	2
Been in a physical fight			
0 times	85	89	75
1 time	8	6	11
2 to 3 times	4	3	8
4 or more times	3	2	7

Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you...been pushed shoved, hit, etc.,...been afraid of being beaten up...been in a physical fight?

Table A6.3
Property Damage on School Property, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
Had property stolen/damaged			
0 times	88	90	83
1 time	7	6	11
2 to 3 times	2	2	3
4 or more times	1	2	2
Damaged school property on purpose			
0 times	93	93	86
1 time	3	3	5
2 to 3 times	2	1	6
4 or more times	1	1	3

Question HS A.106,108/MS A.88,90: During the past 12 months, how many times on school property have you... had property stolen/damaged...damaged school property on purpose?

Table A6.4
Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
Carried a gun			
0 times	96	94	93
1 time	2	2	3
2 or more times	2	2	3
Carried any other weapon			
0 times	96	95	89
1 time	1	2	6
2 or more times	3	2	6

Question HS A.109-110/MS A.91-92: During the past 12 months, how many times on school property have you...carried a gun...carried any other weapon?

Table A6.5***Awareness and Use of Weapons on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %	NT %
Seen someone with a weapon			
0 times	72	84	79
1 time	14	8	7
2 or more times	14	8	15
Been threatened/injured with a weapon			
0 times	91	92	92
1 time	3	3	4
2 or more times	4	3	4

Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you...seen someone with a weapon...been threatened/injured with a weapon?

Table A6.6***Personal Disapproval of Weapon Possession***

	Grade 9 %	Grade 11 %	NT %
Neither approve or disapprove	17	16	30
Somewhat disapprove	12	11	13
Strongly disapprove	71	74	56

Question HS A.95/MS A.79: How do you feel about someone your age carrying a weapon to school?

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %	NT %
Race, Ethnicity, or National Origin			
0 times	83	85	89
1 time	7	6	5
2 or more times	10	10	6
Religion			
0 times	91	92	93
1 time	5	3	3
2 or more times	5	5	4
Gender			
0 times	93	94	95
1 time	4	3	3
2 or more times	4	3	3
Sexual Orientation *			
0 times	90	94	94
1 time	4	2	2
2 or more times	6	4	4
Physical/Mental Disability			
0 times	96	97	97
1 time	2	2	2
2 or more times	3	2	2
<i>Any of the Above Five Hate-Crime Reasons</i>			
	26	22	18
Any Other Reason			
0 times	78	83	83
1 time	8	5	7
2 or more times	14	12	10
<i>Any Harassment</i>			
	35	28	25

Question HS A.113-118/MS A.95-100: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?

** "Because you are gay or lesbian or someone thought you were."*

Table A6.8***Gang Involvement, Current***

	Grade 9	Grade 11	NT
	%	%	%
No	94	95	91
Yes	6	5	9

Question HS A.121 /MS A.104: Do you consider yourself a member of a gang?

Table A6.9***Physical Violence by Boyfriend/Girlfriend, Past 12 Months***

	Grade 9	Grade 11	NT
	%	%	%
Does not apply, didn't have a boyfriend/girlfriend	39	33	19
No	55	59	67
Yes	6	8	14

Question HS A.122/MS A.105: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

Table A6.10***Perceived Safety of School***

	Grade 9	Grade 11	NT
	%	%	%
Very safe	11	12	11
Safe	43	44	33
Neither safe nor unsafe	38	36	44
Unsafe	4	5	7
Very unsafe	4	3	5

Question HS A.119/MS A.101: How safe do you feel when you are at school?

Table A6.11***Cyber Bullying***

	Grade 9	Grade 11	NT
	%	%	%
0 times (never)	79	77	73
1 time	10	11	12
2-3 times	6	7	9
4 or more times	6	5	6

Question HS A.120/MS A.103: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, MySpace™, email, instant message)?

Table A6.12***Harassment for Hate-Crime Reasons*****Cells are empty if there are less than 25 respondents.**

	Grade 9	Grade 11	NT
	%	%	%
Hispanic or Latino	23	19	13
American Indian or Alaska Native	15	20	17
Asian	37	31	
Black or African American	41	28	
Native Hawaiian or Pacific Islander		38	
White	26	21	7
Mixed (two or more) races	26	21	23

Question HS A.113-117/MS A.95-99: During the past 12 months, how many times on school property were you harassed or bullied because of race, ethnicity or national origin...religion...gender...sexual orientation...physical or mental disability?

Table A6.13***Harassment for Race, Ethnicity or National Origin*****Cells are empty if there are less than 25 respondents.**

	Grade 9	Grade 11	NT
	%	%	%
Hispanic or Latino	13	12	7
American Indian or Alaska Native	10	15	7
Asian	32	29	
Black or African American	35	24	
Native Hawaiian or Pacific Islander		31	
White	14	10	5
Mixed (two or more) races	14	14	16

Question HS A.113/MS A.95: During the past 12 months, how many times on school property were you harassed or bullied because of race, ethnicity or national origin?

7. Physical and Mental Health

Table A7.1

Eating of Breakfast

	Grade 9	Grade 11	NT
	%	%	%
No	36	40	49
Yes	64	60	51

Question HS A.34/MS A.33: Did you eat breakfast today?

Table A7.2

Frequency of Sad or Hopeless Feelings, Past 12 Months

	Grade 9	Grade 11	NT
	%	%	%
No	67	66	58
Yes	33	34	42

Question HS A.123/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Table A7.3

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9	Grade 11	NT
	%	%	%
No	83	83	79
Yes	17	17	21

Question HS A.124: During the past 12 months, did you ever seriously consider attempting suicide?

Table A7.4***Gambling, Past 12 Months***

	Grade 9 %	Grade 11 %	NT %
Card or dice games			
Not at all	89	88	83
Less than once a month	8	8	10
1 to 3 times	2	2	3
Once a week or more	2	2	4
Personal skill games			
Not at all	83	82	80
Less than once a month	11	11	12
1 to 3 times	2	3	4
Once a week or more	4	3	5
Betting on sports			
Not at all	76	78	76
Less than once a month	16	16	17
1 to 3 times	4	4	4
Once a week or more	4	3	4
Lottery			
Not at all	88	88	83
Less than once a month	8	8	12
1 to 3 times	2	2	3
Once a week or more	2	2	2
Bet or gambled in any other way			
Not at all	87	87	84
Less than once a month	9	8	9
1 to 3 times	2	2	4
Once a week or more	3	3	4

Question HS A.127-131//MS A.109-113: During the past 12 months, how often have you bet/gambled, even casually, for money or valuables in the following ways?

8. Results by Gender

Table A8.1

Selected Alcohol and Other Drug Use Measures, by Gender and Grade

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use						
<i>During your life, did you ever...</i>						
drink alcohol (one full drink)?	46	44	59	61	73	66
use inhalants?	10	8	10	10	18	13
smoke marijuana?	25	30	35	44	65	59
<i>During the past 30 days, did you...</i>						
drink alcohol (one full drink)?	27	22	30	32	45	41
use inhalants?	2	3	2	2	5	5
smoke marijuana?	13	18	15	23	34	40
Level of Involvement (High Risk Patterns)						
<i>During your life, have you ever...</i>						
been very drunk or sick after drinking alcohol?	24	23	37	36	55	46
been high from using drugs?	22	26	32	39	60	56
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	11	14	16	22	26	28
ATOD Use at School						
During your life, have you ever been drunk/high on school property?	13	16	17	22	35	39
During the past 30 days, did you use marijuana on school property?	5	8	4	7	12	13
Perceived Harm						
<i>Frequent use of... is harmful.*</i>						
alcohol (five or more drinks once or twice a week)	89	87	89	87	85	85
marijuana (once or twice a week)	84	78	83	72	68	62

*combines "Great," "Moderate," and "Slight"

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	15	18	22	29	50	51
During the past 30 days, did you smoke a cigarette?	5	7	9	11	25	28
During the past 30 days, did you smoke cigarettes daily?	1	1	1	2	7	11
During the past 30 days, did you smoke cigarettes on school property?	1	3	2	3	5	7
Frequent use of cigarettes is harmful. (1-2 packs a day)*	89	87	89	87	80	82

*combines "Great," "Moderate," and "Slight"

Table A8.3

School Safety-Related Indicators, by Gender and Grade

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>						
Race, ethnicity, or national origin	13	20	15	15	12	10
Religion	8	11	9	8	8	6
Gender	9	6	8	4	5	4
Gay/lesbian, or someone thought you were	11	10	7	6	7	5
Physical/mental disability	4	5	4	3	4	3
Any other reason	25	20	19	15	22	12
During the past 12 months at school, have you been in a physical fight?	12	18	9	13	23	28
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	5	7	8	9	15	13
Feels safe at school	54	53	53	59	47	40
Currently belong to a gang?	5	6	3	9	8	11

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %
Did you eat breakfast today?	58	70	57	65	52	50
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?	39	27	41	27	53	30

9. Comparisons

Table A9.1
Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
Lifetime and Current ATOD Use						
<i>During your life, did you ever...</i>						
smoke a cigarette?	17	20	45 ^a	25	34	55 ^a
chew tobacco or snuff?	7	6	~	12	10	~
drink alcohol (glass)?	44	47	67	60	66	79
use inhalants?	9	14	15	10	15	12
smoke marijuana?	27	25	29	39	42	50
<i>During the past 30 days, did you...</i>						
smoke a cigarette?	6	11	15	10	17	24
chew tobacco or snuff?	3	5	6	4	6	6
drink alcohol (glass)?	24	24	37	31	42	53
use inhalants?	2	7	~	2	7	~
smoke marijuana?	15	15	16	18	24	21
Level of Involvement (High Risk Patterns)						
<i>During your life, have you ever...</i>						
been very drunk or sick after drinking?	23	28	~	37	45	~
been high from using drugs?	24	22	~	35	37	~
<i>During the past 30 days, did you...</i>						
drink 5 drinks in a couple of hours?	12	16	18	19	29	28

^aYRBS asks about smoking even a puff or two.

*The California Student Survey (CSS) includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table A9.1 - Continued

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	9th Grade %		11th Grade %	
	District	CSS	District	CSS
ATOD Use on School Property				
During your life, have you ever been drunk/high?	14	13	20	25
During the past 30 days, did you smoke cigarettes?	2	7	2	7
Perceived Harm				
<i>People risk harming themselves using...</i> ^b				
cigarettes (1-2 packs a day)	88	90	88	93
alcohol (five or more drinks once or twice a week)	87	89	88	92
marijuana (once or twice a week)	81	85	78	87

^bcombines "Great," "Moderate," and "Slight"

*The California Student Survey (CSS) includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table A9.2

Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS* and 2007 National YRBS

	9th Grade %			11th Grade %		
	District	CSS	YRBS	District	CSS	YRBS
School Safety						
<i>During the past 12 months at school, have you....</i>						
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	26	27	~	22	22	~
been in a physical fight?	15	25	18	11	23	11
been afraid of being beaten up?	16	22	~	10	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	6	13	~	6	13	~
How safe do you feel when you are at school? Very safe.	11	16	~	12	20	~
Do you consider yourself a member of a gang?	6	8	~	5	8	~
School Protective Factors - High Levels (Resilience Indicators)						
Caring relationships with teacher or other adult	26	28	~	32	29	~
High expectations from teacher or other adult	43	39	~	44	38	~
Opportunities for meaningful participation at their school	11	13	~	12	15	~
Total	26	27	~	30	28	~
School Connectedness Scale	43	34	~	41	31	~

*The California Student Survey (CSS) includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

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Resilience & Youth Development Module B

Section B

	Grade 9	Grade 11	NT
Student Sample Size			
Target Sample	2546	2257	818
Final Number	317	258	284
Average Response Rate - Module B	12%	11%	35%

Table B1

Summary of Resilience-promoting Protective Factors (Developmental Supports)*

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
Total Environment^d	59	38	3	63	35	2	39	52	8
Caring Adult Relationships ^a	59	34	7	66	31	3	49	43	8
High Expectations ^a	72	27	0	73	25	2	58	38	4
Opportunities for Meaningful Participation ^a	28	56	16	35	48	17	14	52	33
Peer Environment									
Total	59	36	5	67	29	4	51	40	9
Caring Peer Relationships	52	38	10	66	28	6	49	38	12
High Expectations: Pro-social Peers	51	47	2	48	48	5	41	53	6
Home Environment									
Total	68	26	6	64	31	6	45	42	13
Caring Adult Relationship	59	30	11	55	37	8	40	46	14
High Expectations	78	19	3	77	21	2	62	33	5
Opportunities for Meaningful Participation	39	50	11	39	48	13	28	48	24

*These Protective Factors are also known as Environmental Assets.

^aIncludes measures of school and community protective factors from Table A3.1, as well as peer and home.

Table B2***Summary of Internal Strengths***

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L
<i>Total</i>	70	27	3	71	28	2	57	38	5
Cooperation and Communication	48	45	7	50	46	4	39	52	9
Self-efficacy	58	38	4	62	34	5	49	47	5
Empathy	58	36	6	63	34	3	53	37	10
Problem Solving	49	40	11	48	40	11	36	49	14
Self-awareness	62	32	6	64	30	5	55	37	9
Goals and Aspirations	84	14	2	83	15	2	73	22	5

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Mental and Physical Health Module E

Section E

	Grade 9	Grade 11	NT
<i>Student Sample Size</i>			
Target Sample	2546	2257	818
Final Number	304	236	232
Average Response Rate - Module E	12%	10%	28%

Table E1

Eating/Drinking of Fruits and Vegetables at Least Once per Day, Past 24 Hours

	Grade 9 %	Grade 11 %	NT %
100% fruit juices	85	80	74
Fruit	83	77	75
Vegetables	100	100	100
<i>Five or more portions of any</i>	60	51	58

Question HS/MS E6, 8-9: During the past 24 hours (yesterday), how many times did you...

Table E2

Drinking of Milk and Eating of Yogurt, Past 24 Hours

	Grade 9 %	Grade 11 %	NT %
0 times	6	12	14
1 time	4	8	10
2 times	5	11	13
3 times	7	12	11
4 times	12	5	13
5 or more times	21	14	15

Question HS/MS E4: During the past 24 hours (yesterday), how many times did you drink milk or eat yogurt? (In any form, including in cereal.)

Table E3***Drinking of Soda Pop, Past 24 Hours***

	Grade 9 %	Grade 11 %	NT %
0 times	0	0	0
1 time	35	42	45
2 times	24	20	22
3 times	14	15	13
4 times	7	7	8
5 or more times	20	17	13

Question HS/MS E5: During the past 24 hours (yesterday), how many times did you drink soda pop?

Table E4***Eating of Fried Potatoes, Past 24 Hours***

	Grade 9 %	Grade 11 %	NT %
0 times	0	0	0
1 time	58	57	50
2 times	17	16	12
3 times	10	10	16
4 times	4	6	11
5 or more times	10	10	11

Question HS/MS E7 During the past 24 hours (yesterday), how many times did you eat French fries, potato chips, or other fried potatoes?

Table E5***Exercise on at Least Three of the Past Seven Days***

	Grade 9 %	Grade 11 %	NT %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard	46	47	41
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard	57	55	45
<i>Either</i>	62	59	52

Question HS/MS E1-2: On how many of the past 7 days did you...?

TableE6***Frequency of Exercise to Strengthen or Tone Muscles, Past Seven Days***

	Grade 9 %	Grade 11 %	NT %
0 days			
1 - 2 days	#VALUE!	#VALUE!	#VALUE!
3 or more days	#VALUE!	#VALUE!	#VALUE!

Question HS/MS E3: On how many of the past 7 days did you...do exercises to strengthen or tone your muscles? (For example, push-ups, sit-ups, or weight lifting.)

Table E7***Students With Asthma***

	Grade 9 %	Grade 11 %	NT %
No	69	70	64
Yes	21	24	29
Don't know	10	6	

Question HS/MS E10: Has a doctor ever told you or your parent/guardian that you have asthma?

Table E8***Student Body Mass Index***

	Grade 9 %	Grade 11 %	NT %
Underweight	0	0	0
Acceptable	0	0	0
At risk of overweight	0	0	0
Overweight	0	0	0

Questions at End of Survey: How tall are you without your shoes on? How much do you weigh without your shoes on?

California Healthy Kids Survey

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INTRODUCTION

The Merced Union High School District administered the California Healthy Kids Survey (CHKS) in the 2010-2011 school year. We wish to thank all the school staff, teachers, parents, and students who participated in the survey for their commitment, time, and effort.

The CHKS is a service provided by the California Department of Education (CDE) to districts that want to collect information on the health risks and resilience of their students. This report provides a summary of the survey's purpose and key findings relating to substance use, violence and safety. While it is essential to identify and address student problems, it is equally important that we do not lose sight of the positive behaviors and attitudes of most youth. The CHKS provides the data to do this. This report summarizes the results for key indicators of risk and well-being. The complete survey results are available in the district's Main Report.

Why Was the Survey Conducted?

The "CHKS Goals" at the end of this document provides the reasons why the district administered the survey. The most important reason is the monitoring of progress toward promoting youth well-being and school success. Schools increasingly need—and are often required—to find out what problems their students face and to put in place programs to address them. This is an essential part of efforts to improve student academic performance and positive youth development.

How Was the Survey Conducted?

The survey was conducted using passive parent consent. The CHKS targets students in grades 5, 7, 9, and 11. The district conducted the survey using strict guidelines to preserve student privacy, data confidentiality, and all other student and parent rights. Each student's participation was completely voluntary and anonymous. The district administered the survey following detailed written instructions and on-call technical assistance from a CHKS Center.

Who Took the Survey?

Table 1, on the following page, presents the number of students that participated in the CHKS. According to CHKS standards, the district must collect completed answer sheets from a minimum of 60% of students at each surveyed grade level (at a minimum grades 5, 7, 9, and 11) to produce representative data. The lower the percentage of participating students below 60%, the less valid and useful are the results. Overall, the results for the district appear reliable and are a good reflection of student behavior.

Table 1. Description of Participating Students

Merced Union High - 2010-2011

	Grade 9	Grade 11
Number of Students Surveyed	1938	1530
Percent of Students Participating	76%	68%
Gender (%)		
Males	51	47
Females	49	53
Hispanic or Latino (%)		
	62	58
Race (%)		
American Indian or Alaskan Native	8	11
Asian	15	18
Black or African American	5	5
Native Hawaiian or Pacific Islander	1	2
White	29	30
Mixed (two or more) races	42	34

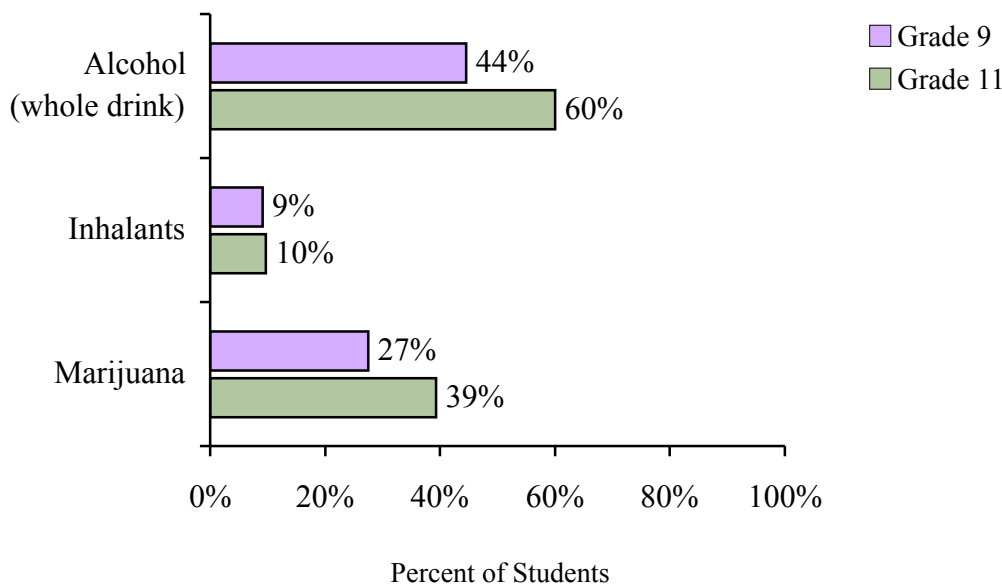
ALCOHOL, TOBACCO, AND OTHER DRUG USE

Reported in this section are the results for lifetime and current substance use, alcohol and drug use at school, high-risk behaviors such as binge drinking and drinking and driving, and perceived harm. Tables 2 and 3 on pages 13 through 15 displays state and national comparison data for Key Indicators.

Lifetime Use of Alcohol and Other Drugs

Chart 1 illustrates the percent of students who have ever tried a full drink of alcohol (not just a sip), inhalants, or marijuana. These data provide information about the overall drug environment in the school and community. However, lifetime use rates include students who may have only experimented once.

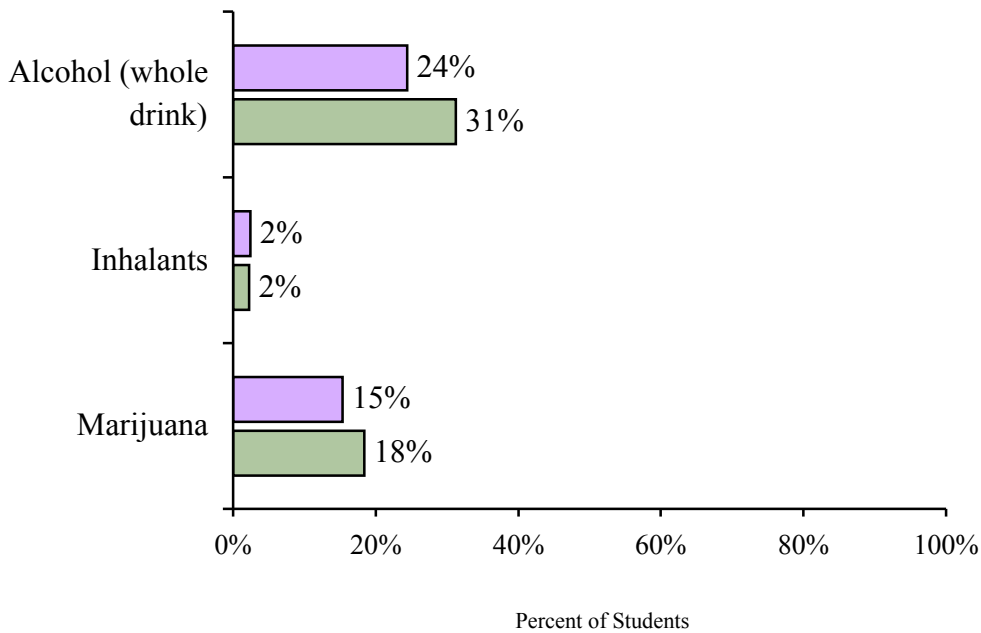
Chart 1. Percent of Students Who Used Alcohol and Other Drugs at Least Once in Their Life



Current Use (Past 30 Days) Of Alcohol and Other Drugs

Chart 2 shows the percent of students who are current users of the same three substances displayed in Chart 1, having consumed them in the thirty days before the survey. These students, particularly in high school, may be regular users and not just students who experiment.

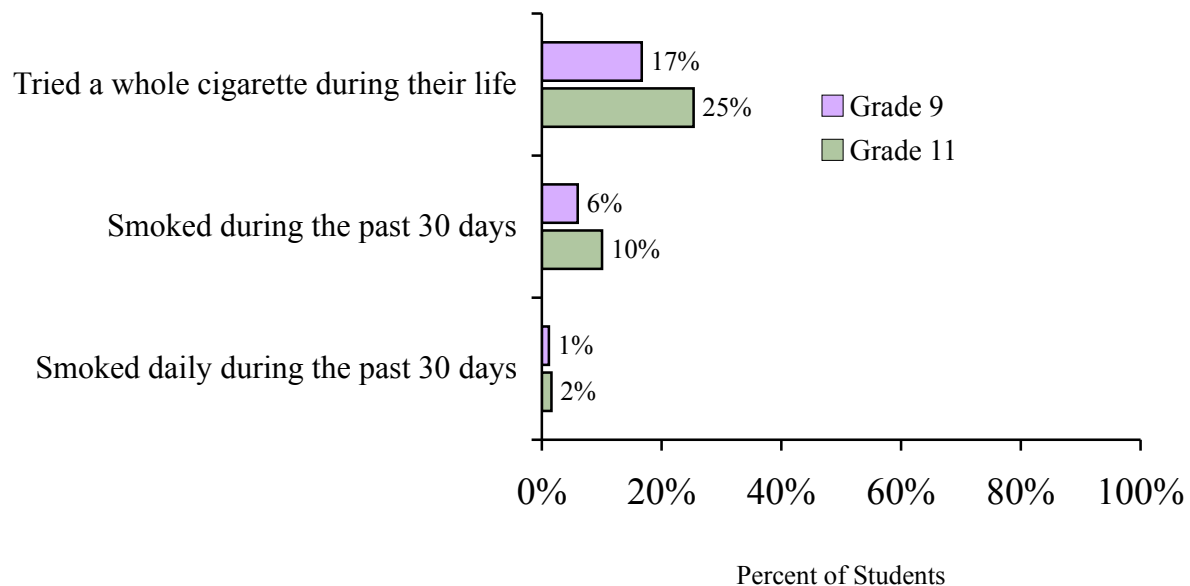
Chart 2. Percent of Students Who Used Alcohol or Other Drugs During the Past 30 Days (Current Use)



Tobacco Use, Lifetime and Current Use

Chart 3 shows the percent of students who experimented with tobacco at least once in their lives, either smoking one or two puffs or a whole cigarette. In addition, the chart displays the percent of students who in the 30 days before taking the survey smoked at least one cigarette as well as smoked daily (at least 20 days).

Chart 3. Percent of Students Who Participated in Various Levels of Tobacco Use



High Risk Behaviors

The CHKS asks students several questions that help determine the level and risk of substance use as a guide for programs targeting serious involvement. Chart 4, on the following page, shows the percent of students who drank alcohol or smoked marijuana on school property, had been sick after drinking, had been high in their lifetime, and drank excessively in the past month.

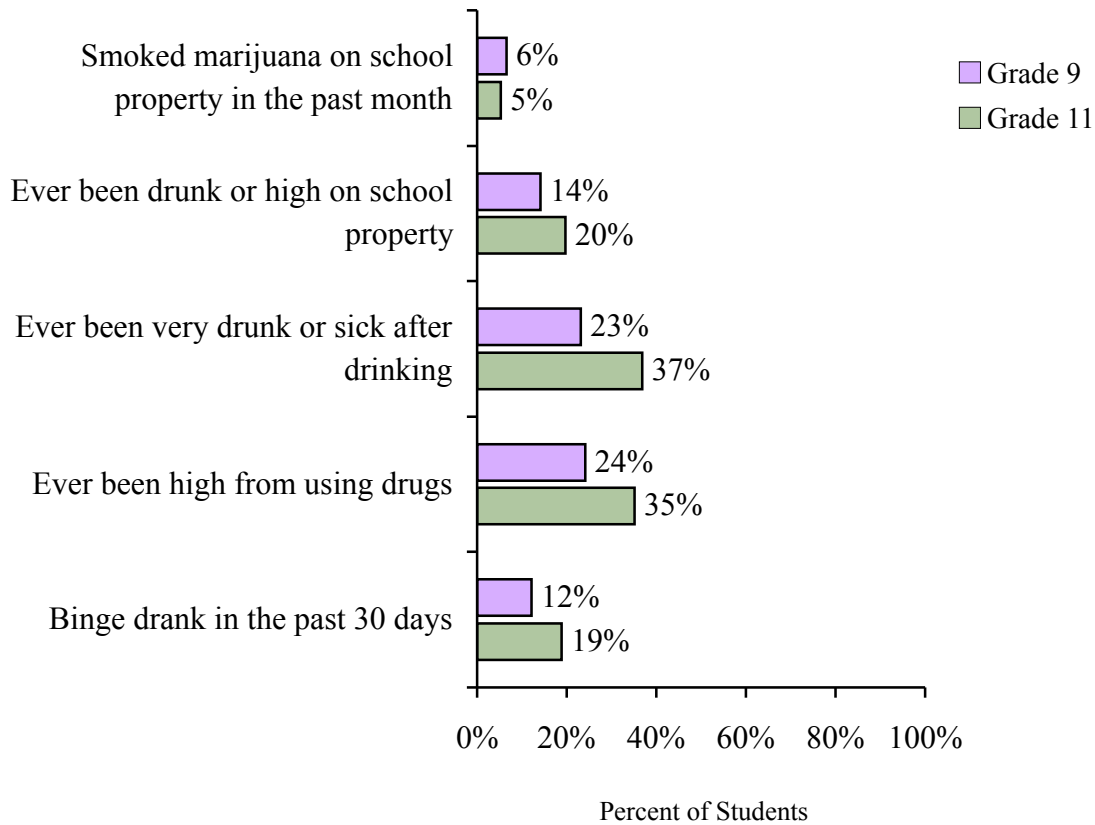
Use at School. Special attention should be paid to alcohol and other drug use at school, as this is a key indicator of serious involvement, as well as a lack of attachment or sense of belonging to the school. These behaviors interfere with students' educational development. Because marijuana is long lasting, can be easily concealed, and is consumed quickly, its use has been particularly associated with attending school "high."

Drunk or High. Youth were asked whether they had *ever* been drunk or sick after drinking alcohol, or been high from using drugs. When considering this information, keep in mind that youth may feel that they are drunk when an adult would not, and that, because of their lower body weight, it also takes less alcohol for them to get drunk.

Binge Drinking. One of the most widely used definitions of heavy drinking is the consumption of five drinks in a row in a single setting or occasion. This is frequently called "binge drinking" or "episodic" heavy drinking. Adolescent binge drinkers open themselves up to many alcohol-related problems, such as losing control over their actions, making poor choices, and taking part in high-risk activities such as unprotected sex or driving while intoxicated.

Involvement in Drinking and Driving. Driving under the influence is one of the main causes of traffic accidents and death among youth. To gauge the overall risk to students from drinking and driving, high school students were asked how often they had ever driven after drinking or been driven by a friend under the influence. 20% of 9th graders and 23% of 11th graders indicated they had either driven a car after drinking or been a passenger in a car driven by a friend who had been drinking.

Chart 4. Percent of Students Who Participated in High Risk Behaviors Associated with Alcohol, Tobacco, or Other Drugs



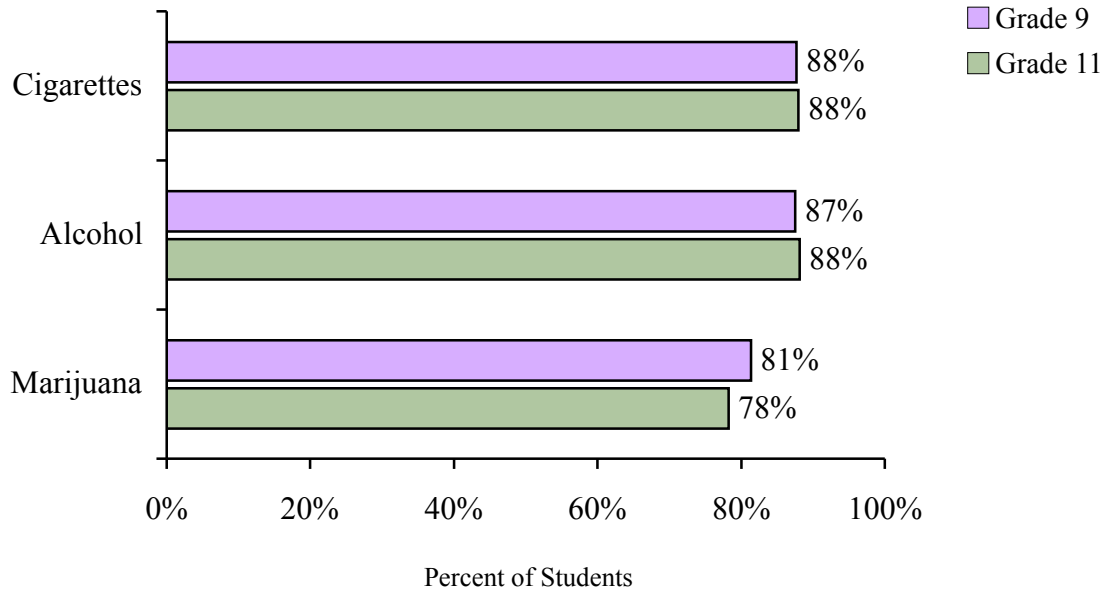
Perceived Harm

As a way to measure attitudes toward substance use, the CHKS asks students how they feel about frequent use (at least once a day) of cigarettes, alcohol, and marijuana. Chart 5 provides the results for students who think it is harmful.

The relationship of knowledge, attitudes, and behavior is complex. Only providing information about the dangers of alcohol, tobacco, and other drug use has had little impact on behavior. However, state and national data indicate that if students think using alcohol, tobacco and other drugs is extremely harmful or risky they will be less likely to use them. This means that talking to students about the use dangers is an important part of a total prevention program.

Research has consistently shown that the great majority of students believe that frequent use of cigarettes, alcohol, and marijuana is harmful. However, it seems students usually think alcohol is less dangerous than tobacco, and that tobacco is less harmful than marijuana.

Chart 5. Percent of Students Who Feel Frequent Use of Alcohol, Tobacco, and Other Drugs is Harmful



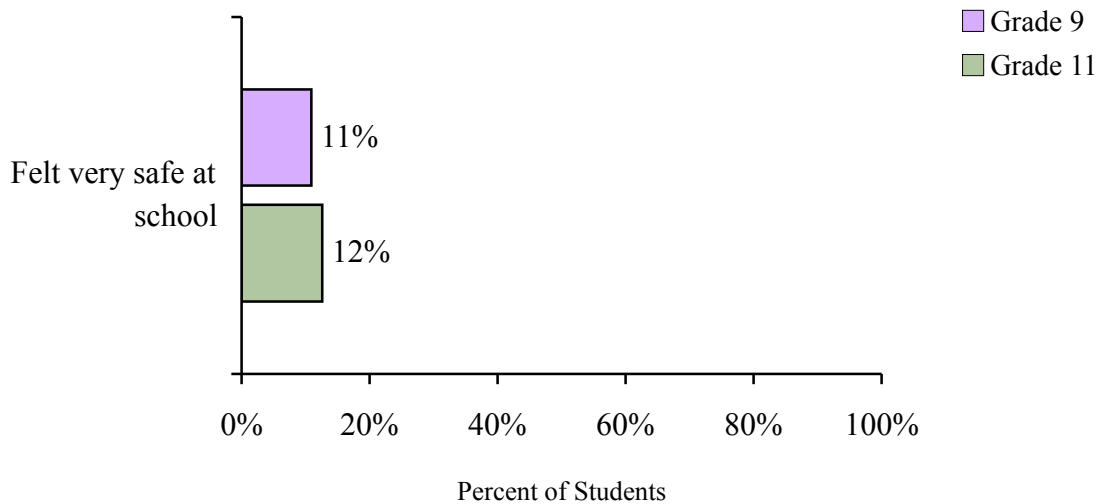
VIOLENCE AND SAFETY

The American public's highest concerns about youth are currently related to violence. Chart 6 shows students' answers to the question about how safe they feel at school. Chart 7 includes indicators of harassment, violence perpetration, and weapons possession at school. A safe school environment is necessary in order for students to succeed academically. Students who feel they belong to their school are also less likely to be involved in violent behavior at school.

Perceived Safety

The CHKS asks students how safe they felt in school. The need for safe schools does not mean just "violence-free," but safe, secure, and peaceful. Safety—both psychological and physical—is a basic need that must be met in order for students to succeed in school.

Chart 6. Percent of Students Who Feel Very Safe at School



Harassment

Harassment is a form of violent and abusive behavior that makes the person being harassed feel vulnerable, isolated, and afraid. This can lead to taking part in risk behaviors such as drug use. The CHKS asks students if they have been harassed at school in the past year because of race, ethnicity, religion, gender, sexual orientation, or disability.

Physical Fights

Fighting often comes before deadly violence among young people. The CHKS asks students about their frequency of involvement in physical fights at school in the past year. This is a measure of the overall scope of fighting behavior and does not differentiate between aggression and victimization. In practice, fighting is often mutual.

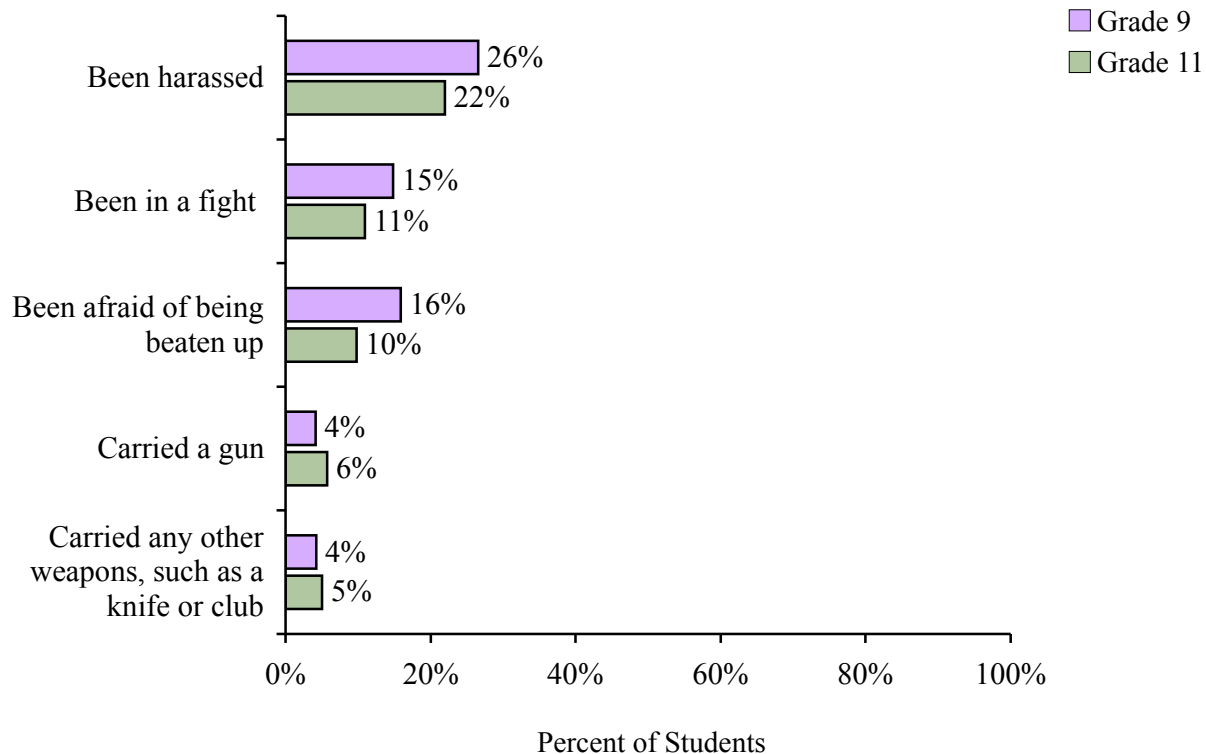
Fear of Physical Violence

To help measure physical victimization, students were asked about the frequency they had “been afraid of being beaten up.” This provides insight into the psychological dimension of fear of being physically harmed. (Students were also asked if they had been “pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around”).

Carrying Weapons

Much of the public concern over school safety is focused on guns and other weapons. The immediate availability of a firearm or other lethal weapon often is part of what turns a violent fight into a deadly incident. Chart 7 shows the percent of students who carried weapons to school at least one day in the past 12 months.

Chart 7. Percent of Students Who Experienced Safety-Related Incidents on School Property During the Past 12 Months



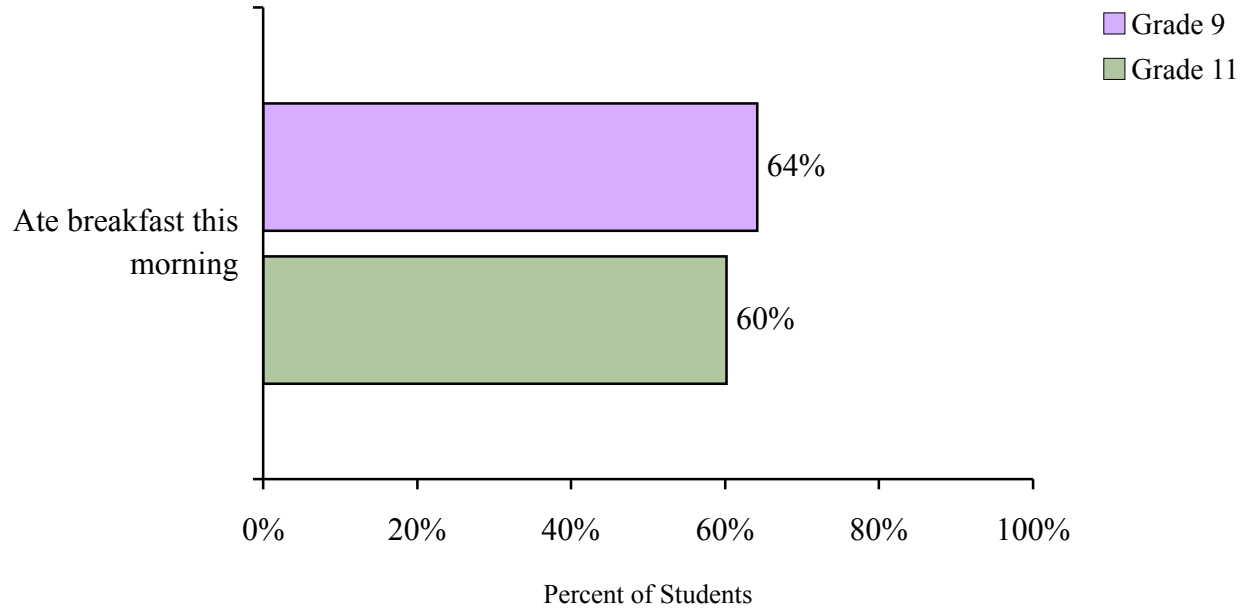
Gang Membership

Gang members typically are proud of their gang membership and do not feel the need to hide the fact when answering questions on a survey. It is very important to find out how much school violence is due to gang-related activity, which has been found to be a factor. These types of incidents require special attention because they are different than violent behaviors seen in the general student population. District-wide results revealed that 6% of 9th graders and 5% of 11th graders currently belong to a gang.

BREAKFAST CONSUMPTION

The CHKS assesses the proportion of youth that ate breakfast the day of the survey. Students who eat breakfast have been found to learn better, perform higher on standardized test scores, have better attendance rates at school, and are less apathetic and lethargic.

Chart 8. Percent of Students Who Ate Breakfast



PROTECTIVE FACTORS: SCHOOL SUPPORTS

Youth development researchers emphasize the importance of providing environmental supports and opportunities (external assets) in the form of Caring Relationships, High Expectations, and opportunities for Meaningful Participation, as measured by the CHKS Resilience and Youth Development Module. The presence of high levels of these three Protective Factors will help meet the fundamental developmental needs of youth for love, belonging, security, respect, identity, power, mastery, and meaning. This, in turn, engages students' innate resilience, promotes positive individual outcomes such as improved health and academic achievement, and protects against involvement in risk behaviors such as substance abuse and violence.

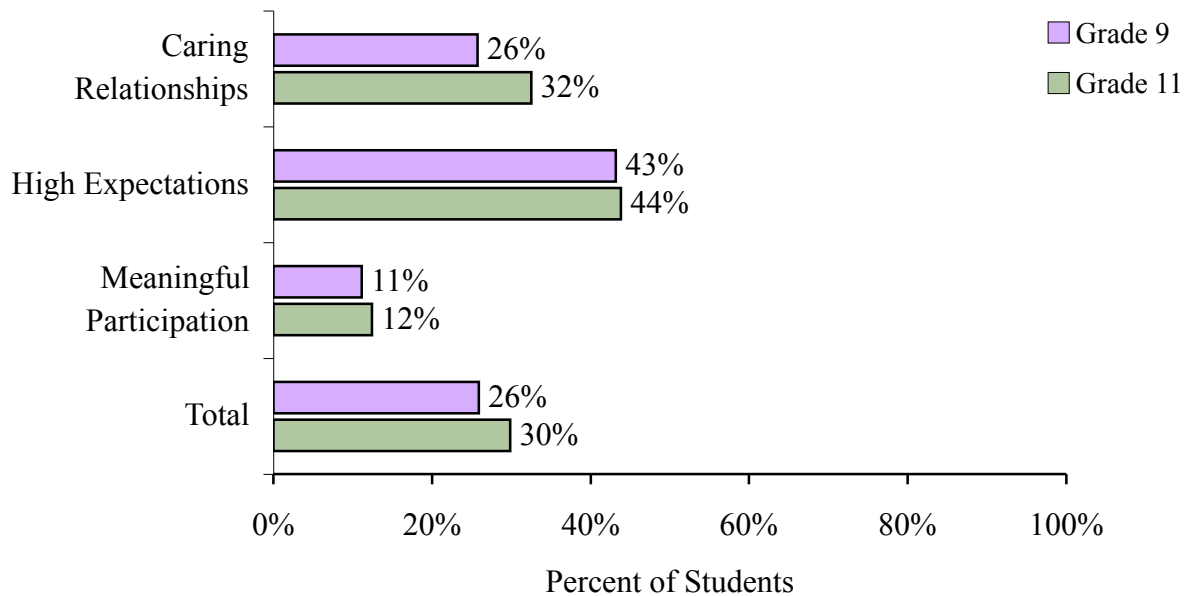
Chart 9 illustrates the proportion of students scoring *High* for each of these three protective factors in the school environment, as well as total perceived Protective Factors (average across the three scales). Resilience research clearly documents the power of teachers and schools to tip the scale from risk to resilience for children and youth. Even among children growing up in overwhelmingly negative conditions, researchers have found that 70-80% of them have demonstrated healthy adjustment and achievement when schools are sensitive to them and their burdens and provide supportive activities.¹ Youth development and successful learning are not competing goals but rather complementary or even synergistic processes. As Nel Noddings has observed:

It is clear that when schools focus on what really matters in life, the cognitive ends we now pursue so painfully and artificially will be achieved somewhat more naturally. It is obvious that children will work harder and do things...for people they love and trust.²

¹ Garbarino, J., Dubrow, N., Kostelny, K., and Pardo, C. (1992). *Children in Danger: Coping with the Consequences of Community Violence*. San Francisco, CA: Jossey-Bass, p. 121.

² Noddings, N. (December 7, 1988). Schools face crisis in caring. *Education Week*, p. 32.

Chart 9. School Protective Factors: Percentage of Students Scoring High



COMPARISON TO STATE AND NATIONAL STUDENT DATA

One way to understand the data collected for the schools and district is to compare them to state and national data collected using the same questions. Tables 2 and 3 on the following pages display state and national student data for a select number of questions. The comparison information in the tables comes from the 2007 statewide California Student Survey and the 2007 national Youth Risk Behavior Survey results. The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table 2. Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS

	9th Grade %		11th Grade %	
	District	YRBS	District	YRBS
Lifetime and Current ATOD Use				
<i>During your life, did you ever...</i>				
smoke a cigarette?	17	45 ^a	25	55 ^a
chew tobacco or snuff?	7	~	12	~
drink alcohol (glass)?	44	67	60	79
use inhalants?	9	15	10	12
smoke marijuana?	27	29	39	50
<i>During the past 30 days, did you...</i>				
smoke a cigarette?	6	15	10	24
chew tobacco or snuff?	3	6	4	6
drink alcohol (glass)?	24	37	31	53
use inhalants?	2	~	2	~
smoke marijuana?	15	16	18	21
Level of Involvement (High Risk Patterns)				
<i>During your life, have you ever...</i>				
been very drunk or sick after drinking?	23	~	37	~
been high from using drugs?	24	~	35	~
<i>During the past 30 days, did you...</i>				
drink 5 drinks in a couple of hours?	12	18	19	28

^aYRBS asks about smoking even a puff or two.

*The California Student Survey (CSS) includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table 2. Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS* and 2007 National YRBS (continued)

	9th Grade %		11th Grade %	
	District	CSS	District	CSS
ATOD Use on School Property				
During your life, have you ever been drunk/high?	14	13	20	25
During the past 30 days, did you smoke cigarettes?	2	7	2	7
Perceived Harm				
<i>People risk harming themselves using...</i> ^b				
cigarettes (1-2 packs a day)	88	90	88	93
alcohol (five or more drinks once or twice a week)	87	89	88	92
marijuana (once or twice a week)	81	85	78	87

^bcombines "Great," "Moderate," and "Slight"

*The California Student Survey (CSS) includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table 3. Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS* and 2007 National YRBS

	9th Grade %		11th Grade %	
	District	CSS	District	CSS
School Safety				
<i>During the past 12 months at school, have you</i>				
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	26	27	22	22
been in a physical fight?	15	25	11	23
been afraid of being beaten up?	16	22	10	15
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	6	13	6	13
How safe do you feel when you are at school? Very safe.	11	16	12	20
Do you consider yourself a member of a gang?	6	8	5	8
School Protective Factors - High Levels (Resilience Indicators)				
Caring relationships with teacher or other adult	26	28	32	29
High expectations from teacher or other adult	43	39	44	38
Opportunities for meaningful participation at their school	11	13	12	15
Total	26	27	30	28
School Connectedness Scale	43	34	41	31

*The California Student Survey (CSS) includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

ABOUT THE CHKS

SPONSOR	California Department of Education
SURVEY TYPE	Anonymous, voluntary, confidential student self-report, comprehensive health risk and resilience survey Modular secondary school instrument; single elementary version
GRADE LEVELS	Grades 5, 7, 9, 11, and continuation schools, minimum
SAMPLING	Representative district sample by contractor School-level surveys optional
MODULES (SECONDARY)	A. Core B. Supplemental Resilience and Youth Development C. AOD Use & Safety (Violence & Suicide) D. Tobacco E. Physical Health F. Sexual Behavior (Pregnancy and HIV/AIDS risk) G. Custom module H. After School
SOURCES	Items based on California Student Survey, Youth Risk Behavior Survey, and California Student Tobacco Use and Evaluation Survey
REQUIREMENTS	Module A Active consent from parent/guardian for grade 5 Active or passive consent for grade 7 and up Representative district samples
ADMINISTRATION	By school, following detailed instructions
PRODUCT	Local reports and aggregated state database
ADVISORS	Advisory committee of researchers, educators, prevention practitioners, and representatives of state public and private agencies, including the PTA and California School Boards Association
DATABASE	For spring 1998-spring 2003, contains over 1,300,000 student records from 77% of school districts representing 94% of state enrollment
STAFF SURVEY	Staff School Climate Survey assessing key factors relating to substance use, safety, youth development and well-being, learning supports and barriers, and school improvement (Required since fall 2004)
CONTRACTOR	WestEd —Gregory Austin, PhD, Project Director
INFORMATION	California Department of Education: 916.319.0920 Website: http://chks.wested.org Regional center helpline: 888.841.7536

Background

Development

The CHKS was developed under contract from CDE by WestEd in collaboration with Duerr Evaluation Resources, assisted by an Advisory Committee of researchers, teachers, school prevention and health program practitioners, and public agency representatives. It is designed to provide a common set of comprehensive health risk and resilience data across the state to guide local program decision-making and also determine geographic and demographic variations. Its flexible structure enables it to be easily customized (including the addition of questions) and integrated into program evaluation efforts to meet local needs and interests.

Sampling and Analytic Plans

For districts with 900 or fewer students per grade, all students are surveyed; otherwise 900 students may be randomly selected. If a district has over 10 schools per grade, schools may be randomly sampled. For results to be representative, a minimum of 60% of the students must complete useable surveys in each grade and school. Results are discarded for students who grossly exaggerated their substance use or had inconsistent response patterns.

Goals

Reduce Risk Behaviors and Promote Well-being and Positive Development

The behaviors assessed by the CHKS are those that contribute directly to the leading causes of death, injury, and social and personal problems among youth. Schools need a thorough understanding of the scope and nature of student risk behavior and assets (resilience) to develop effective prevention and health programs. Without data, districts will struggle to make sound decisions about allocation of resources, programming, and the effectiveness of their efforts.

Promote Learning

Ensuring that students are safe, drug-free, healthy, and resilient is central to improving academic performance. Growing numbers of children are coming to school with a variety of health-related problems that make successful learning difficult, if not impossible. (See the discussion below on *Using the CHKS to Help Improve Schools and Achievement.*)

Demonstrate Accountability

The CHKS is an important component of California's school accountability system, which requires that schools objectively assess students and then set measurable goals for making improvement. The CHKS gathers credible information to identify the health and safety needs of the students, establish district goals, and monitor progress in achieving the goals.

Meet Funding Requirements

For these reasons, state, federal, and private agencies increasingly require schools to collect, disseminate, and use health-related data as a requirement for obtaining and maintaining funding. The CHKS is specifically designed to help meet such requirements. Districts that have state competitive grants for *Tobacco Use Prevention Education (TUPE)* programs also must administer the CHKS.

Promote Health Programs and Community Support

The CHKS is designed to send a positive message of the importance of a healthy lifestyle and to promote the development of comprehensive school health programs. It aims to foster school and community collaboration that is essential to tackling these critically important issues.

Using the CHKS to Help Improve Schools and Student Achievement

How do schools engage, motivate, and support students so that they can achieve? Ensuring that students are safe, drug-free, healthy, and resilient is central to improving academic performance. Growing numbers of children are coming to school with a variety of health-related problems that make successful learning difficult, if not impossible. Research studies and reviews over the past decade have consistently concluded that student health status and academic achievement are inextricably intertwined. Incorporating health and prevention programs into school improvement efforts produces positive achievement gains. To these ends, the CHKS provides data to assess and monitor the health-risk and problem behaviors that research has identified as ***important barriers to learning*** among students, particularly those related to school climate. The CHKS also assesses ***school assets and connectedness***, which research has consistently identified as promoting positive youth development and school success. The full CHKS report lists all the school-related questions. The numbers refer to the high school module. An important tool to help further integrate the CHKS with school improvement efforts is the Staff School Climate Survey. Call your CHKS Service Center for further information.

ABBREVIATIONS AND DEFINITIONS

Agencies

CDC	U.S. Centers for Disease Control and Prevention.
CDE	The California Department of Education.
CBEDS	California Basic Education Data System compiled by the California Department of Education.
LEA	Local Education Agency, such as a school district or county office of education.
TUPE	California's Tobacco Use Prevention Education program.

Surveys

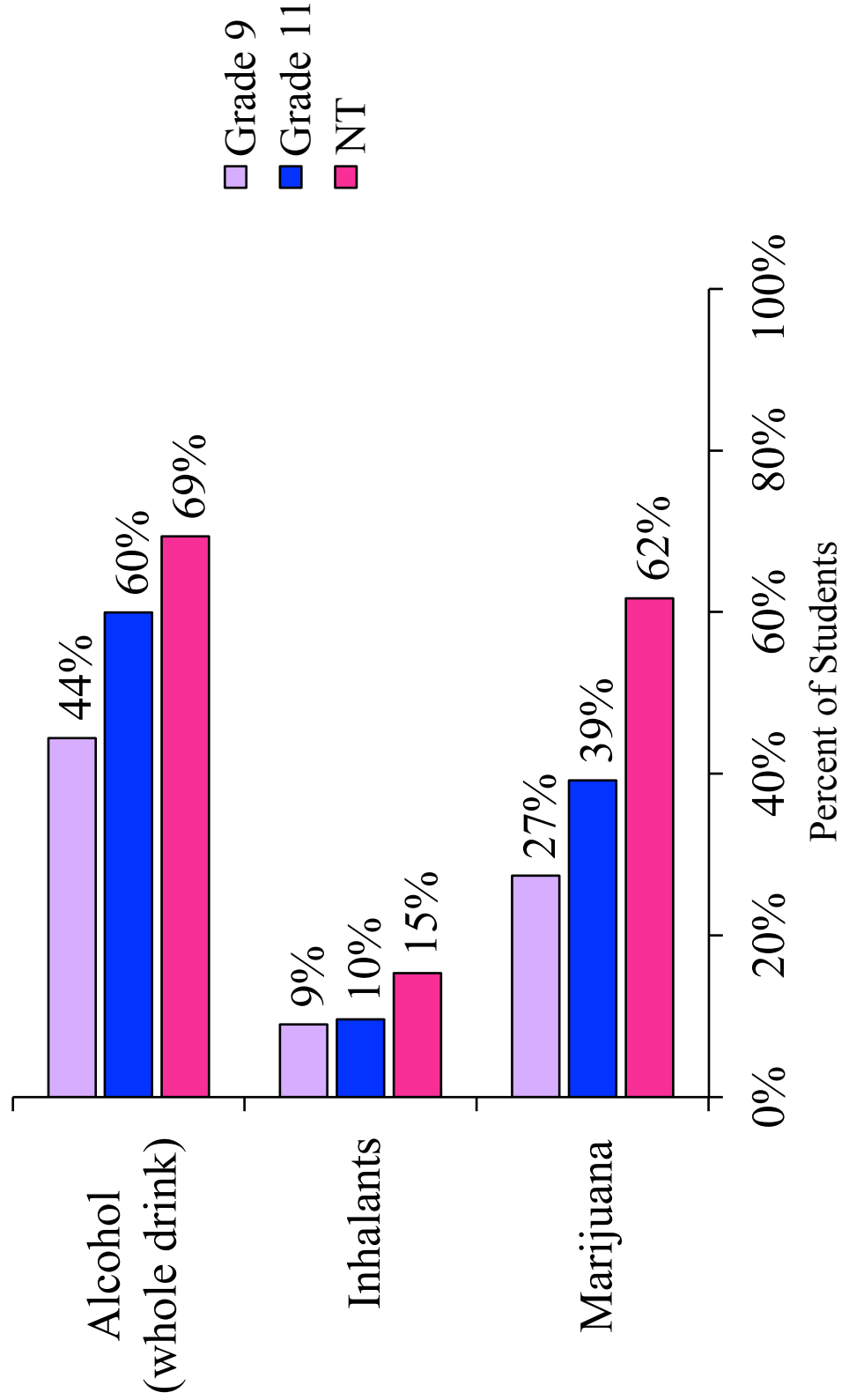
CSS	The biennial California Student Survey (also known as the Biennial Statewide Survey of Drug and Alcohol Use Among California Students or the Attorney General's survey). Last conducted in the fall/winter of 2007-2008.
CSSA	The California Safe Schools Assessment, a state-mandated program that requires all LEAs and school sites to collect and report the incidence of specified crimes to the California Department of Education.
MTF	The national Monitoring the Future Survey, sponsored by the National Institute of Drug Abuse. The foremost and oldest national survey of student drug use; conducted annually.
NCVS	The National Crime and Violence Survey.
YRBS	The biennial Youth Risk Behavior Survey, sponsored by the federal Centers for Disease Control and Prevention. Last conducted in 2007.

Drugs and Drug-Related Behaviors

AOD (ATOD)	Alcohol (tobacco) and other drugs.
Alcoholic Drink	One can/bottle of beer or wine cooler, glass of wine, mixed drink, or shot glass of distilled spirits (liquor).
Binge Drinking	Refers to consuming five drinks or more in a row on the same occasion. The CHKS and YRBS measure this behavior over the past 30 days; the CSS and MTF, over the past two weeks. Also referred to as episodic or occasional heavy drinking.
Illicit Drugs	Drugs other than alcohol or tobacco, such as marijuana.
Inhalants	Drugs that you "sniff" or "huff" to get high, such as glue, gas, gasoline, paint fumes, aerosol sprays, poppers, and laughing gas.
Methamphetamines	Refers to crystal meth, speed, ice, crank, or any amphetamine.
Polydrug Use	Use of two or more different drugs on the same occasion. Measured for the past six months.
Smokeless Tobacco	Chew or snuff, such as Redman, Levi Garrett, Beechnut, Skoal, Bandits, or Copenhagen.
Tobacco	Includes both smoked and smokeless tobacco.

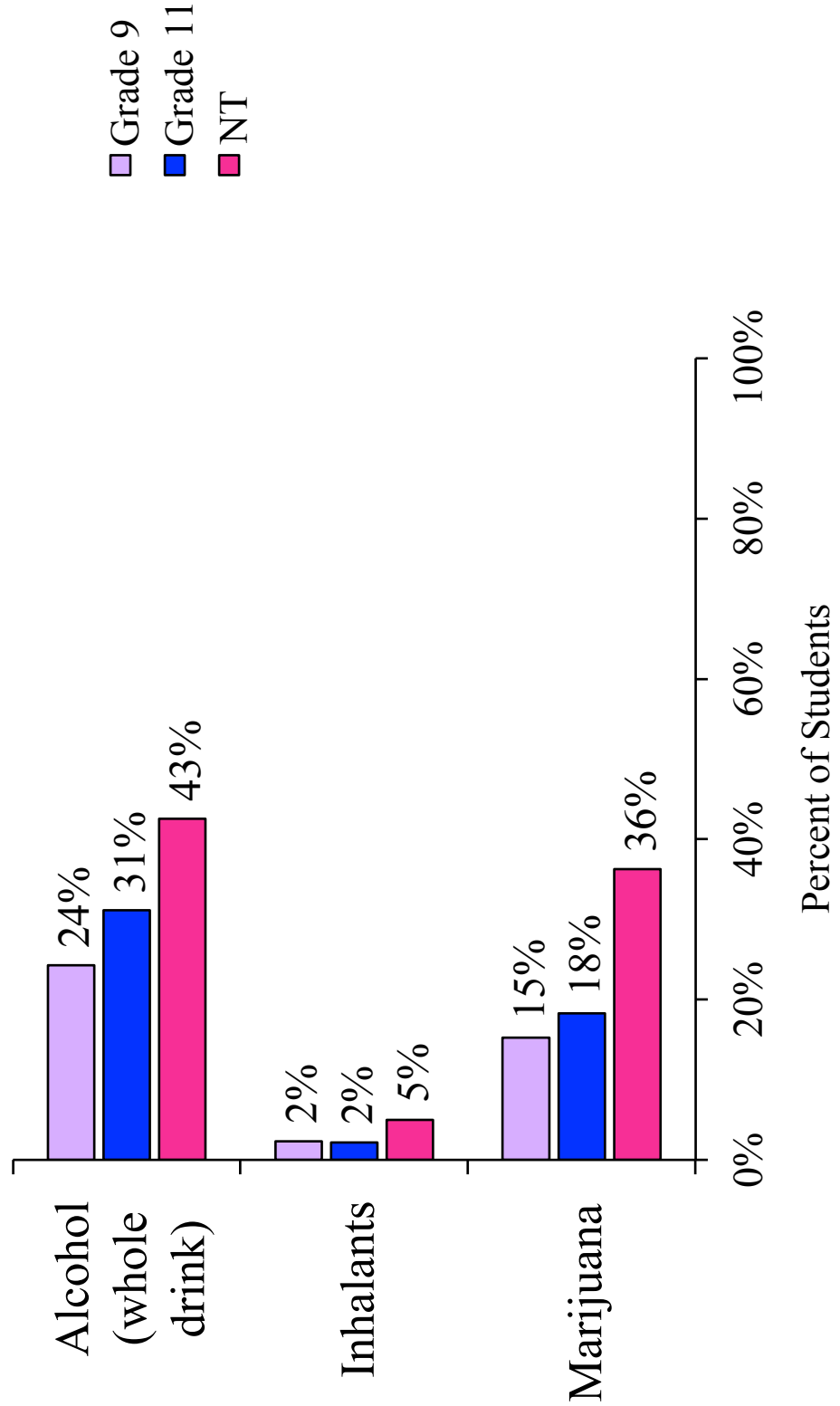
Merced Union High SD
2011-2012

Percent of Students Who Used Alcohol and Other Drugs at Least Once in Their Life



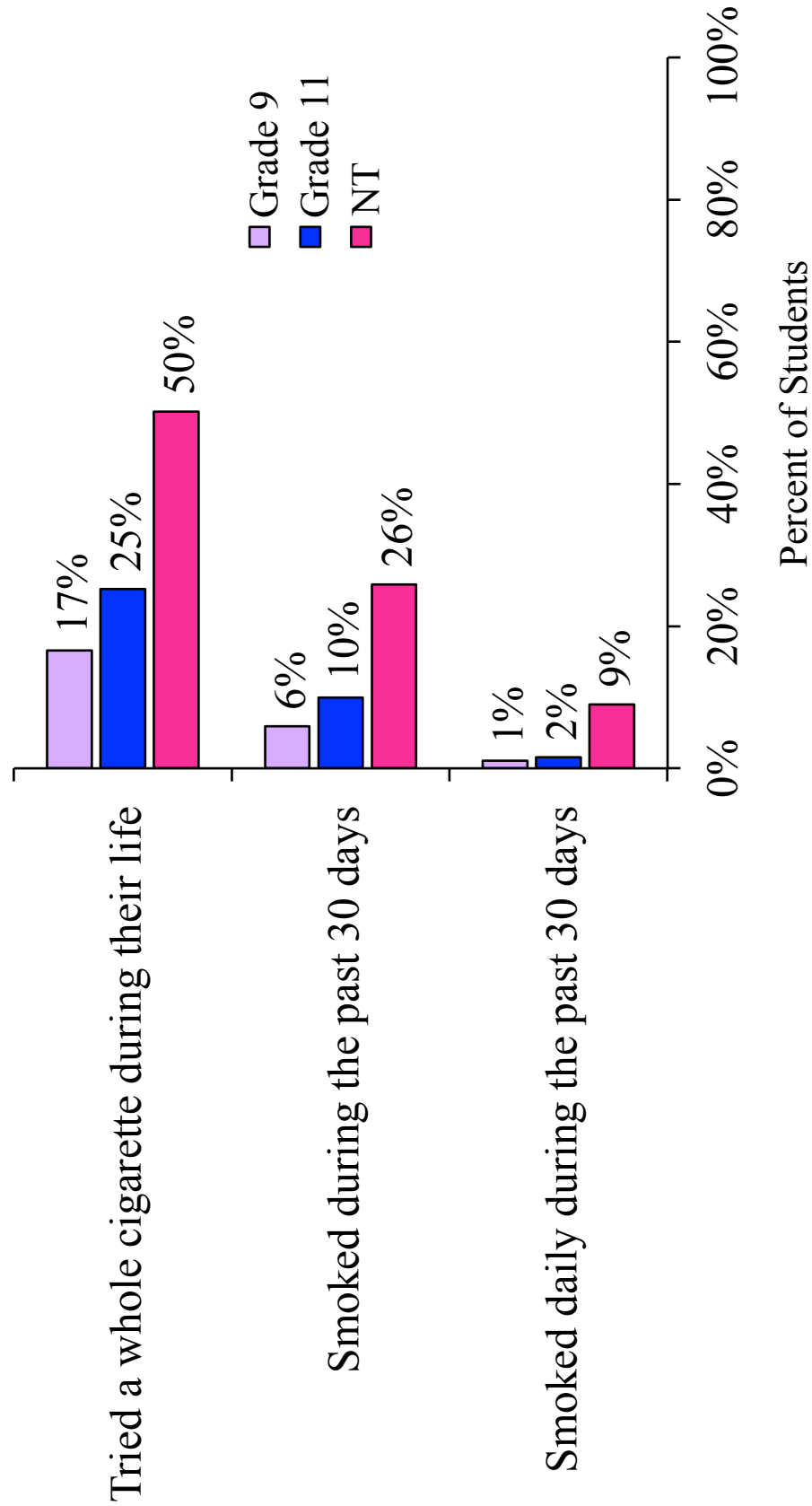
Merced Union High SD
2011-2012

Percent of Students Who Used Alcohol and Other Drugs During the Past 30 Days (Current Use)



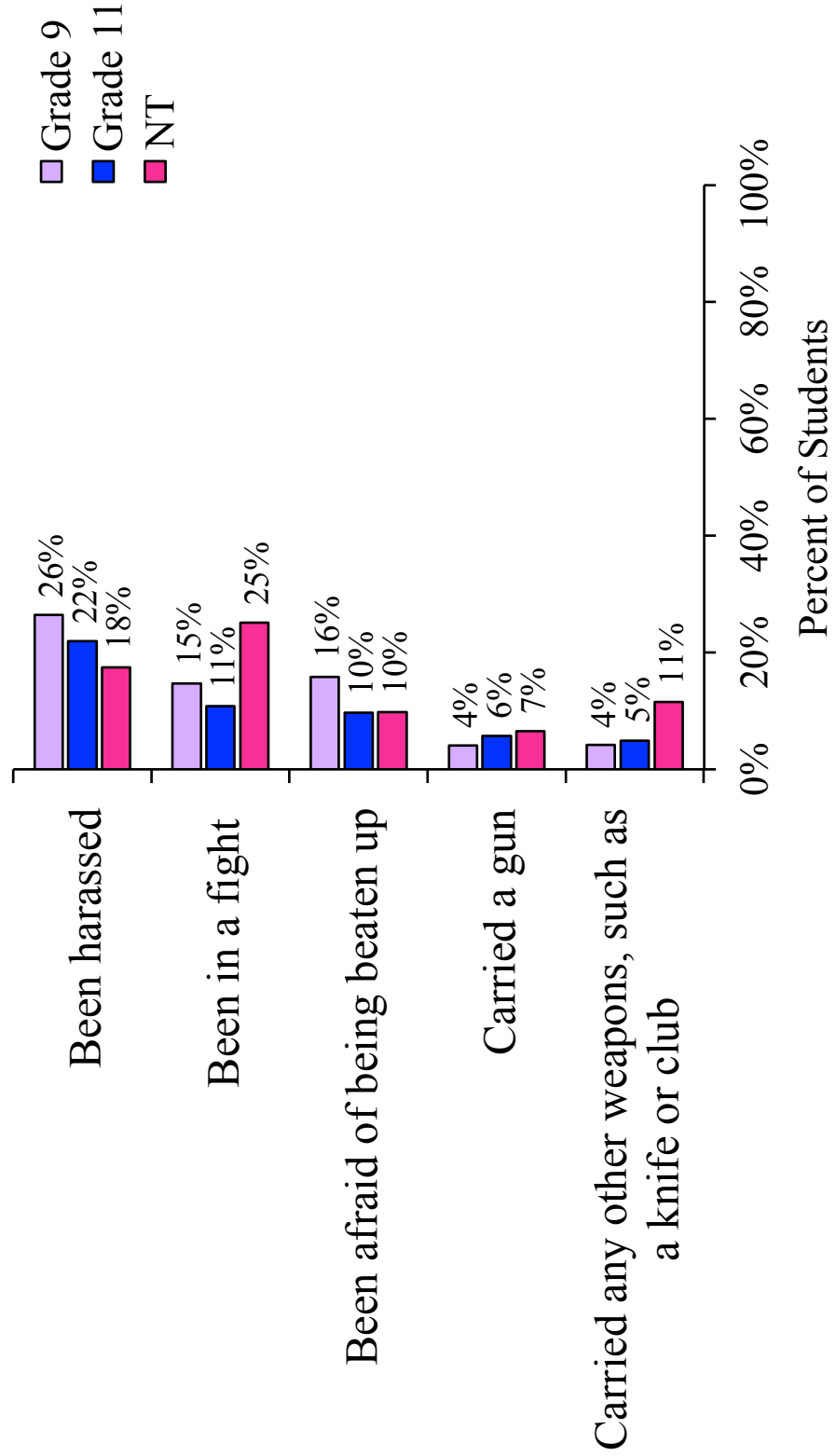
Merced Union High SD
2011-2012

Percent of Students Who Participated in Various Levels of Tobacco Use



Merced Union High SD
2011-2012

Percent of Students Who Experienced Safety-Related Incidents on School Property During the Past 12 Months



Section III: Policies Related to Safe School

Part A: Dangerous Student List:

A. Communication

Associate Principal will present district-wide process to staff at the next faculty meeting.

B. Process

1. Daily suspension, on campus suspension, work detail and detention list will continue to be distributed each day.

The list will contain:

- i. Name
- ii. Disposition
- iii. Code
- iv. Description

2. The dangerous student list will be updated and posted each Friday.

The list will include students who have committed any of the following 48900 violations:

- i. Fight
- ii. Assault
- iii. Upbraiding
- iv. Harassment
- v. Threats
- vi. Weapons
- vii. Expulsion
- viii. Drug & Alcohol
- ix. 8th grade major discipline

3. List will be available on the school sites staff folder.
will use e-mail

Part B: Child Abuse -

EDUCATOR'S GUIDELINES FOR REPORTING CHILD ABUSE AND NEGLECT

Child Protective Services (CPS)

What are educator's responsibilities for reporting child abuse?

School teachers, nurses, counselors, principals, child care custodians, and supervisors of child welfare and attendance are all mandated reporters of child abuse. Because immediate investigation by CPS of suspected abuse may save a student from repeated injuries, school personnel should not hesitate to report **suspected** child abuse. **Your duty is to report, not to investigate.**

Which Professionals are required by law to report suspected child abuse?

Those professionals required by Penal Code, Section 11166 are as follows: teachers, instructional aids, teacher's assistants employed by a private or public school, a classified employee of any public school who has been trained in the duties imposed by this article, administrators, counselors, administrators of public and private day camps, employees of licensed community care or child day care facilities, Head Start teachers, licensing workers/evaluators, public assistance workers, as well as foster parents, group home personnel, social workers, probation officers, or any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program.

Does the law allow the school to develop special procedures for reporting child abuse?

Yes. However, school personnel who are mandated to report should be aware that regardless of the existence of such procedures, reporting to a child protective agency is still required by law, and "god intentions" may not be a defense in a criminal or civil action initiated for failure to report. **REPORTING IS AN INDIVIDUAL RESPONSIBILITY.** No supervisor or administrator may interfere with, or remove from, the individual's reporting responsibility.

The law specifically states:

*Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse (or neglect) shall report the known **or suspected** instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (Penal Code, Section 11166.)*

What is considered child abuse?

Child abuse includes: Physical abuse, Neglect, Sexual abuse, and Emotional Maltreatment.

What is Not child abuse?

- Injuries caused by two children fighting by mutual consent,
- Injuries caused by any force that is reasonable and necessary for a person employed by or engaged in a public school to stop a disturbance threatening physical injury to people or damage to property, for purposed of self-defense, or to obtain possession of weapons or other dangerous objects within control of the pupil.
- Injury cause by reasonable and necessary forced used by a peace officer to stop a disturbance that is threatening physical injury to someone or damage to property, to prevent physical injury to person or damage to property, for purposes of self-defense, to obtain possession of weapons or other dangerous objects within the control of a child, or to apprehend an escapee.
- Pregnancy of a minor, regardless of age does not in and of itself constitute the basis of reasonable suspicion of sexual abuse, and should not be reported. However, other information such as statements by the minor, indication of coercion, or significant age disparity between the minor and his or her partner may lead to a reasonable suspicion of sexual abuse that must be reported. (see attached Sexual Activity of Minors Chart)

When should child-on-child abuse be reported?

Use the following guidelines to determine whether situation is child abuse:

- Age – Are the children involved of similar age, or is there a decided difference in age between the victim and the offender?
- Size – Are the children equal in terms of physical size or is the offender obviously larger or stronger in build?
- Number – Is the situation a "one-on-one" or is the victim outnumbered?
- Power – Does the situation appear to be one of mutual consent or responsibility, or is the victim overpowered by use of threats, intimidation, fear, bribery, etc.?
- Situation – Are the circumstances of the situation considered to be "typical" and the actions or behavior that occurred part of the "normal" growth and development, or are they unusual, worrisome or bizarre?

If I do not report, can I be prosecuted?

Yes. Failure to report by telephone immediately or as soon as practically possible and in writing within 36 hours is a misdemeanor —punishable by confinement in the county jail for a term not to exceed six months or by a fine of not more than \$1,000 or both.”

How do I report?

The mandated reporter must provide his or her name and the following information when making the telephone report of known or suspected child abuse to the child protective agency:

- Name of the Child
- Present location of the child
- Nature and extent of injury; and
- Any other information, including that which led the person to suspect child abuse, requested by the child protective agency. The written report must be filed on Department of Justice Form SS8572 (FORM ATTACHED), which is available through county welfare departments, probation departments and law enforcement agencies.

**Merced Child Protective Services:
Merced Human Services Department
P.O. Box 112, Merced CA 95341-0112
(209) 385-3000 ext. 5858**

Information taken from *Child Abuse, Educator’s Responsibilities: Crime Prevention Center, Office of the Attorney General*

For further information or additional copies of Child Abuse: Educator’s Responsibilities, write to:
Crime Prevention Center
Office of the Attorney General
PO Box 944255
Sacramento, CA 94244-2550

For more information on child abuse statistics: <http://www.childsworld.ca.gov/>

SEXUAL ACTIVITY OF MINORS CHART

IF a minor has consensual sexual intercourse with an older partner, is a report mandated?

Age of Partner (TO THE RIGHT)	12	13	14	15	16	17	18	19	20	21	21+
Age of Patient (BELOW)											
11	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
12	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
13	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
14	Y	Y	N	N	N	N	N	N	N	Y	Y
15	Y	Y	N	N	N	N	N	N	N	Y	Y
16	Y	Y	N	N	N	N	N	N	N	N	N
17	Y	Y	N	N	N	N	N	N	N	N	N
18	Y	Y	N	N	N	N	N	N	N	N	N

What other sexual activity must be reported by a mandated reporter?

Mandated reporters must report sexual intercourse or other sexual activity with a minor which is coerced, exploitive, or based on intimidation, regardless of the claimed consent of the minor.

Additionally, mandated reporters must report sexual activity (lewd and lascivious acts) when a minor is 14 or 15 and the partner is 10 or more years older, (14-year-old with an adult 24 years or older / 15-year-old with an adult 25 years or older), or when a minor is under 14 and the partner is 14 or older, regardless of claimed consent by the minor.

- This worksheet is not intended to be a complete review of all California child abuse reporting laws. Additional materials are available at <http://www.youthlaw.org>

Part C: Sexual Harassment -

Sexual harassment is a violation of state law, federal law, and district policy. It will not be tolerated at Atwater High School. Employees who commit acts of sexual harassment during the course of their employment may be subject to disciplinary action, including possible dismissal from employment. Students can be suspended or expelled.

Any individual (staff, parent or student) with a complaint of sexual harassment should immediately report it. If the supervisor is the individual about whom the complaint is to be made, the employee should make the complaint directly to the district's Director of Personnel. All complaints of sexual harassment will be promptly and thoroughly investigated and properly resolved. No individual will suffer reprisals for reporting and incidents of sexual harassment or making any complaints. Staff and students should report sexual harassment to their principal, associate principal or a counselor.

Definition of Sexual Harassment

The definition of "Sexual Harassment" is emerging and will continue to emerge for the next several years as it is further defined through changes in statutory law and case law. The best current definition is "unwelcome behavior of a sexual nature which would normally be offensive to a reasonable person of the gender." Therefore, the following points are absolutely essential:

- a) The issue is the impact upon the victim rather than the intent of the transgressor. **Unwelcome behavior of a sexual nature, which clearly offends a reasonable person, is likely to be sexual harassment even if there was absolutely no intent to offend.**
- b) The issue is also whether the behavior would normally be offensive to a reasonable person of that same gender. **Therefore, this determination should normally be made by persons of that gender. Research shows that males often have little awareness of what behaviors are normally offensive or intimidating to females.**
- c) The unwelcome behavior must be of a sexual nature in order to be "sexual harassment." This is not to imply that other types of pervasive harassment which create a "hostile environment" should be tolerated.
- d) Any type of pervasive harassment which is likely to result in a "hostile environment" must be dealt with promptly and thoroughly. **However even relatively minor incidents of "sexual harassment" expose both the victim and the district to a higher degree of vulnerability and must be promptly and thoroughly resolved.**

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. It includes but is not limited to circumstances in which:

1. Submission to such conduct is made a term or condition of an individual's employment; or
2. Submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with individual's work performance or creating an intimidating, hostile or offensive work environment.

Forms of Sexual Harassment

Forms of sexual harassment include but are not limited to the following:

1. Verbal harassment – derogatory comments, jokes or slurs;
2. Physical harassment – unnecessary or offensive touching or impeding or blocking movement;
3. Visual harassment – derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures.
4. Sexual favors – unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature upon which is conditioned an employment benefit, unreasonably interferes with an individual's work performance or creates an offensive work or educational environment.

Part D: Student Behavior & Conduct -

Search and Seizure

As necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or district property under their control, and may seize illegal, unsafe and prohibited items. No student shall possess, place, keep or maintain any article or material that is prohibited by law or District Policy in lockers, vehicles, desks, bags, or other items assigned to them or under their control while on District property or at a District sponsored event. The Board believes that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled and has taken measures to prevent such from occurring.

Metal Detectors

In order to deter the presence of weapons and promote safety of all students, staff and visitors, the Merced Union High School District may maintain and use walkthrough metal detectors and hand-held detectors for utilization in schools and at school activities as outlined in the District Policy.

Contraband Canines

The district may also utilize the service of non-aggressive trained detection canines to sniff out and alert to the presence of those substances prohibited by law or District policy.

Automobiles

Any automobile entering district property is subject to search, with or without cause, and without the consent of the student by school officials or police officers.

School Lockers

Lockers are available to students for storage of their books and personal property. These lockers are school property provided to students as a convenience only and may be searched periodically for disciplinary, health or safety reasons. Any items contained in a locker shall be considered to be the property of the student(s) to whom the locker was assigned. The school cannot guarantee the safety of the items and assumes no responsibility for the theft of or damage to items stored in these lockers. Students may not decorate or paint lockers and may be held liable for damages which occur from such. Students may not put an additional/personal lock on their locker or the lock may be removed by school officials.

Surveillance Cameras

Cameras will be used to gather evidence with the hope that the utilization of these types of evidence detection devices may reduce the risk of improper behavior within a school zone and/or the transporting of something harmful inside the school zone. The presence of dangerous items such as weapons and drugs inside our school zone may be reduced and the cameras may serve as a possible deterrent to student misbehavior including fights.

Use of Tobacco Products

Students shall not use or possess tobacco products during school hours or at school related activities. School officials will enforce this policy for any infractions on or adjacent to campus or at activities off campus. Students in possession of tobacco products are subject to being cited under Section 308 of the Penal Code.

E-Discipline (Electronic Related)

Administrators may take appropriate action when information becomes available about student misconduct that originates away from school grounds or school activities that has a direct and detrimental effect on or seriously threatens the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the District. Student conduct originating away from school grounds (including from a home computer, other non-school computer, cell phone or other electronic device), which may be subject to discipline as provided herein includes but is not limited to electronic acts that result in a substantial disruption to the educational environment, or for which a substantial disruption to the educational environment is reasonably foreseeable under the circumstances.

Students will be allowed to use cell phones and other electronic communication devices on campus during the school day. The exception will be during instructional time. Appropriate use of such devices during instructional time will be at the discretion of, and authorized by, the classroom instructor.

Student use of any electronic listening or recording device in any classroom or throughout the school grounds during the school day without prior consent of a teacher and/or administrator of the school given to promote an educational purpose, disrupts and impairs the teaching process and discipline in school, and such use is prohibited. (Education Code 51512)

Electronic communication devices may be confiscated by school personnel, and such items may be searched by administration given reasonable suspicion of a rule violation. The school assumes no responsibility for the theft or damage to such items.

Student Procedures for Reporting Concerns

Students who need to report a problem with a student, teacher, school issue or who have information regarding a potential problem may ask to see a counselor, associate principal or school resource officer. If the problem is urgent and the student feels threatened, harassed or intimidated, students are encouraged to reach out for assistance from any staff member. An investigation of the problem will be conducted and all efforts will be made to achieve a resolution.

Students and/or parents may also use the school's automated tip-line to report concerns. In addition, tips can be sent to school administration via anonymous text message by dialing TIP411 (847411) and including the school's "keyword" in the text message. Keywords will to be made available to all students at the beginning of each school year.

Travel Policy

Members of an activity must go and return in school-provided transportation. The only exception is if a parent or guardian requests permission in writing to the school principal prior to the day of the event/activity. The principal and /or designee must approve the request and inform the coach/advisor that the student is to be released to the parent or guardian. It is the responsibility of the coach/advisor to release the student to the parent.

Behavior Guidelines and Discipline

Definitions

- A. Home suspension from school means removal of a student from ongoing instruction for adjustment purposes.
- B. Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)
- C. Day means a calendar day unless otherwise specifically provided. (Education Code 48925)
- D. School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)
- E. Student includes a student's parent/guardian or legal counsel. (Education Code 48925)
- F. Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. The names of such persons shall be on file in the principal's office. (Education Code 48911)
- G. School property includes, but is not limited to; books, computers, equipment, lockers, facilities, electronic files and databases. (Education Code 48900(s))
- H. Alternative consequences may include, but not be limited to; warning, counseling, benching, detention, class suspension, in school suspension, Saturday School, work detail, community service, intervention groups, or alternative educational programs.
- I. Serious Bodily Injury means a serious impairment of physical condition including, but not limited to; loss of consciousness, bone fracture, protracted loss or impairment of function of any bodily member or organ, a wound requiring extensive suturing, and serious disfigurement.
- J. Electronic Act means the transmission of a communication, including but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to a telephone, wireless (cell) phone, or other wireless communication device, computer, or pager (Education Code 32261)

General School Rules

A positive school climate, with clear rules which are enforced firmly, fairly, and consistently, is the best device for promoting excellent student self-discipline and a safe school. When behavioral infractions do occur, the administration utilizes a variety of disciplinary actions in an attempt to modify the student's behavior. These include counseling, parent conference, referral to an alternative program, and expulsion.

Students and staff have a right to learn and teach within a positive learning and working environment. Therefore the Board believes in the importance of establishing discipline and maintaining order to provide safe, secure, and peaceful schools. These rules allow each school the discretion to impose minimum consequences to correct an undesirable behavior. Depending on the seriousness of the first or succeeding offenses, a student may be recommended for (1) an alternative to home suspension, (2) home suspension, (3) placement into another school or an alternative educational program, or (4) expulsion from all schools in the district.

A student may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to any of the following: (Education Code 48900(s))

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

During the suspension, the student is expected to remain home under adult supervision and may not attend school activities or be on or around any school campus. Students shall be allowed to make up assignments and tests missed during the suspension by arrangement of the teacher, as provided in Education Code. The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this Board Policy, including, but not limited to counseling and an anger management program, conflict resolution/Peer mediation. Suspended or expelled students shall be denied the privilege of participation in all extracurricular and co-curricular activities during the period of suspension or expulsion.

Site administrators have primary responsibility for enforcement, however, it shall be the duty of each employee of the school to enforce the rules and procedures for school discipline.

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 48900.1, 48980) (cf. 5144 - Discipline)

Grounds for Suspension and Expulsion

A. Causes for Mandatory Recommendation for Expulsion (Education Code 48915) Except as provided in subdivision (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

Expulsion Offenses (1-5) - Mandatory Suspension/Mandatory Expulsions (The Big Five, Most Serious Offenses). Principal shall immediately suspend, pursuant to Education Code 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school ground (Education Code 48915(c)). The Board shall order a pupil expelled upon finding that the pupil committed an act listed in Education Code 48915(c) and shall refer the pupil to an Alternative program of study (Education Code 48915(d)):

- A1. **Possessing, selling, or otherwise furnishing a firearm.** (Education Code 48915 (c)(1), Penal Code 417.8, 626.9, 12001, 12020))
- A2. **Brandishing a knife at another person.** (Education Code 48915 (c)(2))
- A3. **Unlawfully selling a controlled substance listed in Chapter 2** (commencing with Section 11053) of Division 10 of the Health and Safety Code. (Education Code 48915(c)(3))
- A4. **Committing or attempting to commit a sexual assault** as defined in subdivision in Education Code 48900(n) **or committing a sexual battery** as defined in Education Code 48900(n). (Education Code 448915(c)(4))
- A5. **Possession of an explosive.** (Education Code 48915(c)(5))

NOTE: The known possession of a firearm, loaded or unloaded, brandishing a knife, unlawfully selling a controlled substance, committing a sexual assault or battery, or possession of an explosive at school or a related activity, will result in an immediate suspension and recommendation for expulsion. If the Board upholds an expulsion recommendation after the appropriate expulsion hearing, the student shall be expelled for one calendar year from the date the expulsion occurred unless the Board sets an earlier date for readmission, which will be determined on a case by case basis. Referral to an alternative program will be required. (Education Code 48916(a))

Expulsion Offenses (6-10) – Mandatory Recommendation/Permissive Expulsions (Very Serious Offenses). Allowance for a Review of Circumstances. For the following offenses, the Principal must recommend expulsion of the pupil unless the Principal finds that expulsion is inappropriate under the circumstances. While the recommendation is mandatory, expulsion is not. A non-expulsion recommendation must be made, in writing to the Board, if the decision is not to recommend expulsion.

If the decision is to recommend expulsion, the Board must find that: a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or b) Due to the nature of the act, the presence of the pupil causes a continuing danger to the safety of the pupil or others.

A student may be subject to suspension or expulsion when it is determined that he/she committed one of the following acts:

A6. Causing serious physical injury to another person except in self defense. (Education Code 48915 (a) (1), Penal Code 243)

NOTE: A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900 (a) once he/she has been adjudged by a juvenile court to have committed, as an aide or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))

The principal or designee shall, prior to the suspension or expulsion of any pupil, notify the police of any assault with force likely to produce great bodily injury, with or without a weapon. (Education Code 48902 (a), Penal Code 245 (Assault with a deadly weapon))

A7. Possession of any knife, or other dangerous object of no reasonable use to the pupil. (Education Code 48915 (a) (2))

Dangerous Object - An instrument capable of causing serious physical injury (includes look-alike weapon or imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m)) This also includes but is not limited to possession, use, and/or sale of destructive/explosive device (bomb), M-80's, cherry bombs, fire-crackers, fireworks and live ammunition.

A8. Unlawful possession of any controlled substance listed in Chapter 2, (commencing with 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. (Education Code 48915(a)(3)) First offense for marijuana requires consequences outlined in B.1.

A9. Committed robbery or extortion. (Education Code 48915(a)(4))

Robbery - Taking of property from a person's possession against his/her will by means of force or fear.

Extortion – Obtaining property from another person without that person's consent through use of force or fear.

A10. Assault or battery upon any school employee, as defined in Penal Code 240 and 242. (Education Code 48915 (a) (5))

NOTE: Whenever school personnel are threatened by any pupil, it is mandatory for the employee and the employee's supervisor, if the supervisor has knowledge of the incident, to promptly report the incident to law enforcement authorities. (Education Code 44014, Penal Code 71)

NOTE: Any five-day home suspension related to possession, use, sale, or under the influence of any controlled substance as defined in Safety Code section 11007, alcoholic beverage, or intoxicant of any kind will result in a nine-week ineligibility period from extracurricular and co-curricular activities. This includes all senior activities with the exception of the graduation ceremony itself. Seniors serving home suspension on the date of graduation will not participate in the graduation ceremony. (BP 6145)

B. Causes for Suspension on the First Offense. (Education Code 48900)

NOTE: Depending on the seriousness of the act, a five-day suspension and expulsion may be immediately recommended on the 1st offense.

Suspension/Expulsion Offenses (1-18), – Permissive Recommendations/Permissive Expulsions (Education Code 48915(e)) Upon a recommendation by the Principal, the Board may order a pupil expelled upon a finding that the pupil violated Education Code 48900(f) through (m), or Education Code 48900.2 (sexual harassment), Education Code 48900.3 (hate violence), or Education Code 48900.4 (intimidation). With regard to these violations, the additional finding that other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or that this pupil's

continued presence creates a danger to the physical safety of the pupil or others must be made.

- B1. **Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance** as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. Sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. Unlawfully offered, arranged to sell, or sold the prescription drug Soma. (Education Code 48900(c), 48900(d), 48900(p))
1st Offense: Immediate five-day suspension, parent conference, loss of eligibility for extracurricular and co-curricular activities for a nine-week period, attends and successfully completes a district-approved substance abuse program, and notification of appropriate law enforcement agency. Community service may also be required.
2nd Offense: Immediate five-day suspension, parent conference, recommendation for expulsion, and notification of appropriate law enforcement agency.

NOTE: The second offense occurring during any subsequent school year may result in a recommendation for expulsion.

- B2. **Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia**, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
1st Offense: Immediate five-day suspension, parent conference, loss of eligibility for extracurricular and co-curricular activities for a nine-week period, attends and successfully completes a district-approved substance abuse program, and notification of appropriate law enforcement agency. Community service may also be required.
2nd Offense: Immediate five-day suspension, parent conference, recommendation for expulsion, and notification of appropriate law enforcement agency.

NOTE: The second offense occurring during any subsequent school year may result in a recommendation for expulsion.

- B3. **Stole or attempted to steal school property or private property. Knowingly received stolen school property or private property.** (Education Code 48900 (g), 48900 (l), Penal Code 487, 488) Being in possession of another person's property, including computer passwords or files, without permission, is prima facie evidence of theft. Restitution may be a necessary requisite for a satisfactory condition of re-admittance.

1st Offense: Immediate one to three-day suspension and parent contact. Notification of appropriate law enforcement agency at the discretion of the administration.
2nd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program.
3rd Offense: Immediate five-day suspension, parent conference, and recommendation for expulsion.

NOTE: Grand theft or felony cases will result in notification of appropriate law enforcement agency.

- B4. **Caused or attempted to cause damage to school property or private property** - cutting, defacing, tagging, changing information on district servers, or otherwise injuring any school district property, or the malicious injury or destruction of any other person's real or personal property. (Education Code 48900 (f))
1st Offense: Immediate one-to three-day suspension and parent contact.
2nd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program.
3rd Offense: Immediate five-day suspension, parent conference, and recommendation for expulsion.

NOTE: The parent or guardian will be held responsible for damages to school district property and restitution for damages. The parents or guardian of the student are also liable for the amount of a reward paid for information leading to the apprehension of person(s) causing damage. (Education Code 48904, Penal Code 594, Civil Code 1714.1)

- B5. **Fire-setting, attempted fire-setting or bomb threat - including the activation of false alarms or tampering with emergency equipment.** (Penal Code 148.1, 148.4)
1st Offense: Immediate five-day suspension and parent conference. Restitution for damages may be a condition of re-admittance. Notification of appropriate law enforcement agency at the discretion of the administration.

- B6. **Made terrorist threats against school officials and/or school property.** (Education Code 48900.7) "Terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.
1st Offense: Immediate three-day suspension, parent conference, attends and successfully completes social skills

training/anger management program. Notification of appropriate law enforcement agency.

2nd Offense: Immediate five-day suspension, parent conference, attends and successfully completes social skills training/anger management program. Notification of appropriate law enforcement agency. May refer the student to an alternative educational program.

3rd Offense: Immediate five-day suspension, parent conference, and recommendation for expulsion. Notification of appropriate law enforcement agency.

B7. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900 (a), Penal Code 415, 415.5)

1st Offense: Immediate five-day suspension, parent conference, in lieu of expulsion student attends and successfully completes social skills training/anger management program.

2nd Offense: Immediate five-day suspension, parent conference, recommendation for expulsion, and notification of appropriate law enforcement agency.

NOTE: Threatening school personnel requires mandatory notification of law enforcement authorities. (Education Code 44014, Penal Code 71)

B8. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (e). (Education Code 48900.3) Penal Code 422.6 defines a hate crime as the use of force or threat of force that injures, intimidates, interferes with, oppresses, or threatens a person in the enjoyment of any right because of the person's race or ethnicity, religion, national origin, disability, gender, or sexual orientation or perception thereof. This includes defacing, damaging, or destroying a person's personal property.

1st Offense: Immediate three-day suspension, parent conference, attends and successfully completes social skills training/anger management program.

2nd Offense: Immediate five-day suspension, parent conference, attends and successfully completes social skills training/anger management program. Notification of appropriate law enforcement agency at the discretion of the administration. May refer the student to an alternative educational program.

3rd Offense: Immediate five-day suspension, parent conference, and recommendation for expulsion. Notification of appropriate law enforcement agency at the discretion of the administration.

B9. Aiding and Abetting the infliction or attempted infliction of physical injury to another person, as defined in Penal Code 31. (Education Code 48900 (s), 48915 (b))

1st Offense: Immediate three-day suspension, parent conference, attends and successfully completes social skills training/anger management program.

2nd Offense: Immediate five-day suspension, parent conference, attends and successfully completes social skills training/anger management program. Notification of appropriate law enforcement agency at the discretion of the administration. May refer the student to an alternative educational program.

3rd Offense: Immediate five-day suspension, parent conference, and recommendation for expulsion. Notification of appropriate law enforcement agency at the discretion of the administration.

NOTE: A pupil who aids or abets may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to Education Code 48900 (a).

B10. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Education Code 48900 (o))

1st Offense: Immediate three-day suspension, parent conference, attends and successfully completes social skills training/anger management program.

2nd Offense: Immediate five-day suspension, parent conference, attends and successfully completes social skills training/anger management program. Notification of appropriate law enforcement agency at the discretion of the administration. May refer the student to an alternative educational program.

3rd Offense: Immediate five-day suspension, parent conference, and recommendation for expulsion. Notification of appropriate law enforcement agency at the discretion of the administration.

B11. Intentionally engaged in harassment, agitation, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational

environment. (Education Code 48900 (a), 48900.4, Penal Code 415, 415.5)

1st Offense: Immediate three-day suspension, parent conference, attends and successfully completes social skills training/anger management program. Possible removal from campus or isolation of student.

2nd Offense: Immediate five-day suspension, parent conference, attends and successfully completes social skills training/anger management program. Notification of appropriate law enforcement agency at the discretion of the administration. May refer the student to an alternative educational program. Possible removal from campus or isolation of student.

3rd Offense: Immediate five-day suspension and parent conference and referral of the student to an Alternative Educational Program. Notification of appropriate law enforcement agency at the discretion of the administration.

NOTE: Threatening or intimidating school personnel requires mandatory notification of law enforcement agencies. (Education Code 44014, Penal Code 71)

- B12. **Committed, or attempted to commit, hazing, sexual harassment, or any act that injures, degrades, or disgraces any other person at school.** (Education Code 32050-32052, 48900.2, 48905, 48900 (q), 212.5, Penal Code 245.6)

1st Offense: Immediate one to three-day suspension and parent contact. Student counseled for understanding on seriousness of offense.

2nd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program.

3rd Offense: Immediate five-day suspension, parent conference, and referral of the student to an Alternative Educational Program. Notification of appropriate law enforcement agency at the discretion of the administration.

- B13. **Upbraiding, insulting, or abusing teachers or other school personnel.** (Education Code 48900 (k))

1st Offense: Immediate one to three-day suspension, parent conference, attends and successfully completes social skills training/anger management program. (Removal from class is possible)

2nd Offense: Immediate five-day suspension, parent conference, attends and successfully completes social skills training/anger management program. Notification of appropriate law enforcement agency. May refer the student to an alternative educational program.

- B14. **Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.**

1st Offense: Immediate one to three-day suspension, parent conference, attends and successfully completes social skills training/anger management program. (Removal from class is possible)

2nd Offense: Immediate five-day suspension, parent conference, attends and successfully completes social skills training/anger management program. Notification of appropriate law enforcement agency. May refer the student to an alternative educational program.

Bullying means one or more acts by a student or group of students that constitute: Threats to cause physical injury; Disruption of School Activity; Sexual Harassment; Hate Violence; Harassing, threatening or intimidating a pupil witness in a disciplinary proceeding; Harassment, threats or intimidation of students or staff; or Cyberbullying.

- B15. **Any act of defiance or disobedience** either in language or in action against school personnel or refusing to comply with the reasonable request or orders of school personnel. (Education Code 48900 (k))

1st Offense: Immediate one to three-day suspension and parent contact. Alternative consequences may be assigned.

2nd Offense: Immediate three to five-day suspension and parent contact. May refer the student to an alternative educational program. Alternative consequences may be assigned.

- B16. **Failing to identify oneself or giving false information to school personnel.** (Education Code 48900 (k))

1st Offense: Immediate one to three-day suspension and parent contact. Alternative consequences may be assigned. May refer the student to an alternative educational program.

2nd Offense: Immediate three to five-day suspension and parent contact. May refer the student to an alternative educational program.

- B17. **Willful disruption of the school or interfering with the peaceful conduct of the activities of the school,** including district servers, websites, data bases, or other information systems. (Education Code 48900 (k)) This also includes the possession and/or use of stink bombs, pepper spray, tear gas, or mace.

1st Offense: Immediate three to five-day suspension and parent conference. Notification of appropriate law

enforcement agency at the discretion of the administration.

2nd Offense: Immediate five-day suspension, parent conference, and referral of the student to an alternative educational program.

Notification of appropriate law enforcement agency at the discretion of the administration.

NOTE: Restitution for damages may be a condition of re-admittance.

- B18. **Possessed or used tobacco or any products containing or related to tobacco or nicotine products**, including but not limited to cigars, cigarettes, electronic cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900 (h), 48900 (k), 48901)
1st Offense: Immediate one to three-day suspension and parent contact. Alternative consequences may be assigned.
2nd Offense: Immediate three-day suspension and parent contact.
3rd Offense: Immediate three-day suspension and parent conference. Recommendation to a smoking cessation program.
- B19. **Forgery, falsifying, or altering school correspondence, passes, or absence vouchers**, including any records on district servers, websites, data bases, or other information systems contained on the school network. (Education Code 48900 (k))
1st Offense: Immediate one to three-day suspension and parent contact. Alternative consequences may be assigned.
2nd Offense: Immediate three-day suspension and parent conference.
3rd Offense: Immediate five-day suspension, parent conference, and may refer the student to an alternative educational program.

C. Causes for Less Than Suspension on the First Offense. (1-12) (Education Code 48900)

Alternative consequences may include, but not be limited to; warning, counseling, benching, detention, class suspension, in school suspension, Saturday School, work detail, community service, intervention groups, or alternative educational programs. (Education Code 48900.1, 48900.5, 48900.6, 48910, 48911)

- C1. **Committed an obscene act or engaged in habitual profanity or vulgarity** either verbally or in writing including all electronic transmissions. (Education Code 48900 (i), 48900 (k))
1st Offense: Parent contact. Alternative consequences may be assigned.
2nd Offense: Immediate one to three-day suspension and parent contact.
3rd Offense: Immediate three to five-day suspension and parent contact. May refer the student to an alternative educational program.
- C2. **Leaving the campus without authorization.** (Education Code 48900 (k))
1st Offense: Parent contact. Alternative consequences may be assigned.
2nd Offense: Immediate one to three-day suspension and parent contact.
3rd Offense: Immediate three to five-day suspension and parent contact.
- C3. **Tampering with property** of the school district or belongings of any other person. (Education Code 48900 (k))
1st Offense: Parent contact. Alternative consequences may be assigned.
2nd Offense: Immediate one to three-day suspension and parent contact.
3rd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program
- C4. **Being in a parking lot or out of bounds** without proper authorization. (Education Code 48900 (k))
1st Offense: Parent contact. Alternative consequences may be assigned.
2nd Offense: Immediate one to three-day suspension and parent contact. May refer the student to an alternative educational program.
3rd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program.
- C5. **Gambling and wagering** or habitually being present where such acts are taking place. (Education Code 48900 (k))
1st Offense: Parent contact. Alternative consequences may be assigned.
2nd Offense: Immediate one to three-day suspension and parent contact. May refer the student to an alternative

educational program.

3rd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program.

C6. **Interfering with the peaceful conduct of the campus or classroom** causing class or campus disruption of a minor but annoying nature. (Education Code 48900 (k))

1st Offense: Parent contact. Alternative consequences may be assigned.

2nd Offense: Immediate one to three-day suspension and parent contact.

3rd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program.

C7. **Loitering on campus without any apparent lawful purpose**. (Education Code 48900 (k), Penal Code 647b and 653b)

1st Offense: Parent contact. Alternative consequences may be assigned.

2nd Offense: Immediate one to three-day suspension and parent contact.

3rd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program.

C8. **Violations of district dress code** - mandatory sections. (Education Code 48900 (k) The wearing and/or carrying of symbols, paraphernalia which symbolizes gang membership or advocating racial, ethnic, sexual, religious group prejudice or tends to detract from the educational process is not permitted.

1st Offense: Parent contact. Alternative consequences may be assigned. Student may be sent home to dress properly, or change into a school issued loaner shirt.

2nd Offense: Immediate one to three-day suspension and parent contact.

3rd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program.

C9. **Misconduct on a school bus**. (Education Code 48900 (k) and Title 5 Admin Code 14103)

1st Offense: Parent contact. Alternative consequences may be assigned. If incident is serious, student may be suspended from bus and/or school.

2nd Offense: Immediate one to three-day suspension and parent contact. Immediate one to five-day suspension of transportation privileges. If suspension from school is deemed inappropriate by the school official, alternative consequences may be assigned.

3rd Offense: Immediate three to five-day suspension and parent conference. Possible loss of transportation privileges not to exceed one semester.

NOTE: Pupils transported in a school bus shall be under the authority of, and responsible directly to the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. It shall be the responsibility of the parents of students, in cases of suspension of transportation privileges, to provide transportation to and from school during the period of suspension.

C10. **Possession of unauthorized articles/items on campus**, i.e. laser pointers, dice, computer/server hacking tools, implements of graffiti including but not limited to marking pens, spray paint, paint tips, etc., and water toys including but not limited to squirt guns and water balloons, and any other items of no educational purpose or value at school. Electronic signaling devices used by the pupil which are authorized by a licensed physician shall be permitted. (Education Code 48900 (k), 48901.5)

1st Offense: Parent contact. Alternative consequences may be assigned. The object may be confiscated for up to one week.

2nd Offense: Immediate one to three-day suspension and parent contact. The object may be confiscated for up to two weeks. May refer the student to an alternative educational program.

3rd Offense: Immediate three to five-day suspension and parent conference. The object may be confiscated for up to three weeks. May refer the student to an alternative educational program.

NOTE: The school cannot guarantee the safety of the items confiscated and assumes no responsibility for the theft of or damage to such articles. Parents may be required to pick up articles from school officials.

C11. **Unauthorized, improper or unsafe use of electronic communication devices** within

the jurisdiction of the District: (Education
48900 (k))

1st Offense: Parent contact. Alternative consequences may be assigned. The device may be confiscated for up to one week.

2nd Offense: Immediate one to three-day suspension and parent contact. The device may be confiscated for up to two weeks.

3rd Offense: Immediate three to five-day suspension and parent conference. The device may be confiscated for up to three weeks. May refer the student to an alternative educational program.

C12. **Improper or unsafe use of;** bicycles, mopeds, motorcycles, roller skates, in-line skates, scooters, or skateboards on campus. (Education Code 48900 (k))

1st Offense: Parent contact. Alternative consequences may be assigned. The object may be confiscated for up to one week.

2nd Offense: Immediate one to three-day suspension and parent contact. The object may be confiscated for up to two weeks.

3rd Offense: Immediate three to five-day suspension and parent conference. The object may be confiscated for up to three weeks. May refer the student to an alternative educational

NOTE: The school cannot guarantee the safety of the items confiscated and assumes no responsibility for the theft of or damage to such articles. Parents may be required to pick up articles from school officials.

C13. **Cheating or plagiarizing** on assignments or tests, including the use of electronic devices (Education Code 48900(k))

1st Offense: Parent contact. Alternative consequences may be assigned.

2nd Offense: Immediate one to three-day suspension and parent contact.

3rd Offense: Immediate three to five-day suspension and parent conference. May refer the student to an alternative educational program.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

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

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

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

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321

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

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

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

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

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

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

Management Resources:

WEB SITES

CSBA:

<http://www.csba.org>

California Attorney General's Office:

<http://www.caag.state.ca.us>

California Department of Education:

<http://www.cde.ca.gov>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs/index.html>

Policy MERCED UNION HIGH SCHOOL DISTRICT

adopted: September 13, 2006 Atwater, California

revised: December 13, 2006

revised: June 13, 2007

revised: March 19, 2008

revised: November 9, 2008

Part E: Dress Code -

Philosophy

The expression of a student's uniqueness and individuality by means of his/her dress is sanctioned by the Board of Trustees as being consistent with stated purposes of the school. It should be recognized that any apparel, or lack of, which draws undue attention to the wearer, tends to detract from the educational process and is, therefore, inappropriate. Good taste and good grooming are a part of learning. In addition, it is recognized that the school shares with the parents a responsibility for teaching young people appropriateness of dress. It is a mark of maturity when students can freely choose apparel that demonstrates individuality without deviating from the standard appropriateness.

Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

- Unsafe either for himself/herself or those around him/her.
- Is disruptive of school operations and the educational process in general.
- Is contrary to law.

DRESS POLICY GUIDLINES

Clothing, jewelry and other accessories

- All clothing must be worn as to not expose undergarments or midriiffs standing or sitting. Shorts and skirts must be worn no shorter than the mid-thigh.
- No spandex-type pants or tops which draw attention to the wearer.
- No attire which is sexually suggestive, provocative, or extremely brief, such as low-cut garments, strapless or off the shoulder tops, tube tops, bare midriiffs, tank tops with straps less than one (1) inch in width, or muscle shirts, sleeveless undershirts, fishnet tops, short shorts or skirts, see through tops, backless tops, etc. Clothes will be sufficient to conceal undergarments at all times.
- No shirts, jackets, etc. displaying profanity, vulgarity, obscene, libelous, slanderous or sexually suggestive language, pictures, or slogans.
- No clothing, accessories or jewelry that degrades any cultural, religious or ethnic group
- No clothing, jewelry, etc. which advertises or encourages the use of illegal drugs or substances. No clothing that advertises or promotes the use of tobacco, alcohol or drugs.
- No bare feet. Appropriate shoes must be worn at all times.
- No attire, which designates affiliation with outside groups, organizations, or gangs. This includes, but is not limited to: pants sagging below the hips (whether exposing underwear or not), hanging belts, hair nets, gang related initials or symbols, gang type writing on person, clothing or personal belongings including notebooks.
- No chains, spiked collars or bracelets, and rings that could be used as a weapon. Students may wear a single wallet chain having a length of no more that 12 inches and only heavy enough to adequately protect the wallet.
- School administrators have the right to restrict and/or prohibit the color of clothing worn by any student in a documented gang offense. The school also reserves the right to limit dress to no more than one article of clothing known as a gang color i.e. red or blue.

Headwear

- No bandannas, doo-rags, or wave caps.
- All hats must be school sanctioned. Hats may only be school colors and must bear the school logo. Hats may not be worn indoors.
- No garments or headwear that conceals identity are permitted. However, wearing hoods may be authorized by administration given severe weather conditions (i.e. rain, gusty winds)
- School officials may approve the wearing of headwear for special reasons such as athletics, religious practices, theatrical performances, student rallies and activity weeks or health needs.

The final determination of what constitutes appropriate dress shall be made by the school administration. All borderline cases will be considered a violation.

Part F: Ingress/Egress -

PROCEDURES FOR SAFE INGRESS TO AND EGRESS FROM SCHOOL

offers many locations for students to enter and exit campus before school and after school. There are three driveways that students and parents may use to enter the school campus. Parking in the student parking lot allows quick entry onto campus.

Before school, there is a teacher who monitors the student parking lot from 7:30 a.m. until 8:00 a.m. There are two other who have a view of the staff lot area where buses drop off students. There is one teacher that monitors the cafeteria and the south east side of the student parking lot. There is one teacher who monitors the back area of campus, including the shop areas. In addition there are two campus supervisors and the School Resource Officer that roam the campus with at least one administrator. All teachers, campus supervisors, and administrators have walkie-talkies. There are several other administrators, custodians, and office staff who have walkie-talkies if questions or concerns arise.

At the end of the school day, the campus is monitored by all administrators, three campus supervisors and the School Resource Officer. has worked with the Police Department to set up a program where police units, when available, are in the school's area before and after school. bust drivers contact the school or police department via their radios if they witness any suspicious activities on their route. The School Resource Officer does perimeter checks of the school and surrounding area before and after school.

Part G: Threat Assessment -

School or School Related Threats:

A threat is the expression of the intent to harm. Site personnel will initiate a threat assessment which is a school process conducted and controlled by school officials (often with law enforcement input). The initial process is to differentiate between a transient, serious or very serious level of threat of a violent action. The majority of threats are transient.

Transient threats

- Often are rhetorical remarks, not genuine expressions of intent to harm
- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification

If a serious or a very serious level of threat is determined, they are considered substantive threats.

Substantive threats

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

The Superintendent or his designee will be notified of the situation. If the initial inquiry does not immediately determine that the threat is transient, assume it is serious (physical assault contemplated) or very serious (weapons/sexual assault) and proceed with Extended Threat Inquiry process.

Any staff or individual may request a formal threat inquiry by providing a written statement to the principal or his/her designee. A form is provided on the District website.

In the case of a death threat, serious threat, or very serious threat and actions delineated under BP 5144.1, the following procedures will be implemented.

Each school will have a team of trained individuals that will use the Department of Education and United States Secret Service Threat Assessment Guide to gather information about the student(s) and determine a course of action to be taken. The guide provides 29 questions that will assist the team to gather pertinent information in the following key areas:

1. What are the student's motive(s) and goals?
2. Has the student shown inappropriate interest in school attacks, weapons or incidents of mass violence?
3. Have there been any communications suggesting ideas or intent to attack?
4. Has the student engaged in attack-related behaviors?
5. Is the student's conversation and "body" consistent with his or her actions?
6. Does the student have the capacity to carry out an act of targeted violence?
7. Is the student experiencing hopelessness, desperation and/or despair?
8. Does the student have a trusting relationship with at least one responsible adult?
9. Are other people concerned about the student's potential for violence?
10. What circumstance might affect the likelihood of an attack?
11. Does the student see violence as an acceptable, or desirable, or the only way to solve the problem?

Our threat inquiry approach emphasizes follow-up contacts with the student and, in some cases, implementation of ongoing interventions to reduce the risk of violence. It is preferable to have the staff doing the threat inquiry from the student's site. The team shall consist of a school administrator, a school psychologist, a law enforcement officer, and others as needed. The school principal shall lead the team because of their fundamental responsibility for student disciplinary matters and school safety. The law enforcement officer will respond to emergencies or crisis situations in which an imminent risk of violence is present as well as taking a consultative role on law enforcement matters. The school psychologist or other licensed mental health professional shall provide the team expertise in psychological assessment and intervention strategies to be used in responding to the student's aggressive behavior. The school counselor, teacher(s), substance abuse specialist, school nurse, or others knowledgeable of the student or situation may be used as a team member as determined by the principal. A full investigation shall be conducted, with statements being taken from all parties and witnesses (e.g., staff, teachers, parents, and other parties and witnesses with direct knowledge of the threat) and such statements being used to assist in determining the resulting action pursuant to the threat assessment.

The team will refer the student to counselors, mental health, or others as appropriate to provide needed interventions. Threatening school personnel requires mandatory notification of law enforcement authorities. Other serious threats may result in notification of appropriate law enforcement agency at the discretion of the administration and threat assessment team.

The team will complete the Merced Union High School District Extended Threat Inquiry Results and Findings. This report will be noted as an entry in the discipline file. If the team agrees that the results indicate a threat of violent action to self and/or others, in accordance with education code the parties affected will be notified immediately by the Superintendent's designee or the Principal with the assistance of a credentialed school psychologist. If the parent(s)/guardian(s) did not participate on the team, a school representative will communicate with the parent(s)/guardian(s), student(s), and others involved as to the recommendations and actions to be taken.

The Superintendent or his designee and the school principal will monitor the implementation of the recommendations and actions to be taken as developed by the team. The Board will be notified of the incident, recommendations and actions to be taken.

Section IV: Resources –

Part A: Vision & Mission Statement & District Safe School Planning Committee Agendas

Merced Union High School District Safe School Planning Committee

Mission Statement

Our mission is to provide the students of the Merced Union High School District with safe and orderly educational environments. It is our responsibility to model productive citizenship within a supportive culture of respect. Our expectation is that all students will learn to make positive and meaningful contributions toward the school and community.

Meeting Norms

- ✚ Be On Time
- ✚ Use Time Effectively
- ✚ Stay Focused-No Bird Walking

Be Respectful of All Opinions

**Merced Union High School District
Safe School Planning Committee Agenda
January 10, 2012 2:00pm – 4:00pm
District Instructional Support Center Offices**

- | | | |
|-------|---|------------|
| I. | Introductions & ASSETs Grant | 5 minutes |
| II. | Review of Mission Statement & Norms | 1 minute |
| III. | Analysis of 1 st Semester Disciplinary Data | 30 minutes |
| | <ul style="list-style-type: none">• Small Group work by School• Report Out Action Plan | |
| IV. | Project Stomp Out Smoke & Day Reporting Center Opening | 5 minutes |
| V. | Site Safety Plan Update | 30 minutes |
| | <ul style="list-style-type: none">• Reminder of Deadline• Progress Report of REMS• Vulnerability Assessment Part of Plan• Review Updates to Template | |
| VI. | Safe & Civil Schools Site Implementation Update | 20 minutes |
| | <ul style="list-style-type: none">• Three Tier Referral System• CHAMPS/ACHIEVE• Common Area Supervision | |
| VII. | ALICE School Roll-Out Planning Update | 10 minutes |
| VIII. | Next Meeting Thursday, March 15, 2012, 2:00pm – 4:00pm, District Office Annex | |

**Merced Union High School District
Safe School Planning Committee Agenda
March 15th, 2012 2:00pm – 4:00pm
District Office Boardroom**

- I. Introductions
- II. Review of Mission Statement & Norms
- III. Character Counts Survey
 - Secure Our Schools / Community Oriented Policing Services Grant (COPS /SOS Grant)
 - Explanation of survey
- IV. Review progress of Disciplinary Goals 2nd semester
 - Discuss challenges worksheet
 - Report out on progress
- V. Alice Progress by Site
 - Report out on dates of ALICE training and progress.
 - Active Shooter Emergency Lesson Plans
- VI. An example of Organization and Management of a Safety/ Health/Attendance Meeting. Presented by Joyce Harrison
- VII. Address Safety Meetings and Drills
 - Look at accountability of Drills Spreadsheet/discuss progress at each site
 - Collaborate with Merced Fire Department on making our drills more meaningful

**Merced Union High School District
Safe School Planning Committee Agenda
September 13, 2012 2:00pm – 4:00pm
District Office Annex**

- I. Introductions
- II. Review of Mission Statement & Norms
- III. Safe and Civil Schools Prevention Model 3:1
 - Celebrations from 2010-2011
 - Positive Intervention Model
- IV. Healthy Kids Survey
 - School Protective Factors
 - Drug and Alcohol Data- Cesar Ochoa
 - Violence and Safety
 - Physical and Mental Health
- V. Group collaboration – working with the data
- VI. Report on ALICE by site
 - District's expectations of ALICE roll out
 - Final report on Drills and feedback from drills

Next Scheduled Meeting is November 2, 2012 from 2:00pm-4:00pm at the DO Annex

MERCED UNION HIGH SCHOOL DISTRICT
STUDENT SUPPORT ADMINISTRATORS' MEETING
AGENDA
DISTRICT OFFICE – BOARD ROOM
DECEMBER 13, 2012 – 8:00 AM-10:00 AM

- A. Welcome Victoria
- B. Site Safety Plans Victoria
- C. Review Emergency Procedure Guides Victoria

Adult School TO GO kits.

Next Student Support Admin Meeting:
Thursday, January 17th – 8:00 am – DO/Annex

** TO DO:
Send email w/ link for ICS
↳ check Manuals for ICS*

** Alphabetize ~~of~~
flips.*

** picking reunification
communicate w/ Police
↳ fire + ambulance
where reunification.*

** MHS Fire drill during MAA wk.
code to Jan 9th*

SECTION V: Strategic Plan & Maps

Part A: Strategic Plan:

**Merced Union High School District
STRATEGIC PLAN 2012-2013**

1. STRATEGIC GOAL: Establish Safe and Orderly Schools

OBJECTIVE: Design, develop, implement, and evaluate a plan to ensure a secure learning environment and collaborative school culture.

PRIORITIES		MET
1.1	Develop & Begin Implementation of Comprehensive Drop-Out Prevention Plan for District & Sites. Include personal mentoring component and community agency participation in all plans.	
	Enhance implementation of Character Counts district-wide by developing anti-bullying lessons and strengthening site and community outreach	
	Include attendance, truancy, graduation rate and drop-out rate in data analysis in plan development and implementation	
	Continue to pilot drop-out prevention (Positive Deviance) program at MHS and share outcomes with other sites	
	Increase student participation in community service and school activities. Empower students to become advocates for their school and their community	
1.2	Implement Additional Components of Safe & Civil Schools	
	Continue to improve classroom instructional management skills throughout all three tiers of interventions and include positive behavioral interventions & supports	
	Continue staff collaboration to standardize and consistently implement three-tier disciplinary referral system	
	Improve common area supervision skills of all staff members	
	Expand upon existing restorative justice models for disciplinary consequences, including refinement/enhancement of instruction/counseling provided through Anger Management Sessions & In-School Suspension instructional programs	
	Continue inter-agency collaboration with Merced County Mental Health and establish a Day Reporting Center for drug & alcohol offenses	
	Continue to increase staff, student and parent gang-awareness and implement gang-matrix at all campuses	
1.3	Continue to Improve Emergency Readiness for all Campuses and all District Office Sites	
	Continue Incident Command System (ICS), Alert, Lockdown, Inform, Counter, Evacuate (ALICE), and facility/climate vulnerability assessment training throughout the district	
	Sites and Departments will improve employee safety through emphasis of safety awareness by instituting an Injury and Illness Prevention Program. This will address employee safety in the areas of reducing hazardous work situations and improvement of safe work practices for all employees	

**Merced Union High School District
STRATEGIC PLAN 2012-2013**

1.4	Continue to Improve Attendance	
	Continue to coordinate administrators, attendance staff, health clerks, campus liaisons, nurses, counselors, child welfare & attendance liaisons, and teachers in an effort to identify and support students who have excessive absences. Fully utilize general parent outreach, SART, SARB, SST, IEP, Section 504 teams and Wellness Committees to identify individual/systemic barriers to attendance in order to develop and deliver effective interventions to enhance attendance for all students	
	Continue to more fully implement "Every Student/Every Day" initiatives at all campuses and in the community, starting before the school year begins (T-DAP emphasis)	
	Continue to work with maintenance department, site custodial staff, Health Supervisor and Campus Supervisors to ensure classrooms and restrooms are consistently clean and have adequate supplies to ensure cleanliness	

DISTRICT ACTION PLAN		Site/DO
1.1	Administrative Team, Character Counts, Instructional Coaches, BTSA, Activities Directors along with any other key site personnel meet to develop and begin implementation of site-specific Drop-Out Prevention Plan. Plan must include objective measures to assess level of successful implementation on an ongoing basis. At least one team member from each school to act as Liaison with District-wide Drop-Out Prevention Team. Choice of personal-mentoring component and community agency(s) participation to CWAS by October 2011.	Site/DO
1.2	Administrative Team review appropriate site-specific and District-wide disciplinary and Healthy Kids Survey data with <u>all teachers</u> to clarify rationale for implementation of Safe & Civil Schools. Utilize collaborative tools provided through Foundation Series where necessary. Employ BTSA, Instructional Coaches and Psychologist expertise to provide leadership in this area. Link to and integrate with site-specific and district Response to Intervention models.	Site/DO
1.3	All critical and leadership personnel attend appropriate district-wide trainings as specified in Readiness for Emergency Management for Schools (REMS) Grant.	Site/DO
	Site Safe School Planning Committees fully implement seven-step safety planning process to fidelity and work collaboratively with first-responders to run required tabletops, drills and exercises. Utilize REMS Project Director to facilitate site-specific safety-related activities. Incorporate adult safety and risk-management into all plans.	Site/DO
	Principals and Department directors will emphasize employee safety through communication in cooperation with the Business Services Department and Human Resources.	Site/DO
	Sites hitting target will receive 10 points towards the Superintendent's Cup competition.	Site/DO
	Departments who reduce reportable Worker's Comp claims by the highest percentage (beyond the 5%) will be rewarded with a \$250 prize to be spent on department members.	Site/DO
1.4	Administrative Teams to review appropriate attendance data on an ongoing basis and utilize data to strategically target at-risk groups and individuals for attendance intervention efforts. Data to be analyzed at the district, school, significant subgroup, classroom and individual levels and reported to all stakeholders in some capacity. Attendance monitoring to begin from first day of school at all sites and continue on some basis throughout the year.	Site/DO

**Merced Union High School District
STRATEGIC PLAN 2012-2013**

EVALUATION CRITERIA		MET
1.1	5% decrease in the number of students who drop out	
	5% decrease in truancy	
	5% decrease in bullying incidents	
	10% increase in number of students participating in activities	
	5% increase in number of students completing community service hours	
1.2	5% decrease in number of student incidents:	
	<ul style="list-style-type: none"> Dangerous student infractions Weapons Fighting/assault/battery Drug and alcohol offenses Gang-related behaviors Bullying/threats Total <ul style="list-style-type: none"> Based on race/color Based on sexual orientation Based on disability Vandalism Classroom defiance Minor classroom disruptions Number of truancy days Number of suspension days Number of expulsions 	
	5% increase in number of students reporting they feel safe and/or very safe at school per Healthy Kids Survey	
1.3	5% improvement in response time based on pre/post feedback from Fire and Police Departments	
	Increase in the number of personnel who complete ICS & ALICE Training	
	5% decrease in number of dress code violations	
	5% decrease in number of Worker's Compensation claims	
	5% reduction of reportable Worker's Comp claims at each site/department	
1.4	1% improvement in cumulative ADA	
	5% increase in ADA for the month of December	

**Strategic Goal:
Establish Safe and Orderly Schools:**

Design, develop, implement and evaluate a plan to ensure a secure learning environment and collaborative school culture.

Priority 1.1: Develop and begin implementation of a comprehensive drop-out prevention plan for District & Sites. Include personal mentoring component and community agency participation in all plans.

Objective 1.1a: Enhance Character Counts Implementation District-Wide.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Continue soliciting student art for Agendas via District-Wide Art Competition.	Agendas	Brown/CC Leader Teachers	10/13-2/14	CWAS Administrators	0
2. Continue inter-agency collaboration via Community Violence Intervention Prevention (Com-VIP) and Atwater Community Advocates United for a Safe Environment (ACAUSE).	Inter-agency Grants	Bentz	2/13 - On-going	Director of Student Support	0
3. Increase positive media coverage regarding CC implementation.	Radio/TV/Internet/ Newspaper coverage	Bentz/Brown/ CC Lead Teachers	2/13- On-going	Asst. Sup. of Human Resources (MUHSD PIO)	0
4. Build a community awareness PR component into the Character Education framework. Implement "Good Letter"/positive parent contact	News article—one (+) per year and Good Letters Sent and Parent Phone Calls	Bentz/ Brown/ CC Lead Teachers and District Staff	2/13- On-going	AIM	0
5. Create new anti-bullying lesson and all teachers deliver lesson district wide. Incorporate Common Core Quad D activities/assessments in lessons	Record of lesson & student pledges	Brown/CC lead teachers	2/13 - On-going	CWAS Administrator	0
6. Revisit In-School suspensions Procedures in relations to Safe & Civil Schools Guidelines, Character counts & Ripple Effect Lessons. Lessons to reflect a restorative justice system.	Comparison of Procedures	Safety AP/ CC Lead Teachers/ ISS Instructors Bentz	2/13 - 12/13	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
7. Submit at least two District-level grants to secure additional funding for Character Education	Grants	Bentz/Brown/CC Lead Teachers/CC Community Connection Project Director	3/13	Director of Student Support	0
8. Model Lessons from Safe and Civil Schools modules one and three to be reviewed and incorporated into Character Counts Lessons. Lessons to be delivered throughout year per logical and meaningful time for site.	Lesson Schedule	Safety AP/ Character Counts Lead Teachers	4/13, 12/13	CWAS Administrator	0
9. Embed Safe & Civil Schools wording and philosophy into Character Counts portions of Student Agendas and Parent Handbooks	Agenda & Handbook	Agenda AP/ Bentz/Brown	3/13, 6/13	CWAS Administrator	0
10. Create student agendas reflecting Character Counts pillars & page listing student art-contributors	Agendas	Bentz/Brown/ Agenda & Activity APs	3/13	Director of Student Support	\$50,000 (district budget)
11. Acknowledge Community Outreach motivated or inspired by Character Counts and update regularly	Web component/ updates	Brown	2/13- On-going	CWAS Administrator	0
12. Establish Community Agency Contact in Livingston.	Inter-agency Grants	Bentz/Brown/ LHS CC Lead Teacher/ Principal/Community Connection Project Director	2/13 – On-going	Director of Student Support	0
13. Continue community service work via partnerships with United Way and the City of Merced—Holiday Parade, MERCOCycling Classic, Cap & Town, ASSETS character lessons, reaching out via site student community service clubs.	Participation in service work	Bentz/Brown/CC Lead Teachers/CC Community Connection Project Director	2/13 - On-going	School Board Friday Facts	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
14. Create systems for business outreach at all campuses, i.e. Big Creek Students of the Week, Merced Rotary breakfasts/luncheons for GV Student of the Month	Media, incentives, etc.	Bentz/Brown/CC Lead Teachers/CC Community Connection Project Director	2/13 - On-going	Director of Student Support	0
15. Celebrate students honored for Agenda art at Community Recognition Event – to include community/school leaders, food and certificates @ Merced City Hall.	Event	Bentz/Brown/CC Lead Teachers/CC Community Connection Project Director	4/13	CWAS Administrator	\$450 (district budget)
16. Evaluate and continue student recognition programs – “Caught with Character,” Character Counts Students of the Month, etc. (create specific requirements district wide)	Pillar displays, certificates, site website scrolling lists, incentive drawings	Site Principals/Brown/CC Lead teachers	2/13 On-going	Site Principals	Site Budgets (per site action plan need)
17. Engage classified staff in more actively acknowledging students of good character according to the system on their respective sites (specific support to be provided by CC Lead teachers)	Names submitted by classified staff	Brown/CC Lead Teachers/AP in charge of classified staff	2/13 On-going	CWAS Administrator	0
18. Create and deliver Parenting Summit (Lunch & Learn) at all sites based on CC tenets to enhance parent engagement.	Summit Agenda & List of Parent Participation	Brown/CC Lead Teachers	6/12 12/12	CWAS Administrator	\$1000
19. Create CC Staff Development plan for classified staff and deliver at least 1 hour of training to all staff. This includes all site, district office & warehouse staff.	Classified Staff Agendas & List of Participants	Bentz/Brown/CC Lead Teachers	6/12 12/12	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
20. Evaluate use of CC based reflection piece for all community service work at all campuses.	Community Service Process/ Documentation	Brown/CC Lead Teachers / Community Connection Project Director	3/13	CWAS Administrator	0
21. More fully implement CC action ideas into youth sports i.e. rules, coach selection & training, policies, players code of conduct, awards, etc.	One piece of evidence of implementation at every school site - including alt. ed.	Bentz/Brown/ CC Lead Teachers/ Activity & Athletics Directors	6/13, 12/13	Executive Director of Educational Options	0
22. Continue teacher recognition programs for recognizing teachers demonstrating good character and commitment to CC.	Faculty meeting minutes	Site Principals and leadership teams	2/13- On-going	Site Principals	Site Budgets
23. Continue integrating CC into school culture—in both a visible and auditory manner.	CC posters, plaques, displays of student recognition, daily quotes, monthly email reminders and newsletters to staff, homeroom and advisory lessons, classroom rules, etc.	Brown/CC Lead teachers/ site staffs	2/13- On-going	Site Principals	\$4000 (District Budget)

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
24. Continue employment of site lead teachers to coordinate all site, parent & community outreach involving students. Fund one year Character Counts Community Connection Project Director and increase all other CC Lead Teachers through COPS-SOS grant program.	All CC products: student displays and certificates, community outreach records, newsletters, curriculum, etc.	Bentz	2/13- On-going	Executive Director of Educational Options	\$30,500 from Grant and \$30,500 from 0804 Safety Budget
25. Continue employment of CC district coordinator to coordinate site lead teachers, organize parent & community outreach, write curriculum, manage website, provide coaching to CC Lead Teachers at all sites, collaborate with Community Connection Project Directoret.c.	CC Lead teacher products, outreach records, website, curriculum, CC Teachers meeting agendas.	Bentz	2/13- On-going	CWAS Administrator	\$14,000 (\$7000 from Grant and \$7000 from 0804 Safety Budget
26. Develop feedback process/form for CC Lead Teacher performance and provide feedback to teachers each semester. Feedback based on site-specific action plan.	Feedback Form	Bentz/Brown	2/13- On-going	Executive Director of Educational Options	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.1b: Include attendance, truancy, graduation rate and drop-out rate in data analysis in plan development and implementation.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Review attendance, graduation rate, drop-out transfer and disciplinary data at all Student Support and Safety-related meetings and trainings on a regular basis	Agendas from meetings	Bentz	2/13 - On-going	Director of Student Support	0
2. Information to be passed to Site Administrations as outcome measures for strategic plan and drop-out prevention plan	Agendas from Site administrative meetings	Principals/ Safety APs	2/13 - On-going	CWAS Program Administrator and Director of Student Support	0
3. Data to be shared with staff via electronic communications or utilized as part of staff development at all campuses	Communications and Agendas	Principals/Safety APs	2/13 - On-going	CWAS Program Administrator and Director of Student Support	0
4. Pertinent data to be incorporated into assessment of various Response to Intervention Models being implemented at all campuses	Communications and Agendas	Site Administrative Teams	2/13 - On-going	CWAS Program Administrator and Director of Student Support	0
5. May 2012 Healthy Kids Survey and School Climate Survey data to be incorporated into all other data. Of particular interest are items related to building positive relationships with students, the staff and the community (resilience module)	Agendas from presentations and drop-out prevention plan development	District and Site Administrative Teams	2/13 - On-going	CWAS Program Administrator and Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.1c: Continue Positive Deviance program at Merced High School and expand to other campuses.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. CWAS Administrator to meet with MHS staff involved with implementation of Positive Deviance initiative and get update of strategies/activities/processes associated with the grant.	Updated list of strategies/activities/processes	Bentz/ Relevant MHS Staff	4/13	Director of Student Support	0
2. Identify expected outcomes associated with initiative.	List of outcomes	Bentz/ Relevant MHS staff	5/13	Director of Student Support	0
3. Develop District tool to assess impact of strategies/activities/processes associated with initiative. Tool to be aligned with grant assessment tools and include input from all stakeholders. Areas to be measured will reflect student voice concerning school culture (Healthy Kids Survey) & drop-out rate (clearly defined).	District Tool	Bentz/ Relevant MHS staff	5/13	Director of Student Support	0
4. Communicate results of assessment to all campuses throughout the district and allow them to choose whether to pursue the initiative.	Results of Assessment	Bentz/ Relevant MHS staff	6/13	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.1d: Increase student participation in community service and school activities. Empower students to become advocates for their school and their community.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Reconvene community service study group with representation from all sites. Include representation from United Way.	Established committee	Bentz	8/13	Director of Student Support	0
2. Update current status of community service processes at all sites. Include the following: <ul style="list-style-type: none"> • personnel/responsibilities • student responsibilities • use of internet • coordination with Activities Director • parent involvement • community involvement • record keeping • method of reporting out (statistics) • range of activities that = CS credit • recognition method (other than graduation) • academic credit received • How recognized at graduation 	Chart summarizing all sites current practices	Bentz	8/13	Director of Student Support	0
3. Demonstrate a possible standardized documentation process utilizing AERIES.	AERIES reports	Model Program Coordinator	8/13	Director of Student Support	0
4. Sites to pilot documentation system and bring feedback to next meeting	Reports	AP over community service	10/13	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
5. Site administration to review current status chart and identify components they feel are absolutely necessary to include as district-wide practice. That input to be e-mailed to CWAS.	Chart with comments	AP over community service	10/13	Director of Student Support	0
6. Input to be compiled and shared with committee for group discussion and comments.	Meeting Notes	AP over community service	10/13	Director of Student Support	0
7. Recommendations for standardized practices to be compiled and agreed upon by consensus of group if possible. Recommendation for making community service a graduation requirement included.	Recommendations	AP over community service	12/13	Director of Student Support	0
8. Timeline for implementation of standardized practices established.	Timeline	AP over community service	12/13	Director of Student Support	0
9. Need for number of additional district-wide meetings of this group to be assessed and meeting times set for 2013-2014 school year	Meeting Schedule	AP over community service	12/13	Director of Student Support	0
10. Appropriate information included in student agendas.	Student Agenda	Bentz	5/14	Director of Student Support	0
11. Appropriate information included in parent handbook.	Parent Handbook	Bentz/Ochoa	6/14	Director of Student Support	0
12. Create activities study group with representation from all sites. Include representation from the community (Merced & Atwater & Livingston parks and recreation departments)	List of Group	Activities & Athletics APs and Directors	8/13	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
13. Study Group to meet to review district-wide data and review documentation practices	Activities Data from ARIES	Activities & Athletic APs	9/13	Director of Student Support	0
14. Compare over-site/accountability practices for all clubs and organizations at sites. Include stipend and non-stipend clubs/athletics	Chart comparing practices and accountability	Activities & Athletic APs	9/13	Director of Student Support	0
15. Establish list of clubs and activities that should be available at all campuses and those that are optional	List of Required/Optional Clubs/Activities	Activities & Athletic APs	9/13	Director of Student Support	0
16. Review current practices for recruiting students for activity/athletic participation & brainstorm additional methods	List of Practices	Activities & Athletics APs	9/13	Director of Student Support	0
17. Create recommendation for frequency of district-wide group to meet to discuss ways to increase student/staff participation in activities	Recommendations	Activities & Athletics APs	11/13	Director of Student Support	0
18. Regularly monitor number of students participating in activities and athletics. Provide regular feedback to sites on an on a quarterly basis. Reports eventually to include more student information.	Report Generated from ARIES	Chavez	6/13 10/13 12/13 3/14	AIM	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Priority 1.2 Implement Additional Components of Safe & Civil Schools

Objective 1.2a: Improve Instructional Classroom Management Skills

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Continue to present longitudinal classroom disruption and defiance data to AIM & District Safe School Planning Committee (SSPC) to identify trends and monitor outcome progress	AIM/SSPC Agenda	Bentz	4/13 8/13 1/14	Director of Student Support	0
2. Monitor the dissemination of classroom disruption & defiance data to school staffs at all schools sites. All sites to be providing regular feedback in some form.	Data Presented Staff Meeting/ Collaboration Agendas	Bentz/Safety APs	4/13 8/13 1/14	Director of Student Support	0
3. Meet with Instructional Coaches, BTSAs Mentors School Psychologist and Student Support APs to review Safe and Civil Schools (Sprick) Behavioral Management Instructional Strategies	Completed Training	Bentz	6/13	Director of Student Support	0
4. Sites to determine level of need for staff in terms of classroom behavioral management techniques and strategies	List of teachers needing training	Principal/APs	5/13 12/13	Director of Student Support	0
5. Incorporate behavior management instructional strategies into training for Substitute Teachers	Additional Curriculum	Bentz/Long	6/13	Director of Student Support	0
6. Create staff development calendar to address behavioral management staff need and integrate into District's overall Staff Development Plan. Sites to have choice in selection of appropriate staff to train.	Staff Development Calendar	Bentz/ Sylvia/ Long/Brown	5/13	Director of Student Support	0
7. Incorporate evidence of effective classroom management into on-site and district level walk-through observations.	Walk-Through feedback forms	Bentz/Long/ Brown	5/13 On-going	Executive Director of Curriculum & Instruction	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
8. Increase consultative services of School Psychologists to administration, counselors & teachers in regard to effective behavioral management strategies to employ with students with chronic misbehaviors.	Consultative Log	Bentz/Sylvia	6/13 On-going	Executive Director of Curriculum & Instruction	0
9. Incorporate effective behavioral instructional strategies into existing templates for behavior support plans to be utilized by IEP and SST teams.	Support Plan Templates	Bentz/Sylvia	6/13 On-going	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.2b & c: Improve and Standardize Disciplinary Referral System District-Wide and Improve Common Area Supervision Skills(Safe and Civil Schools)

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Collect descriptions of three-tier referral systems and forms across all campuses. Share with Student Support to collect input and suggestions for non-negotiable components.	Forms and comments from Student Support	Bentz/Sylvia	2/13 6/13	Director of Student Support	0
2. This Action Plan to be shared with all Student Support AP's to assist with their site-specific implementation as outlined in their strategic plan.	Action Plan	Bentz	2/13	Director of Student Support	0
3. Sites to in-service teachers on inputting information into AERIES and monitor appropriate documentation	Evidence of AERIES entries by teachers	Student Support APs/Site Administration	2/13 On-going	CWAS Program Administrator	?
4. Sites to complete module three implementation checklist and identify areas of need. Sites to establish timeline to complete those items and turn into CWAS office	Completed Implementation Checklist	Safety APs/ Site Administrative Teams/Bentz	3/13	Director of Student Support Services	0
5. APs to continue to report progress regarding implementation at Monthly Student Support Meeting.	Oral Report – Notes to be shared with AIM	Student Support APs/Bentz	2/13 On-Going	Director of Student Support Services AIM	0
6. Decision to Standardized or keep forms individualized to site made by Student Support APs to establish process for upcoming year.	Decision	Student Support APs/Bentz/Sylvia	3/13	AIM	0
7. Model Lessons from module three to be reviewed and incorporated into Character Counts Lessons. Lessons to be delivered throughout year per logical and meaningful timing for site.	Lesson Schedule	Safety AP/ Character Counts Lead Teachers	4/12 9/12	CWAS Program Administrator	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
8. Revisit In-School Suspension Procedures in relation to Safe & Civil Schools Guidelines, Character Counts & Ripples Effect Lessons & RTI transitions	Comparison of Procedures	Safety AP/ ISS Instructors Bentz/Sylvia	3/13 On-Going	Director of Student Support	0
9. Incorporate Safe & Civil Schools wording and philosophy into Student Agendas and Parent Handbooks	Agenda & Handbook	Agenda AP/ Bentz/Brown	4/13	Director of Student Support	0
10. Safe & Civil Schools committees at each site communicate Understanding of Student's Basic Needs and Analysis of Student's Basic Needs exercises from Module III to staff & complete process	Evidence of communication to staff	Safety AP/ Coaches/ Character Counts Lead Teachers	12/13	CWAS Program Administrator	0
11. Sites to complete parent survey from Safe and Civil Schools Module 1 and integrate with: <ul style="list-style-type: none"> California School Climate Survey (Staff) Healthy Kids Survey (Students) Developmental Disciplinary Data 	Completed Survey	Safety AP/Parent Engagement AP/ Site Administration/ REMS Project Director	10/13	CWAS Program Administrator	?
12. Data to be integrated, summarized and analyzed by each Safe School Planning Committee and summary presented at Student Support Associate Principal Meeting	Written Summary	Safety AP/ REMS Project Director	12/13	CWAS Program Administrator AIM	0
13. All sites to complete Module 1 Checklist, identify Foundation Beliefs of staff, and identify roadblocks to implementation	Completed Checklist	Safety AP/ Site Administration	6/13	CWAS Program Administrator AIM	0
14. All sites to directly address roadblocks in 2013-2014 Strategic Plan. APs to share roadblocks at monthly meetings and brainstorm ideas to remove barriers to full implementation.	Strategic Plan	Safety AP/ Site Administration	9/13	CWAS Program Administrator AIM	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
<p>15. All Sites to complete at least one Safe and Civil Schools Common Area Observation Form for Spring 2013 and Fall 2013 for each if the following areas :</p> <ul style="list-style-type: none"> • Hallways & Restrooms • Cafeteria • Courtyards (Quads) • Assemblies & Inside Athletic Event • Outside Athletic Event • Computer Labs • Library/Media Center <p>and feedback provided to Campus Supervisors and appropriate staff</p>	Completed Common Area Observation Form	Safety AP/REMS Project Director	6/13, 12/13	CWAS Program Administrator AIM	0
16. APs to provide written copy of all common area observation forms to CWAS Office	Electronic and/or hard copy to CWAS	Safety AP	6/13	CWAS Program Adm	0
17. Common Area Observations to be evaluated and general areas of improvement prioritized for each site and the district. Information to be integrated with Safety Physical Plant Vulnerability Assessment results from REMS Project	Integrated Report	Bentz/Safety & Facilities AP/REMS Project Director	6/13	Director of Student Support & AIM	0
18. Campus Supervisors and School Resource Officers to receive training in Safe & Civil Schools: <ol style="list-style-type: none"> 1. Protect 2. Expect 3. Connect 4. Correct And complete Supervisory Skills Checklist, Integrate training with previous trainings in Character Counts, Verbal Judo, ALICE	Completed Supervisory Skills Checklist	CWAS Program Administrator, MPD, APD and REMS Project Director to provide training	3/13	Director of Student Support Services	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
19. All sites to explore the need to create lessons for teaching behaviors in common areas. May be more appropriate for certain populations.	Lessons	Student Support APs/CC Lead Teachers/ Site Administration	6/13	CWAS Program Administrator	0
20. Under the leadership of Student Support Associate Principals and all site administration, all sites will continue to implement the Safe & Civil Schools Foundations Improvement Cycle: Review, Prioritize, Revise, Adopt and Implement , in terms of <ul style="list-style-type: none"> • clarifying staff beliefs and their responsibility toward creating a positive culture at school • supervising common areas in the most effective manner and • utilizing the three-tier referral system consistently. Sites will use existing Safe School Planning Committees and/or Foundation Committees to regularly revisit implementation effectiveness and continue to make recommendations to the staff and district for improvement.	Site/District meeting agendas documenting review, prioritization, revision, adoption and implementation in three strands of Safe and Civil Schools. Improved Disciplinary Records at all Campuses	Site Administration	2/13 On-going	AIM Cabinet School Board	0
21. Re-convene group of administrators/teachers who attended Safe & Civil Schools National Conference in 7/12 and establish plan for continued implementation.	Meeting Agenda	Bentz	3/13	Director of Student Support & AIM	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.2d: Expand upon existing restorative justice models for disciplinary consequences, including refinement/enhancement of instruction/counseling provided through Anger Management Sessions and Intervention Center instructional programs.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Accumulate data for Anger Management implementation with summary of pre/post intervention disciplinary, attendance and grades.	Summary Report	Bentz	2/13	AIM	0
2. Continue to meet with selected Anger Management Counselors to assess strengths and challenges of current delivery system.	Agenda	Bentz	2/13	Director of Student Support	0
3. Develop three to four alternative models to delivery of Anger Management. These models need to be alternatives to suspension/expulsion from school. Include financial ramifications of each model.	Models	Bentz/AM Counselor (s)/ Student Support and Guidance APs	2/13	Director of Student Support & AIM & Cabinet	\$ for planning time
4. Include student input in development of models.	Student input	Bentz/ AM Counselor(s)	2/13	Director of Student Support	0
5. Continue to offer Anger Management throughout the school-year and begin pilot of new program in April 2013.	List of students provided service	Bentz/AM Intervention Specialists	2/13 & 4/13 - On-going	Director of Student Support	\$500 per session (from District CWAS: approx. \$25,000)
6. Incorporate Character Counts ideas where appropriate in delivery of Anger Management curriculum.	Identified areas in current curriculum	Bentz/ Brown	2/13	Director of Student Support	0
7. Explore additional Anger Management curriculum on internet for purposes of up-dating current material and increase effectiveness of program.	Curriculum Assessment	Bentz/ AM Intervention Specialists	3/13	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
8. Attend formal training in additional Anger Management program identified through step #5 above.	Certification as trainer	Bentz/ AM Counselor/ Brown	3/13	Director of Student Support	\$6000 from district Staff Dev. Budget (Title 1)
9. Provide training for relevant components of new program to counselors providing Anger Management sessions.	Training Record	Bentz/ AM Counselor/	4/13	Director of Student Support	0
10. Develop Anger Management program options for students with exceptional needs.	Descriptions of Options	Bentz/ Psychologist	5/13	Director of Student Support	Costs of new program
11. Create mechanism to incorporate appropriate Anger Management lessons into study skills curriculum for students with special needs.	Modified curriculum	Bentz/ AM Counselor/ Psychologist	8/13	Director of Student Support Services	Sub-time to work with SAIs.
12. Introduce instructional staff to main ideas presented in most anger-management programs, possibly through advisory periods and/or collaboration time	Record of presentations	Bentz/ AM Counselor/ Psychologist	9/13	Director of Student Support Services	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.2e: Continue interagency collaboration with Merced County Mental Health & continue to improve District Opportunity Center (DOC) through implementation of Tobacco Use Prevention Education (TUPE) initiatives.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Continue inter-agency collaboration with Merced County Mental Health services to provide mental health, drug & alcohol prevention, education, treatment programs for our students.	Meeting Agendas	Bentz	6/13 12/13	AIM, SSPC, School Board	0
2. Increase collaboration with Merced County Department of Alcohol & Other Drugs (AOD) to provide staff training in regard to intervention & prevention services.	Meeting with AOD Program Administrator	Bentz	6/13 12/13	AIM, SSPC	0
3. Explore MUHSD student need and available Mental Health Prevention and Early Intervention (Friday Night Live) program options.	Meeting with Christopher Jensen	Bentz	6/13	AIM, SSPC	
4. Examine all Board Policies concerning drug & alcohol and consider modifications.	Modified Policies	Bentz	4/13	AIM, SSPC, School Board	0
5. Communicate results of Healthy Kids Survey and California School Climate Surveys to all stakeholders and use results to measure student and staff perceptions concerning drug & alcohol use.	Healthy Kids Survey Results	Bentz/ TUPE Grant Director Safety APs	2/13 & On-going	SSPC, School Board	0
6. Continue Every 15 Minutes program at all campuses (at least every-other year).	Scheduled Activities	Safety/Activity APs	On-going	CWAS Administrator	100 (site budget)
7. Initiate vertical teaming planning with Middle Schools concerning drug & alcohol prevention strategies (e.g. Drug-Store Program) and consider cross-age participation.	Record of contacts	Bentz at District-level/ Safety AP's at each site	6/13 12/13	CWAS Administrator	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
8. Promote Red-Ribbon Week and Youth-to-Youth Conference (Friday Night Live)	Scheduled Activities	Safety/Activity APs	6/13 12/13	CWAS Administrator	0
9. Implement California State Department Tobacco-Use Prevention Education (TUPE) Grant (\$50.00 per enrolled students over 4-year term) Incorporate increase of Intervention Specialists services to students and Day Reporting Center concept within grant parameters.	Grant Application	Bentz/ Safety APs/ Leonardo/ Department of Mental Health	2/13 On-Going	Assistant Superintendent of Educational Services	\$370.00 from TUPE funding
10. Provide additional staff development for all personnel concerning indicators of student drug & alcohol use.	In-Service Opportunities	Bentz/ Abarca/ Leonardo	2/13 On-going	Director of Student Support	0
11. Facilitate Parent Training for indicators of student drug & alcohol use.	Parent Training Opportunities	Bentz/ Abarca/ Leonardo	2/13 On-going	Director of Student Support	0
12. Explore laws and educational policies concerning random drug testing for co-curricular activities and DATE students.	Summary of laws and policies	Bentz/ Leonardo/ Goluba	7/13	Director of Student Support	0
13. Conduct full-school assemblies as a means to increase awareness of consequences of drug & alcohol use/abuse.	Assemblies	Bentz/ Activities APs Merced Police Department	2/13 On-going	Director of Student Support	0 Donations Grants

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.2f: Continue to increase staff, student and parent gang-awareness/interventions

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Gang behavioral issues to be discussed at all monthly Student Support meetings and priorities addressed as circumstances arise	Agendas & Notes from Meeting	Bentz	Monthly	Director of Student Support	0
2. Continue and/or expand current efforts toward gang-awareness with staff, students and parents (clothing & Tagging) – Include Gang Task Force in planning efforts -	Schedule of presentations	Student Support APs/Bentz	6/13, 12/13	Director of Student Support	\$1000/ Safety
3. MUHSD to continue to have representation at monthly Merced County Task Force and report non-confidential information to Student Support APs on a monthly basis	Reports as reflected in Student Support Meeting Notes	Marvulli	Monthly	CWAS Program Administrator	0
4. MUHSD to continue to have representation at bi-weekly Community Violence Intervention and Prevention (COM-VIP) and Atwater Community Advocates for Safer Environments (ACAUSE) Task Forces. Include Student Support APs in meetings (<i>community mobilization</i>).	COM-VIP and ACAUSE Meeting Notes	Bentz/Student Support APs	Bi-Weekly	Director of Student Support	0
5. Develop district-wide administrative regulations concerning gang-like behaviors and appropriate consequences. Regulations to include opportunity for students to work way off of matrix. (<i>Opportunities provision</i>)	MUHSD Gang Matrix	Student Support APs/Bentz/SROs Marvulli to lead process	3/13	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
6. Assure all sites are documenting all gang-like behaviors when they occur and monitoring quantity and severity of behaviors in AERIES.	AERIES Entries	Student Support APs/ Bentz/ Nash	Daily – & random checks by CWAS	Director of Student Support	0
7. All administrative teams to analyze data and use data to determine schedules and areas for supervision. Supervision plan to be developed and shared with all staff members (<i>Organizational change & development</i>)	Supervision Plan for all campuses	Safety AP & Administrative Team	8/13 10/13 12/13	CWAS Program Administrator	0
8. Train Guidance APs and counselors regarding incorporating Gang Matrix into screening process on a consistent and regular basis.	Guidance Meeting Notes	Marvulli	4/13	Director of Student Support	0
9. Parent awareness presentations to be delivered in primary language when possible	Schedule of presentations	Student Support APs/Bentz	6/13 12/13	Director of Student Support	0
10. Student Support AP's to accompany Gang-Task-Force community outreach meetings and represent MUHSD. (<i>social intervention, street outreach</i>)	Meeting Participation & Notes	Student Support APs/ Bentz	6/13 12/13	Director of Student Support	0
11. Rules established and enforced at all campuses not allowing certain parts of campuses to become a particular gang's "territory" (i.e. limit number of students allowed to congregate, move together as a group, clothing, etc.)	Site rules in this regard published in Student Agenda	Student Support APs, Bentz	2/13 On-going	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
12. Three Student Support Associate Principals & CWAS to attend local, state and/or national conference addressing high school gang-prevention & intervention efforts. Obtained information to be shared with all Student Support APs and action plan modified as deemed necessary.	Information from Conferences	Three Student Support APs/ Bentz	6/13 12/13	Director of Student Support	\$6000 from Safety Money
13. All Safe School Planning Committees to address gang-related issues occurring on their campus and brainstorm ideas to address the issues.	Agendas and meeting notes	Safety APs	12/13	CWAS Program Administrator	0
14. Apply for a gang-prevention/intervention grant to fund intervention specialist to work with all staffs and provide direct services to students and their families. Grant to include a variety of specific education, training and employment programs targeted at gang-involved youth. (<i>Opportunities Provision</i>)	Grant Application	Selected Student Support APs & Bentz	6/13 12/13	Executive Director of Educational Options	\$300,000 to \$500,000 from Grant

**Strategic Goal:
Establish Safe and Orderly Schools:**

Priority 1.3: Continue to improve Emergency Readiness for all campuses and all District Office sites

Objective 1.3a: Improve emergency readiness for all campuses and all district office sites.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. District and site Safe School Planning Committees (SSPC) to develop basic feedback via standardized forms for Police and Fire to use while observing evacuation and lock-down drills.	Standardized Feedback Forms	Bentz/Boyington/ Safety APs	7/13	Director of Support Services	0
2. Each site to plan & conduct evacuation & lockdown drills at least twice a year and provide specific feedback to staff (hot washes).	Completed Feedback Forms	Bentz/Boyington/ Safety APs	7/13	CWAS Administrator	0
3. Administration to meet with Special Education personnel on each campus to be certain site safety plan include specific procedures for students with disabilities.	Meeting Notes & Necessary Modifications to Site Safety Plans	Safety APs/ Boyington	4/13	CWAS Administrator	0
4. Administration to meet with English-Learner Department personnel to be certain site safety plan includes specific procedures for students with limited English proficiency.	Meeting Notes & Necessary Modifications to Site Safety Plans	Safety APs/ Boyington	4/13	CWAS Administrator	0
5. Provide training for modifying Lockdown procedure to include ALICE (Alert, Lockdown, Inform, Counter, Evacuate) components. Conduct ALICE training for Safety APs and other key District personnel.	Completed Introductory Training	Bentz/Atwater, Merced & Livingston Police Departments/ Boyington	2/13 On-going	AIM	0
6. Implementation ALICE district-wide with goal of all students and personnel trained by 12/13.	Completed Plan	Bentz/Hoffar/ Boyington/ Safety APs	6/13 12/13	AIM	0
7. CWAS & Safety APs to complete 12 hours on-line Incident Command System (ICS) training.	Completed On-Line Training	Bentz/ Safety APs Boyington/	12/13	AIM	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
8. Continue to identify Incident Command System general personnel, critical personnel & leadership personnel at each site & District Offices.	List of Personnel	Safety APs	4/13	CWAS Administrator	0
9. Continue to identify Incident Command System training needs specific to each site and to the District Offices.	List of Training Needs	Bentz/Boyington Safety APs/	2/13 On-going	AIM	0
10. Create process for informing personnel of their expected role within the Incident Command System Structure.	Process Flow-Chart	Bentz/Boyington Safety APs	4/13 On-going	AIM	0
11. Implement Readiness for Emergency Management Grant to include training for ICS training and staff/student training for ALICE. Include emergency response personnel in grant-steering committee. Consider collaboration with Merced County Office of Education.	REMS Grant Progress Reports	Bentz/ Safety APs/ Boyington/ Agency Personnel/ MCOE personnel	2/13 On-going	AIM	\$168,000
12. Conduct two active-shooter exercises within the District; Location must include a school in Merced as well as a school in Atwater and/or Livingston.	Completion of Exercise	Bentz/Boyington/ Safety APs/ Respective Police Departments	12/13	AIM	0
13. Add Emergency Readiness information to Round-up information, website, student agenda and parent handbooks	Round - Up packets Websites, agendas & handbooks	Bentz/Boyington	6/13	AIM	0
14. Assess status of Crisis Intervention Teams at all sites	Summary of site team-status	Safety APs/ Counselors/ Boyington	9/13	CWAS	0
15. Continue to implement "Emergency Preparedness Weeks" through Leadership classes at all MUHSD campuses	Leadership class plans and activities	Boyington/ Leadership/ Activities AP	2/13 On-going	CWAS	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.3b: Implement Clean & Safe Campus initiatives at all school sites.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Update vulnerability assessment and summarize results to prioritize areas of need.	Prioritized List by Site and District	Bentz/Safety APs/ Head Custodians at sites and District Offices	6/13	AIM/School Board	0
2. Site Administration to work with Activities Directors and students fulfilling leadership roles on campus to engage the entire school community's support for maintaining a clean campus. Use Character Counts Framework to organize these efforts.	Activities	Safety APs/ Activities Directors and APs/ CC Teachers	12/13	CWAS Administrator	\$100 per site to support activities for total of \$900 (District Safety Money)
3. Continue to maintain & update surveillance systems at all school campuses and on school buses. Apply for SOS grant for continued financial support.	Cameras fully operational at all campuses & on buses	Bentz/Safety APs/ Gottschall/ Thomas/Watry/ Arteaga/ Police Departments	3/13 6/13 12/13	AIM/ School Board	General Fund match to Secure Our Schools Grant
4. Continue to work with respective city government Information Technology Departments, Police Departments and CISCO personnel to maximize effectiveness of camera use in terms of crime prevention and evidentiary functions.	Evidence of useful communication among agencies (i.e. meeting agendas, e-mails)	Gottschall/ Arteaga/Thomas/ Watry	6/13 12/13	CWAS Administrator, AIM/ School Board	REMS

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
5. Provide formal and informal on-site and district-wide training (professional development) to relevant district personnel in use of cameras & recording equipment.	Trainings/ List of personnel who have received training	Bentz/Arteaga Thomas/ Watry	6/13, 12/13	AIM	REMS
6. Monitor and update board policies and administrative regulations concerning use of surveillance systems throughout the district.	Adopted Board Policy and Administrative Regulations	Bentz/Arteaga/	6/13	School Board	0
7. Order materials and install external lighting on all campuses by implementing improved lighting plan outlined in Secure Our Schools Grant. Order additional lighting as needed and include in on-going SOS grants.	New lighting installed and fully functional	Gottschall/ Perez/ Schultz/ Contracted Labor/ Maintenance Departments	12/13	CWAS Administrator/ School Board	Funding provided through Grant & \$100,000 District Match
8. Apply for SOS Grant to replace inoperable surveillance equipment and acquire equipment for new school's security system.	Grant	Gottschall/ Arteaga/Bentz/ Eber (MPD)	5/13	AIM	0
9. Continue to standardize assignments and responsibilities of Campus Liaison Officials on all sites throughout the District.	Site Safety Plans Describing assignments & responsibilities	Safety APs	2/13 On-going	CWAS Administrator	0
10. Provide all Campus Liaison Officials with staff development in the area of non-aggressive strategies to deal with aggressive students (i.e. verbal judo, de-escalation strategies, defusing and managing problems students, Safe and Civil Schools Common Area Skills)	Meeting Agendas & List of participants	Bentz/Safety APs	2/13 On-going	Assistant Superintendent of Human Resources	\$4000 Staff Dev and/or Safety Budget

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
11. Review Merced High School's Campus Liaison Officials Handbook and modify handbook to be relevant to all schools in the district.	Updated, completed handbook	Spears/Bentz/ Safety APs	7/13	Director of Student Support	Printing Costs
12. Review handbook with all Campus Liaison Officials in the district and require that all new-hire Officials review handbook components with site supervisor prior to beginning official duties.	Record of meetings reviewing handbook & list of participants	Safety APs	12/13	CWAS Administrator	0
13. Continue to expand & standardize duties and responsibilities of Intervention Center Teacher. Consider job-description change to include and emphasize instruction components.	Meeting Agendas, List of Standardized Responsibilities	Bentz/ Safety APs/ HR Personnel	2/13	Director of Student Support Services	0
14. Continue to identify and pursue funding mechanism to change Intervention Center Teacher from temporary hourly position to tenured position.	Evidence of comparative research of other districts	Bentz/ Safety APs/ HR Personnel	12/13	AIM	0
15. Implement Ripples Effects on-line curriculum in all Intervention Center Classrooms. Align with Character Counts lessons & framework.	Ripples Effects Training and Reports	Bentz/Brown/ Safety APs/ ISS Teachers	7/13 12/13	Director of Student Support Services	\$10,000 Site/DO Safety Budgets
16. Establish District Opportunity Center as alternative to Home Suspensions for drug & alcohol infractions. Consider expansion of model to other behavioral infractions. Identify curricular challenges and prepare cost/benefit analysis.	Analysis	Bentz/ Safety APs/ Attendance APs	6/13 Monthly Reports	AIM	0
17. Continue positive collaborative relationships with the Cities of Merced, Atwater and Livingston by working together to apply for Secure our Schools Grants & explore applying for support for character counts/funding of In-School Suspension and/or development of after-school programs.	Collaborative Planning Meetings/ Grant Applications	Bentz/ Chiefs of Police/ City Managers/ Com-VIP/ ACAUSE	2/13 On-Going	AIM	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
18. Continue positive collaborative relationships with the Cities of Merced, Atwater and Livingston by continuing MOUs to provide full-time School Resource Officers at all campuses (6 total).	Yearly MOUs	Bentz/City Councils of Merced, Atwater and Livingston	2/13 On-Going	AIM/ School Board	\$364,000 (General Fund)
19. Strengthen School Administration and SRO working relationships by continuing to educate each other about Education Code & Penal Code issues as they apply to maintaining safe and secure schools.	Report of positive working relationships	Bentz/Mathews (SRO Commander)	On-going	AIM	0
20. Provide Staff Development in the area of School-Police Partnerships: Especially in areas of the rights of school and police personnel and defusing and managing problem students and confrontational parents. (John L. More, J.D., Response Law, Inc.)	All Student Support APs and SROs Completion of Training	Bentz	12/13	Director of Student Support Services/AIM	\$6000 for 2 full days tailored to our district needs (safety or SD funds)
21. Continue standardization of legally required parent communications in terms of suspension & expulsion (AERIES letter templates) Expand to written notices in Spanish & Hmong.	AERIES Templates	Bentz/ Student Support APs	2/13 On-going	Executive Director of Educational Options	0
22. Continue Implementation of activities toward reaching 9 safety-related outcomes described on REMS Grant Project	Written reports of progress Grant Progress Report at SSPC	Bentz/Boyington	2/13 On-going	Executive Director of Educational Options	\$168,000 from REMS Grant
23. Continue to develop CWAS website in all areas, especially in area of Parent Resources. Provide links to local/state/federal resources. Utilized Educational Services Format	Updated Website	Bentz/CWAS Personnel	2/13 On-going	AIM	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
24. Systematically critique current Threat Assessment Process at all campuses and modify where appropriate. More fully standardize process.	Modified Process Description/Board Policy/ Administrative Regulations if necessary	Bentz/ Safety APs/ Psychologists	7/13, 12/13	Director of Student Support Services	\$5000 possible cost of updated materials/ training district-wide
25. Provide updated Threat Assessment training to all relevant personnel.	List of trained personnel	Bentz/ Psychologists/ MCOE?	7/13, 12/13	Director of Student Support Services	0
26. Continue to identify at-risk students who are experiencing transition of housing due to economic hardship (homeless per McKinney-Vento), assess needs and provide materials and services. Apply for on-going grant	Regular reports to California Department of Education, Board Reports	Bentz/Cardona	3/13, 12/13	Director of Student Support Services	Grant Funding (approx. \$75,000 per year)

**Strategic Goal:
Establish Safe and Orderly Schools:**

Priority 1.4: Continue to Improve Attendance

Objective 1.4a: Continue to refine and improve implementation of School Attendance Review Teams and School Attendance Review Board

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Continue to ensure all school sites have regularly scheduled SART meetings. The team should have representation from counseling, SRO, health and administration to facilitate access to services.	Calendar of meetings & list of panel members	Attendance AP, Liaison	2/13 on-going	CWAS Administrator	0
2. Work with Guidance AP, Attendance AP and Director of Student Activities to develop ways to connect students with attendance issues to school.	List of programs & support offerings	APs/Director of Student Activities	2/13 on-going	CWAS Administrator	\$1,000 per site
3. Continue to coordinate efforts with the attendance liaison, attendance AP and CWAS to ensure parents have ample notice to make arrangements for attendance at SART/SARB meetings. School personnel and/or SRO to provide transportation if necessary	Notice to parents 3-5 days in advance	Attendance AP, Liaison, Ochoa/Bentz	2/13 on-going	Director of Student Support	0
4. Collaborate with Guidance APs to increase roll of counselor in follow up care for students referred to SARB.	Active participation by counselor @ SARB Hearings	Attendance & Guidance APs/Counselors/Bentz	4/13	Director of Student Support	0
5. Work with United Way Organization to seek volunteer support to work with school sites in a supportive role; to make wake-up calls, mentoring, after school program supervision, etc.	List of volunteers and students being called	Bentz	12/13	CWAS Program Administrator	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
6. Continue to work with Deputy DA to complete appropriate documentation necessary to support any cases submitted to the DA.	Sample documents	Bentz	2/13	CWAS Administrator	0
7. Continue to elicit support from DA's office to determine prioritization variables and forward one parent a month who has not complied with SARB contract.	List of cases	Bentz/Ochoa	2/13 on-going	Director of Student Support	0
8. Continue to collaborate with Probation to submit request for delay or restriction of driving privileges for habitual truants.	List of students restricted	Bentz	2/13 on-going	Director of Student Support	0
9. Explore creating a city ordinance to issue citations with monetary penalty to families of habitually truants.	Evidence of Research & contacts with City Government	Bentz	6/13, 12/13	Director of Student Support	0
10. Continue to collaborate with Human Services Agency (HSA) for referral support to connect parents to agencies which can provide needed assistance.	List of parents referred	Gregory/ Bentz	2/13 on-going	Director of Student Support	0
11. Seek support from Probation to get access for parenting classes to assist parents in developing skills to work with difficult minors.	Referral document and process	Bentz	2/13 on-going	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.4b: Continue and more fully implement “Every Student Every Day” initiatives at all campuses and in the community.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Continue to seek community locations to request displaying of Every Student Every Day posters. Include businesses, city government, churches and other community locations.	Posters displayed	APs/attendance/ Spanish/Hmong liaisons	2/13 on-going	CWAS Administrator	0
2. Ensure all sites have created attendance incentive programs; compile a list to share with other sites to support wide range of ideas.	List of incentives, rewards, privileges	Attendance AP/Director Student Activities	2/13 on-going	CWAS Administrator	0
3. Continue to monitor use of financial support (based on day 31 ADA) to help finance school incentives from attendance incentive budget.	Budget allocation sheet, list of incentives	Attendance AP	2/13 6/13	CWAS Administrator	\$13,000
4. Enlist local support from service clubs and business to provide financial support or prizes for end of year District-wide drawing for perfect attendance.	5-8 significant prizes	Bentz/APs	2/13 on-going	Director of Student Support	0
5. Work with CC lead teachers, Student Support APs and Activities Director to develop in-school and after school activities to create connection to school for students with excessive absences/truancies.	List of activities or events	APs/CC Lead teachers/Bentz	2/13 on-going	Director of Student Support	\$1,000
6. Reach out to community by offering a presentation regarding the importance of attendance and the impact on student success.	3-5 presentations	Bentz	2/13 on-going	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
7. Form collaborative team including Director of Special Ed, school psychologist and special education departments and CWAS, to create incentives/rewards specifically for special day students.	Increase in ADA	Psychologists/ APs/Attendance Liaison/ Bentz	4/13	Director of Student Support	0
8. Health office staff and MUHSD Health coordinator to develop process to coordinate referrals for students/families of high frequency ill students to Golden Valley Health Center and other medical resources.	List of referrals	Nurses/Health Aides/Health Coordinator/ Bentz	6/13 12/13	Director of Student Support	0
9. Work with District Wellness Committee to coordinate efforts in raising family awareness & accessibility to health services by bringing mobile health clinic to campuses.	Calendar of scheduled visit	Bentz/ Health Coordinator/ Wellness Committee	6/13 on-going	Director of Student Support Services	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.4c: Continue to standardized and improve attendance accounting systems throughout the district.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Continue to provide regular training and support to staff responsible for data (registrars, data entry, attendance secretaries, and attendance liaisons).	Schedule of meetings, trainings	Arteaga/Bentz	2/13 on-going	Director of Student Support	\$7,000 (from technology)
2. Work with Data Management Team to foster a global understanding of user needs to ensure all areas are being provided necessary support/access.	Schedule of meetings	Arteaga/Bentz	2/13 on-going	Director of Student Support	0
3. Collaborate with data entry staff, student information system to create an enrollment process which would ensure all data forms have been inputted by end of September. Implement Parent Portal System	New enrollment process 2012-13 school year	Registrars/Data Entry/Lopez/Arteaga/Bentz	2/13 9/13	Director of Student Support	? Parent Portal to be funded through IT
4. CWAS & IT Departments to share AERIES technology staff monthly data quality checks and correction process and status.	Calendar and technology staff assessment	Data Entry/Lopez/Bentz	2/13 on-going	Director of Student Support	0
5. Continue to use CALPADS system to track all no-show students to determine if they have enrolled in another system. If not, use Attendance Liaison and School Resource Officer (SRO) to locate family and get student enrolled.	Reduction in number of students listed as no shows	Data Entry/Lopez/APs Attendance Liaison/SRO	2/13 on-going	CWAS Program Administrator	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
6. Continue to collaborate with site administrators to develop a plan to increase accurate and timely teacher documentation of electronic attendance and follow up for students whose absences have not been cleared (code Z).	Action plan from each site	Bentz/Site Administration/ Attendance Staff/Teachers	2/13 on-going	AIM	0
7. Continue to create/revise standardize forms to be used by all schools. Maintain updated forms on CWAS website for easy access by staff and parents.	Forms on updated website	Bentz/Ochoa	2/13 on-going	Director of Student Support	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Objective 1.4d Coordinate attendance staff, health clerks, health liaisons, nurses, counselors and CWAS in an effort to identify and support students who have excessive absences due to illness and medical conditions

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. Meet with site teams to review progress, celebrate successes and identify any continual barriers that face teams as they attempt to get more students to school. Include list of activities each of the above group did to contribute to decrease of absences over last semester.	Meeting occurs and lists of successes & barriers	Bentz/ AP Attendance / Site Teams	2/13 & On-going. At least one meeting per sem.	Director of Student Support	0
2. Circulate list of ideas to all Attendance APs and site administrations meet to determine which incentive programs to implement in an on-going basis as well as at certain times of the school year. Possibly integrate with other recognition programs currently being used.	Site administrative meetings & record of recognition activity	Bentz/ Site administrative teams	2/13 6/13 9/13 12/13	Director of Student Support	0
3. Students with perfect attendance to be recognized by publishing name in local newspapers, names being read at City Council Meetings, local medical community boards and associations (i.e. Golden Valley /Atwater/Livingston Health Clinics) within all communities. Tie excellent health habits to perfect attendance records in recognition.	Published Names City Council Recognition	Bentz/Attendance APs	6/13 12/13	Director of Student Support	0
4. Utilize a portion of MAA revenue to support additional incentives for students to attend school. Include above team members in decisions about how to motivate chronically ill students	Transfer and expenditure of funds	Felix/ AP Attendance	6/13, 12/13	Director of Student Support Services	Amount varies depends upon MAA \$

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
5. Arrange for Health-Wellness and Health and Family Living instructors throughout the district to collaborate and design a single, meaningful, grade-level appropriate lesson to link healthy habits to attendance and academic and life success. Deliver lesson to all students. Integrate character traits in lesson if possible.	Lesson & record of delivery	Bentz/ Health Wellness & Family Living instructors	6/13 12/13	Director of Student Support Services	Substitute cost for meeting
6. Analyze data from attendance codes and determine most frequent medical reasons for absence. Analysis to be by school and district as a whole. Data to be shared with Health Department and other active community health organizations.	Report	Bentz/ Health Service Coordinator/ Wellness or Attendance AP	6/13 8/13	Director of Student Support Services	0
7. Prioritize medical conditions by the site and the district in terms to outreach to students/families with particular medical issues. Teams to determine where we can get "most bang for our buck" with resources available.	Identified Medical Condition	Bentz/ Site administrations/ School Nurses/ Health Clerks	6/13 8/13	Director of Student Support Services	0
8. Above team members to meet to develop a plan to outreach/intervene with prioritized medical condition. Plan to include utilization of Health Department and other community organizations interested in promoting health among the teenage population. Timeline and need for additional resources delineated.	Strategic Plan steps & implementation per established timelines	Health Services Coordinator. Wellness or Attendance AP at all sites	6/13 8/13	Director of Student Support Services	0
9. Plan to include tracking of students with the targeted medical condition. Tracking to include attendance, grades, discipline, activities participation, etc.	Strategic Plan & implementation with evaluation component	Bentz/Wellness or Attendance AP	6/13 8/13	Director of Student Support Services	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
10. Need for additional resources summarized and brought to AIM for discussion. Feedback to sites regarding request for additional resources provided within a month.	Feedback provided	Bentz/Sylvia	6/13 9/13	AIM	0
11. Apply for Building Health Communities grant (California Endowment) for additional resources to support specific out-reach efforts.	Grant Application	Bentz/ AP Attendance or Wellness	12/13 or sooner if funding opened up	Director of Student Support Services	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

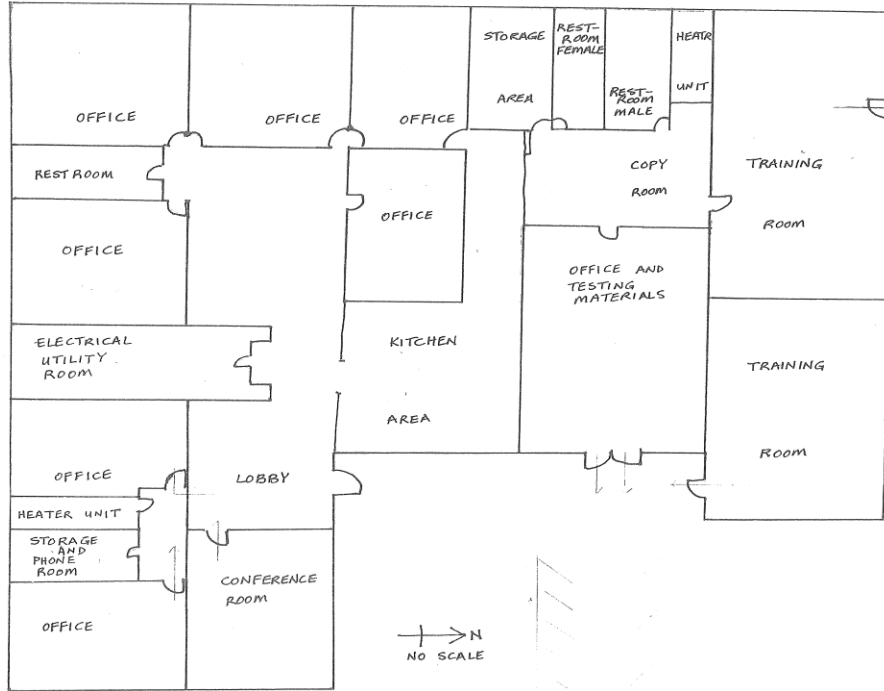
Objective 1.4e: Work with Maintenance Department, site custodial staff, Health Supervisor and campus supervisors to ensure classrooms and restrooms are consistently clean and have adequate supplies to ensure cleanliness.

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
1. District Office Management to continue to conduct scheduled and non-scheduled site visitations to identify maintenance and operation needs at least twice per year	Memorandum feedback to site administrators and chief custodial staff	Kahn/Perez/ Site Administrator/ Chief Custodian	6/13 12/13 & on-going	Assistant Super. of Fiscal Services	0
2. Memorandum to be shared with Director of Student Support to forward to health staff at all campuses	Memorandum	Perez/Sylvia	6/13 12/13 & on-going	Assistant Super. of Fiscal Services	0
3. Train selected custodial staff on use of new equipment for rest room cleaning to competently operate and maintain.	Completed training by Sales Representative	Walston/Chief Custodians	3/13	Director of Maintenance and Operations	If bought approximately \$4000
4. Pilot use of new equipment to facilitate more efficient and effective cleaning and sanitation of student and staff restrooms. Pilots will take place at AHS and MHS.	Reported use of new equipment	Chief Custodians	4/13	Maintenance and Operations Manager	0
5. Make decision to purchase based on pilot	Purchase Order	Perez	5/13	Assistant Super. of Fiscal Services	\$8000
6. Expand number of checks for cleanliness and orderliness to at least twice per day. Explore use of other personnel to assist with regular checks	Increased # of restroom checks & cleaner campuses	Chief Custodian/AP for Facilities	5/13	Perez	0

**Strategic Goal:
Establish Safe and Orderly Schools:**

Action/Strategy	Process/Outcome Measures	Responsibility for Completion	Reporting Dates	Accountable to Whom	Cost & Funding Source
7. Explore utilizing students to assist with regular restroom, campus grounds, and facilities checks	Increased checks & cleaner campuses	Chief Custodian/AP Facilities	5/13	Principal/ Perez	0
8. Develop a survey tool to assure appropriate level of supplies and organization in staff and student restrooms	Draft of Tool	Perez/ Chief Custodian/ Walston	6/13	Assistant Super. of Fiscal Services	0
9. Complete survey of physical needs for restroom facilities throughout entire district and prioritize repairs and upgrades	Prioritized List & completed work orders	Walston	1/13 & on-going	Perez	0

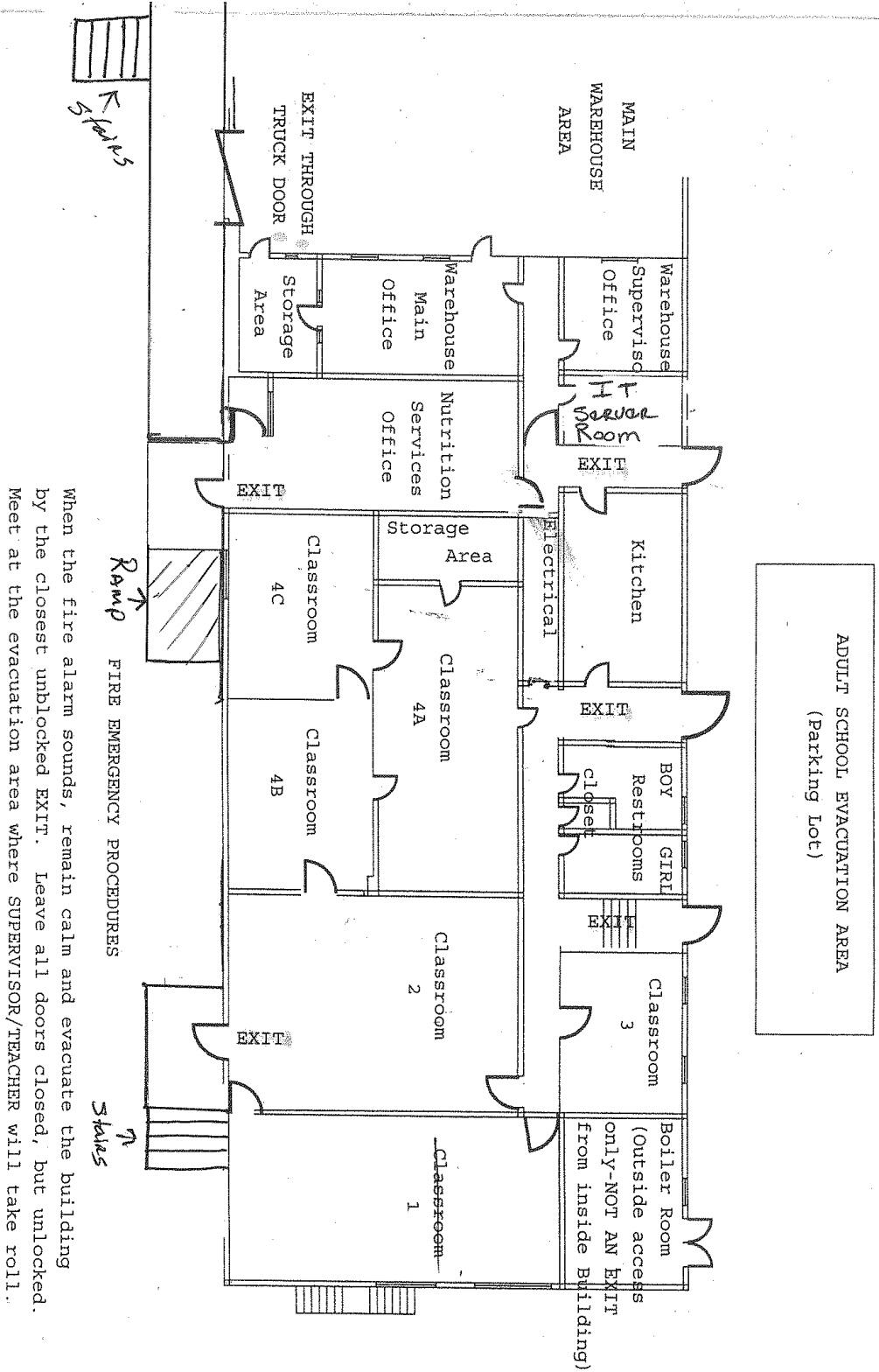
Part B: Maps
District Instructional Support Center



MERCED UNION HIGH SCHOOL DISTRICT
 DISTRICT INSTRUCTIONAL SUPPORT CENTER (DISC)
 3105 'G' ST. MERCED, CA
 JANUARY 2012 V. BOYINGTON

Part B: Maps
District Office Warehouse

MERCED UNION HIGH SCHOOL DISTRICT WAREHOUSE AND ADULT SCHOOL BUILDING
 FIRE EMERGENCY PROCEDURES AND EVACUATION PLAN



When the fire alarm sounds, remain calm and evacuate the building by the closest unblocked EXIT. Leave all doors closed, but unlocked. Meet at the evacuation area where SUPERVISOR/TEACHER will take roll.

Part B: Maps
District Office

