

2020-2021

School Safety Plan

A PLAN DEVELOPED BY MENDOCINO K8 SCHOOLS SITE COUNCIL,
PBIS TEAM, AND STAFF WITH A FOCUS TO IMPROVE SCHOOL
CLIMATE AND SAFETY.



Kim Humrichouse, Principal
MENDOCINO K8 SCHOOLS

Committee Members

Site Council: Kim Humrichouse, Kathy Holmes, Nicole Gold, Meghan Durbin, Jeanne Sullivan, Amanda Martin, Kim Bratton, Iana Porter

Our Mission and Vision

Mission

Learn Explore Create

Vision and Core Values

At Mendocino K8 School, we celebrate our differences and foster respect for others. We strive to create a safe, positive school, where students are encouraged to explore, create, and challenge themselves to maximize their academic learning and personal development. Together in our school community, our students discover they have a purpose in our local, national, and global communities.

What are the Elements of a Safe School?

Assessments of School Safety

Appropriate sources of data have been reviewed to identify school safety issues (e.g., Healthy Kids Survey, suspension/expulsion data from Aeries, behavior tracking forms (SWIS), counseling referrals, etc.).

What we do: Data sources are reviewed both annually and monthly through the Positive Behavior Interventions and Supports (PBIS) Team and in staff meetings. The California Healthy Kids Survey is administered and analyzed every other year (See appendix). Suspension/expulsion data are reviewed annually (See appendix). Attendance is reviewed monthly. The district has developed a Chronic Absenteeism Task Force that meets monthly to review attendance data and set a plan of support for chronically absent students (See appendix). Grades are reviewed at each semester for kindergarten through fifth grade students with universal screenings in reading and math in September, January, and May. Grades are reviewed quarterly for sixth through eighth grade students and official grade reports sent at the end of each semester. Behavior tracking forms are entered into School-Wide Information Systems (SWIS) and tracked and analyzed by the PBIS team on an individual student basis and looking for school-wide trends. The PBIS team uses this information to guide school-wide, small group, and individual interventions, as well as to inform and train staff (See Appendix). In an effort to engage 6-8 grade students in our PBIS program, we have changed the way students are rewarded. There is an individual reward each month for student who do not receive a BTF. Sixth through eighth grade students can now use their tickets earned to "purchase" items from the reward store. BTFs are now included on the quarterly report cards to better inform parents and students of number of BTFs a student has received.

What we can do better: Once we return to school for in person learning, we will need to revisit PBIS and reimplement our PBIS expectations and strategies. There will be a need for teacher professional development around PBIS and what we are asking them to do and for students to receive explicit instruction in our school-wide expectations. As we will likely have COVID related expectations, this will be important for student and staff safety. Parent education at the beginning of the school year, as well as, throughout the school year is a goal for next year.

COVID-19 Update: Due to students not being on campus, teachers are individually teaching expectations related to distance learning and their "classroom". Teachers are still encouraged to use BTFs and SWIS to track student behaviors and the PBIS team will continue to meet monthly.

Board Policies/Administrative Regulations: 5141.4: Child abuse Prevention and Reporting, 5144.1 Suspensions and Expulsion/Due Process, 5144 Student Discipline

Discipline Policies and Practices

Existing school expectations and discipline procedures are reviewed regularly with staff to ensure consensus on expectations and consistent enforcement of all school expectations including dress code and bully/harassment policies (see appendix). Student

handbooks that outline school expectations and procedures are given to all families and reviewed with the sixth through eighth grade students at the beginning of each year. (See appendix)

What we do: Student handbooks are posted online and are asked to be reviewed during online registration. The handbook is also available on the school website. The student handbook is updated each year to reflect changes made moving into the new school year. Changes made to the student handbook are discussed and reviewed with staff each fall. Teachers review the student handbook with all sixth through eighth grade students.

What we can do better: Since the transition to an online system of registration and student handbook delivery, families are less familiar with the content of the student handbook. Find a way to educate families better about the content of the student handbook (i.e. go back to hard copies being distributed and obtain signatures from students and parents). Highlight a section of the handbook in each Paw Print newsletter. Continue to review and modify the handbook as needed.

Board Policies/Administrative Regulations: 5144.1 Suspensions and Expulsion/Due Process, 5144 Student Discipline, 5145.3 Nondiscrimination/Harassment/Anti-Bullying (students), 5131.2 Bully prevention (students)

Professional Development Activities

All school personnel receive regular professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response.

What we do: Each year, staff is trained in Mandated Reporting. School policies are discussed and clarified at the start of each school year. Professional learning has also centered on Positive Behavioral Interventions and Supports (PBIS). Dale Meyer has provided training to classified and certificated staff throughout the past six years. In 2017, a staff member received certification to provide Pro-ACT training for staff members as needed. Each year Pro-ACT sessions are offered to school staff. Student mental health issues are identified and referred to CARE Team to evaluate the need determine services. Several staff members have attended trauma informed practices trainings. All certificated staff and several classified staff were trained in Youth Mental Health First Aide in August 2019.

What we can do better: Continue to get a variety of school staff members trained in Pro-ACT. Continue to encourage staff members to attend trainings around trauma informed practices. Have PBIS team and CARE team look at our school-wide practices to help support students with mental health issues.

Board Policies/Administrative Regulations: 5141.4: Child abuse Prevention and Reporting, 3516 Emergencies and Disaster Preparedness Plan, 4258.1 Teacher Notification of Dangerous Students

Counseling and Wellness Services

Effective counseling and wellness services are available to all students (e.g., psychological and social services, attendance improvement, and appropriate referral systems for different types of student support). The school community works with community organizations including CPS and law enforcement agencies to help support students and families and help create a positive learning environment.

What we do: Students and families in need of support are identified by school staff members. A district social worker was hired in 2017 to help support students and families and connect them to services. Counseling and social skill development are available on a regular or as needed basis. School staff members work with Redwood Community Services (RCS), Redwood Coast Regional Center (RCRC), CPS, and law enforcement to help facilitate services for students and families. Counseling and support staff conduct threat assessments as needed and work with site administration to determine outcomes. In 2018, we developed a clear system for staff and families to make referrals for counseling and wellness services. There is a referral form that gets reviewed at our weekly CARE team meetings, services are determined, and provider follows up with staff and families.

What we can do better: Continue to use a clear, efficient system for staff and families to make referrals for counseling and wellness services. Continue to utilize CARE Team to review, prioritize, and decide services for the referee. Develop regular sessions for group social skill and conflict resolution throughout the week. Work with RCS, RCRC, and CPS to improve communication between agencies concerning our students and families. The Mental Health Team is working on a clear crisis plan for the district and each site that would detail checklists of things that need to be done during a crisis.

COVID-19 Update: We have created a new Family Engagement Team that consists of teachers, the district counselor, the district social worker, support staff, and the administrator. The goal is to support students and families during the COVID-19 school closure both academically and social-emotionally. The Mental Health Team developed a new Wellness Website for the school community to access and provide resources.

Board Policies/Administrative Regulations: 5141.4: Child abuse Prevention and Reporting

Safe Schools Programs and Strategies

Effective prevention/intervention programs and strategies are being used consistently to create a safe and drug-free learning environment and to address school safety and violence prevention issues that frequently impact campuses such as (see appendix):

- Bullying Prevention
- Conflict Management
- Harassment
- Internet Safety/Digital Citizenship
- Youth Suicide Prevention and Postvention

What we do: In 2018, Challenge Day was brought to 7th and 8th grade students and staff. This is repeated in even years. A 6th grade retreat was developed in 2016 and has been inconsistently implemented. Third through eighth grade students receive training in digital citizenship from our Tech Integration Teacher. School support staff provide parent information nights around bullying/harassment, conflict management, digital citizenship, vaping, and suicide prevention. Anonymous bully report forms are placed in each classroom and school support staff talk with grade levels each year about bullying, social conflict, conflict resolution and reporting versus tattling. Many classes use Second Step, a communication/anti-bullying curriculum.

What we can do better: Build upon and consistently implement the sixth-grade retreat program. Communicate more effectively and efficiently with families about incidents of social conflict and bullying. Continue providing parent information nights each year around the above topics. Develop consistent social skill and conflict resolution sessions throughout the week that students can be referred to.

COVID-19 Update: Due to COVID-19 school closure, we will not be able to hold Challenge Day this year. Teachers are working with their individual classes and having the school counselor and school social worker provide depression awareness sessions to the 7th and 8th grade classes. Discussions are held at staff meetings around how to identify and support students in crisis via the virtual platform.

Board Policies/Administrative Regulations: 5144.1 Suspensions and Expulsion/Due Process, 5144 Student Discipline, 5145.3 Nondiscrimination/Harassment/Anti-Bullying (students), 5131.2 Bully prevention (students)

Campus Security/Disaster Procedures

School staff and personnel utilize communication systems, surveillance cameras, and consistent vigilance. Procedures are in place to address visitors to campus. Mental health professionals as well as law enforcement professionals have been consulted in the review and update of campus security. Disaster procedures are in place and reviewed annual with school staff. Required drills are practiced each year (see MUSD Emergency Operations Plan and see appendix). The Mendocino K8 School site is an American Red Cross shelter and is equipped with the necessary materials and equipment for mass care during an emergency.

What we do: Campus visitors are asked to check into the office and wear a visitor's badge. School staff and personnel keep vigilant and report any visitors not verified with the office to the office. Radio communications are used between the office and particular staff members. Disaster procedures for earthquakes, lockdowns, and fire are reviewed each September and practiced throughout the year as required. The Mendocino Volunteer Fire Department is invited to observe a fire drill each year. The Mendocino County Sheriff's Department observed and was consulted about our lockdown procedures. Emergency backpacks are updated with information and materials each September. In 2018, new signs were posted to help direct visitors to the main office and indicate the traffic rules of the campus.





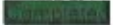
What we can do better: Continue to educate families and community members about our visitor policy and implement it more consistently. Increase the number of security cameras to help address vandalism and crime.

COVID-19 Update: Since Mendocino K8 School is not open for in-person learning, disaster drills are not being held on campus.

Board Policies/Administrative Regulations: 3516 Emergencies and Disaster Preparedness Plan, 4258.1 Teacher Notification of Dangerous Students

COMPONENT 1: Social-Emotional Supports

Safety Goal 1: Refocus our implementation of PBIS, building on our current strategies and implementing new strategies.

Indicator	Strategies or Actions	Timeline for Achieving Action	Resources Needed	Accountability
	Hold monthly PBIS Team meetings <ul style="list-style-type: none"> Schedule Expectation Stations Review BTF data and determine school-wide interventions Build on Tier II intervention menus Develop new ticket prizes 	June 2019	Staff time, calendar meeting	Meeting notes
	Implement digital BTF entry and processing <ul style="list-style-type: none"> Work with SWIS Facilitator to open digital BTF entry Train staff in digital BTF entry Train staff in processing digital BTFs through SWIS 	Fall 2018 implementation	Staff resources, staff training	SWIS data, PBIS Team review
	PBIS Tickets <ul style="list-style-type: none"> Develop new tickets for 2018-19 Come up with strategies to remind staff to hand out tickets Identify a school-wide reward for filling the tube! 	Fall 2018 implementation	Staff resources, staff training	PBIS Team review
		In Process		Not Addressed







COMPONENT 1: Social-Emotional Supports

Safety Goal 2: Annually identify students and families who are in need of additional social-emotional or behavioral supports.

Indicator	Strategies or Actions	Timeline for Achieving Action	Resources Needed	Accountability
1.2.2	Develop a clear, efficient referral system for students and families needing support services. <ul style="list-style-type: none"> Develop a universal referral form Standing agenda item to review and discuss referral forms at weekly CARE Team meetings Develop a system to communicate back to the referrer of the outcome of the referral 	June 2019	Staff time	CARE Team/staff survey
	Improve attendance analysis and family support <ul style="list-style-type: none"> Analyze attendance and issue letters monthly instead of quarterly Develop a system for expanding the Student at Risk process for K-5 families and on an as needed basis versus quarterly 	Ongoing	Aeries training for office staff and administrator, calendar timelines	Track attendance numbers
1.2.3	Build upon and consistently implement programs that address bullying, social conflict, and tolerance <ul style="list-style-type: none"> Develop our 6th grade retreat Continue to implement Challenge Day with 7th/8th grade students Schedule weekly social skills and conflict resolution sessions 	Ongoing	Staff time, funding for Challenge Day, scheduling	Staff/Student feedback, SWIS data
New	Completed	In Process	Not Addressed	

COMPONENT 2: Physical Environment

Safety Goal 2: Campus security will be evaluated and preparations made for disaster procedures.

Indicator	Strategies or Actions	Timeline for Achieving Action	Resources Needed	Accountability
	Visitor policy will be evaluated and enforced <ul style="list-style-type: none"> Review and clarify visitor policy Educate staff and school community about policy Consistently enforce visitor policy 	August 2018	Staff time	Completion
	Evaluate disaster procedures <ul style="list-style-type: none"> Annually review and discuss disaster procedures Invite law enforcement to oversee a lockdown drill Develop quick reference for staff of emergency duties 	Ongoing	Staff meeting time, Law enforcement participation	Completion
2.1.3	Additional security cameras will be installed <ul style="list-style-type: none"> To be completed Summer 2019 	June 2019	Maintenance	Completion
	Increase signage around campus <ul style="list-style-type: none"> Install signs directing visitors to the main office Install signs indicating traffic rules to increase traffic flow and safety Paint "No parking" and "Pull forward" in drop-off loop 	June 2019	Maintenance	Completion
		In Process		

Method of communicating plan and notifying public:	Site Council meeting: November 2020
	Staff meeting: November 2020
	MUSD Board meeting:

Site Council Approval: _____ Date: November 2020

School Board Approval: _____ Date: _____

Mendocino Unified School District

Jason Morse, Superintendent

44141 Little Lake Road • P.O. Box 1154 • Mendocino, CA 95460

Phone: (707) 937-5868

Fax: (707) 937-0714

<http://www.mendocinoused.org>

PLEASE RUN THE FOLLOWING WEEKS JUNE 17TH IN THE BEACON AND ADVOCATE

Mendocino Unified School District, EOE

Long-Term Substitute 2nd Grade Teacher -1.0 FTE. Position is for approx. 8/16/21 to 1/21/21. Requires a Mult.Subj. Cred. Salary is \$260.25/day. Open until filled. **Apply on EdJoin.org**

K-8 RTI Teacher - 1.0 FTE - CA Mult.Subj. Cred. Implements intervention programs to assist children who do not master grade level skills from first instruction. This position focuses on 6th-8th grade Math and ELA support with some Tk-5 grades. Position closes 6/11/21. **Apply on EdJoin.org**

Elementary Teacher – 1.0 FTE – CA Mult. Subj. Cred. Salary based on the MTA salary schedule. Position starts 8/16/21. Open until filled. **Apply on EdJoin.org only.**

Substitute Teachers – Requires a CA credential or can combine a B.S./B.A or higher degree in any subject area, plus take the CBEST which would meet qualifications to acquire an Emergency Teaching Credential. Meets and instructs assigned classes in the locations and at the times designated. Must be regularly available. Substitutes are employed on an as needed, on call, day-to-day basis, and are not guaranteed work on a regular basis. \$125/day for short-term subs and \$260.25/day for long term subs. Call 937-5868 for more information. **Open until filled.**

For positions below, submit a classified application which can be found at <http://www.mendocinoused.org>, under employment, or stop by the District Office at 44141 Little Lake Road, Mendocino, CA 95460, to get an application. Turn applications in at the District Office or mail to MUSD, P.O. Box 1154, Mendo, 95460.

MCN Inside Operations Agent – 4.0 hrs/day, 5 days/week. Under supervision of MCN Manager, performs accounting functions, office tasks, general technical support and duties related to customer enrollment and fulfillment. Starts at \$16.73/hr. Position closes 6/21/21. More info at www.mcn.org/career-at-mcn.html

Cook – 5.0 hrs/day. Under supervision of the cook-manager, assist in the preparation and serving of food; clean food service equipment, utensils and serving areas. Starts at \$14.00/hour. Position begins 8/17/21. **Open until filled.**

Bus Driver– 6 hrs/day, 5 days/week, 10 mo./year. Includes full benefits - Under supervision of transportation supervisor, operate a school bus over designated routes to transport students.

Requires class B commercial driver's license (with passenger endorsement) and special certificate to drive a school bus or willingness to train. Salary starts at 18.46/hr. **Open until filled.**

Sunrise School - Instructional Aide – 3.25 hrs/day, 5/days/week.

High School Resource Aide – 3.0 hrs/day, 5/day/week.

This position could be combined into one 6.25 hrs/day position or filled separately. Duties include working half day with students in a one room continuation school setting and half day with students in classroom and special education settings. Must be flexible, enjoy working with youth, patient and team oriented. Experience in education desired, as well as strong interpersonal skills. Requires an AA degree or ability to pass the paraprofessional test. **Starts at \$14.00/hour. Position begins 8/20/21.**

K-8 Instructional Aide (2) 6.5 hrs/day. Provide assistance to certificated staff in a variety of classroom settings. Starts at \$14.00/hour and requires an AA degree or ability to pass the paraprofessional test. Position starts 8/17/21. **Open until filled.**

K-8 Instructional Aide - 3.75 hrs/day – Provide assistance to district social worker through a variety of duties. Starts at \$14.00/hour and requires an AA degree or ability to pass the paraprofessional test. Position starts 8/17/21. **Open until filled.**

K-8 Integrative Aide – 2.75 hrs/day - Under supervision of site administrator and direction of a credentialed teacher, provide assistance to a student as outlined in that student's Individualized Educational Plan. Position starts at \$14.00/hour and requires an AA degree or ability to pass the paraprofessional test. Position starts 8/17/21. **Open until filled.**

Greenwood Preschool, Elk, CA

Classified Part-Time State Preschool Teacher (\$16.56 - \$17.22/hr)

State Preschool Teacher Assistant (\$14.00 - \$14.56/hr)

One position to be filled at either level depending upon qualifications. Guide preschool students in learning subject matter and skills that will contribute to student development and school readiness. Bilingual in Spanish and English preferred. 4 hrs/day/2days/week/10 mo./yr. **Position starts immediately.**

Contact Erin Placido regarding any questions about this ad.
Phone: 937-5868 Fax: 937-0714; email: doerin@mcn.org

Mendocino Unified School District

Jason Morse, Superintendent

44141 Little Lake Road • PO Box 1154 • Mendocino, CA 95460

Phone: 707.937.5868 Fax: 707.937.0714 <http://www.mendocinoused.org>

This announcement is for internal employees only. Deadline for internal candidates to submit their letter of interest is 5 days after the date the positions are first posted. Internal candidates are always considered first. If you are interested in any of these positions, send a letter of interest to Erin Placido at the District Office (doerin@mcn.org).

Mendocino Unified School District, EOE

Certificated Positions Available

Head Teacher – .40 FTE – CA Mult Subj or Single Subj Cred required. Salary is based on the MTA Head Teacher (190 days) salary schedule. Position starts 8/16/21.

Elementary Teacher – 1.0 FTE – CA Mult. Subj. Cred. Salary based on the MTA salary schedule. Position starts 8/16/21. Open until filled.

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Posted 6-14-21

The Mendocino Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived age, ancestry, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, immigration status, marital status, medical information, national origin, parental status, pregnancy status, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Officer/Title IX Compliance Officer: Jason Morse, Superintendent, 44141 Little Lake Road, P.O. Box 1154, Mendocino, CA 95460, (707) 937-5868, JMorse@mcn.org.

Posted 6/10/2021 8:17 AM

COMPREHENSIVE SCHOOL SAFETY PLAN

Effective Dates March 2021 – February 2022

Mendocino High Schools Mendocino Unified School District

Tobin Hahn, Principal

10700 Ford Street
Mendocino, CA 95460
(707) 937-5871
thahn@mendocinoused.org

This Plan is Available for public inspection during regular business hours.

Public Input Meeting Held: _____

Adoption by Governing Board: _____

Scheduled for Review On: February 2021

Date of last SARC: January 2020

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Committee Members

The undersigned members of the Mendocino High School Site Council have met in the development of the following Comprehensive School Safety Plan.

Signatures:

Tobin Hahn, Principal (or Designee)	Date
Elise Boyle, (Teacher's Association Representative)	Date
_____, Parent	Date
_____, (name), (Classified Employee Association Representative)	Date
_____, (Student)	Date
_____, (name), (Law Enforcement Agency)	Date
_____, (name), (Fire Department)	Date
_____, (name), (Other First Responder– Optional)	Date
_____, (name), (Other– Optional)	Date

Safe School Vision Statement

Located in a small town of great natural beauty and cultural awareness, the Mendocino High Schools are based on a foundation of strong personal relationships and a regard for the wholeness of each student. Through meaningful and engaging learning experiences, students are challenged to be critical and creative thinkers. Each student is supported in developing a sense of responsibility to self and to the local and global community. The Mendocino High Schools foster a personal approach that inspires students to find their passions and develop strengths that will prepare them for opportunities in the 21st Century.

Data Analysis

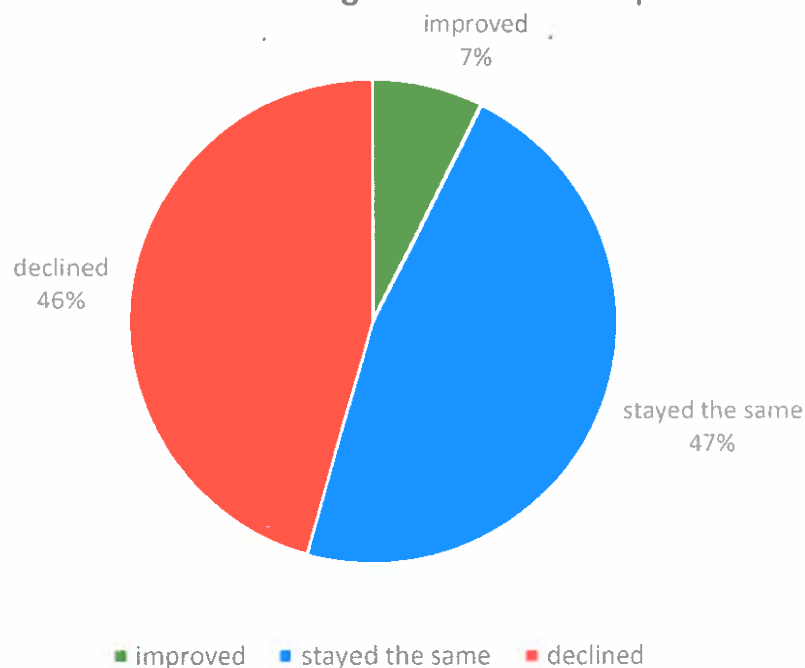
Assessment of current status of school environment and crime

Available Data Sources	2017/18	2018/19	2019/20	2020/21
California Health Kids Survey (CHKS)		X		
CHKS Staff Survey		X		
CHKS or other Parent Survey		X		X
Other Student Survey	X	X	X	X
Truancy/SARB*	X	X	X	X
Student Referrals/Discipline	X	X	X	X
Suspensions/ Expulsions	X	X	X	X
DataQuest	X	X	X	X

*School Attendance Review Board

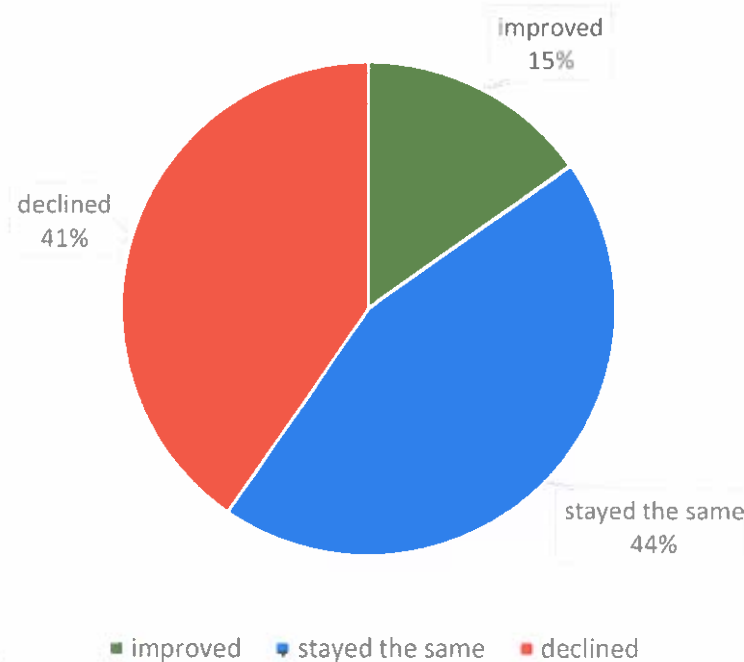
Student and parent survey data

Social-emotional Progress - Parent Perception

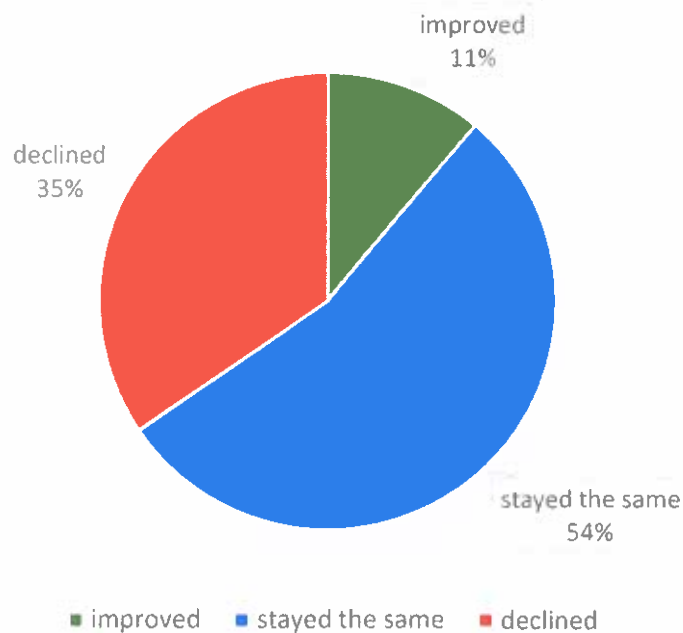


Data Analysis continued

Social-emotional Progress – Student Perception

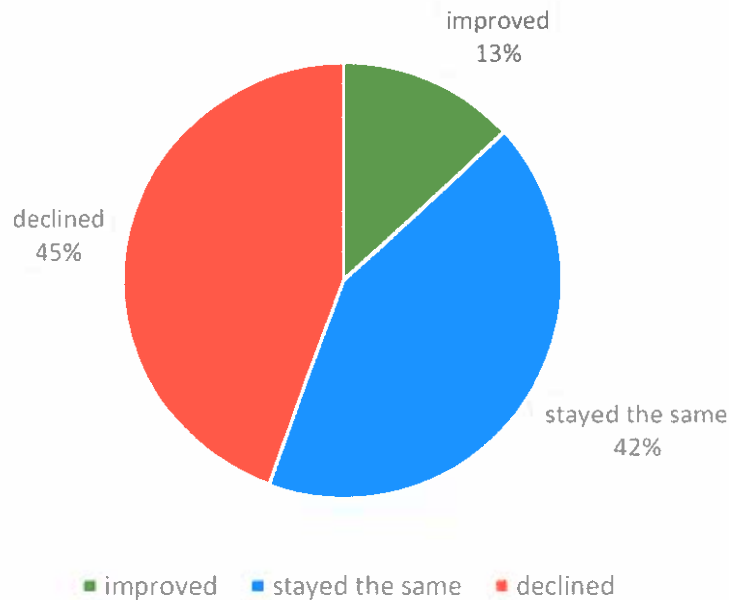


Academic Progress - Parent Perception



Data Analysis continued

Academic Progress - Student Perception



STUDENT PERCEPTION

REASONS FOR SOCIAL-EMOTIONAL IMPROVEMENT

- Lower social anxiety/pressure/stress
- Time with family and pets
- Time with self

REASONS FOR ACADEMIC IMPROVEMENT

- Fewer Classes
- Less distractions/more focus
- More freedom/independence
- More time to get work done

REASONS FOR SOCIAL-EMOTIONAL DECLINE

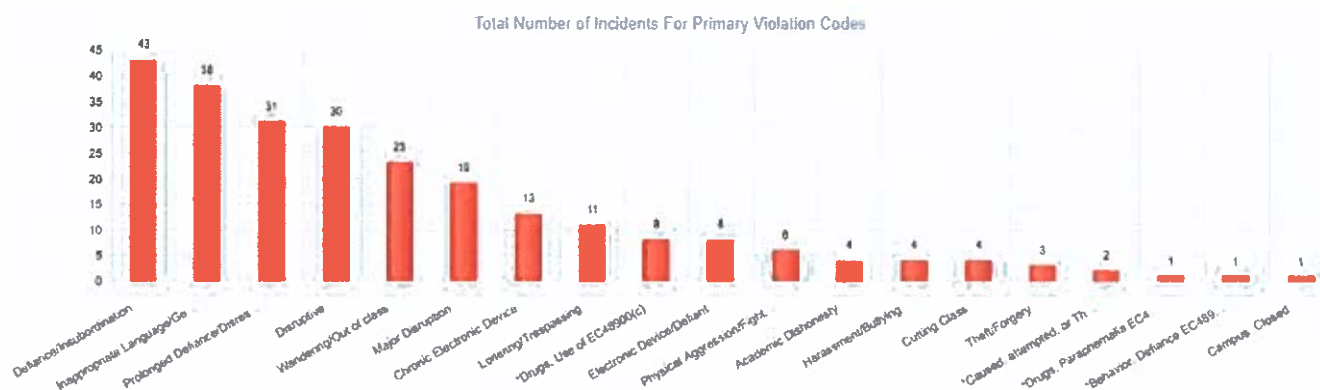
- Isolation/not seeing friends
- Screen time
- Missing out on senior year

REASONS FOR ACADEMIC DECLINE

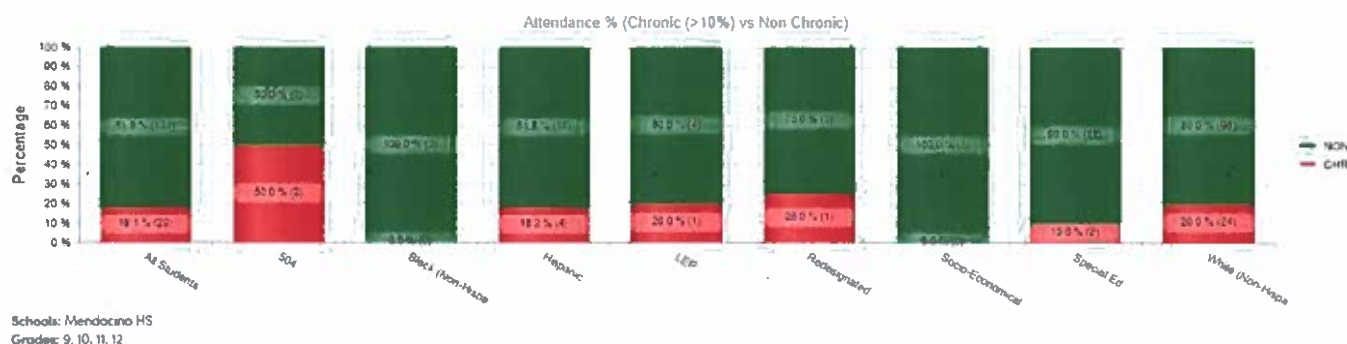
- Lack of motivation/self-regulation
- Screen time/difficulty learning over Zoom
- Lack of interaction with teachers/peers

Data Analysis continued

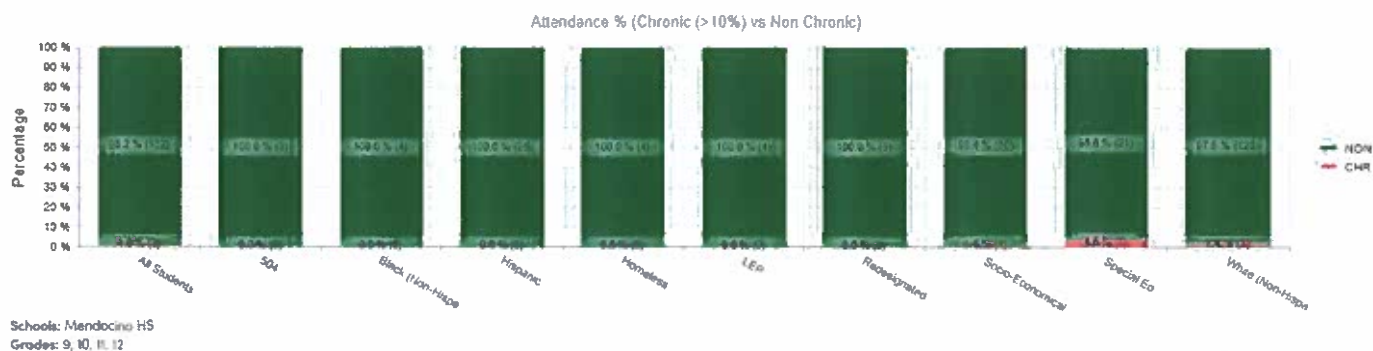
2019-2020 Behavior Data by Incident



2019-2020 Chronic Absentee Data (missed 10% or more days of school)



2020 Chronic Absentee Data as of 12/18/20



Data Analysis continued

Grades:

D/F/Incomplete Rate, 1st Quarter Fall 2020 compared to prior semesters

ACADEMIC ACHIEVEMENT - DFI DATA



*PSP is Personal Success Period, or tutorial. Core classes include Math, English, History, Science, Languages.

Relationship of Chronic Absenteeism to Lower GPA (Grade Point Average)

1 st Quarter Fall 2020		
Total Students	Total Chronic Abs	% Chronic
164	32	20%
Avg. GPA Not Chronic Avg. GPA Chronic		
3.56	2.29	

Data Analysis continued

Site data:

	2017/18	2018/19	2019/20	2020/21
Referrals (total primary violations)	316	332	250*	6* (as of 12/18)
Suspension rate	9.6	5.9	6.0	-
Expulsions	1	0	0	-
*includes distance learning				

Conclusions from Data:

Many of the typical issues that arise with students on campus (drug use, behavior) have not been an issue or have not been documented during distance learning. The focus has shifted to overall student social-emotional well-being during distance learning as well as academic progress. The above data show a perception of an overall decline in both areas for about 35-45% of students. Grade data (D/F/I rate and grade distribution in Math and English) do not support this perception, as grades in core classes have remained within the normal expected range. We will conduct the California Healthy Kids Survey in January and hope to have better social-emotional data that will be comparable to prior years. It is also important to note the 40-55% who feel they have stayed at a similar level in academics and social-emotional well-being, as well as a percentage who have seen improvement. The biggest reason students give for a decline in well-being is not being able to see friends. Students who improved noted things such as less pressure and anxiety.

Learning and social-emotional needs will have to be determined and remediated as distance learning ends, though the initial data show that students are meeting expectations academically. It must also be noted that some social-emotional decline is related to the pandemic in general, not just distance learning. As a school, we will play a part in mitigating these detrimental effects, but do not necessarily have the ability to remedy factors, such as unemployment, that may cause a family stress.

We will use data collected during this time to help improve on our practices when we return to in-person school. Identifying positive practices as well as factors that helped some students to be more successful, will be a priority, as well as taking the opportunity to redesign and rethink structures such as the master schedule.

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

- We passed a bond and will be starting construction on the main high school campus this summer.
- We have delivered a high quality distance learning experience that has provided all students with an opportunity to continue to learn and to

participate in engaging experiences, including art shows, debates, and community service projects.

- The CTE (Career Technical Education) program continues to evolve and develop, including progress toward involving more community industry members to help create work-based learning experiences for students.
- Shifting to a 3x3 schedule with semester-long classes has been popular with students and is a model that we will explore adopting in a similar form.
- Student clubs have continued to operate and provide an extracurricular outlet for students.

Areas we wish to change:

1. Continue Positive Behavioral Interventions and Supports (PBIS) during the spring semester of 2021, including students of the week/month.
2. Student health center – provide students with basic care through a visiting nurse as well as health education beyond freshman seminar.
3. Increase education around environmental sustainability and health, including energy and climate change.
4. Ensure that there is adequate counseling staff to accommodate increased cases of anxiety.
5. Provide counseling groups (General support, reproductive health, junior and senior health programs etc.)
6. Work with local college programs to recruit counseling staff/student counselors

A. Child Abuse Reporting Procedures

(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166)

All school staff are trained in Child Abuse Reporting Procedures annually through Keenan. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

- **BP/AR* 5141.4 Child Abuse Prevention and Reporting**

*BP = Board Policy, AR = Administrative Regulation, EC = Education Code, PC = Penal Code

B. Disaster Response Procedures

(EC 32282(a)[2](B); GC 8607; GC 3100)

The Mendocino Unified School District maintains an Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures. Student and Staff Drills are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP).

Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/District Superintendent.

Type of Drill	Frequency
Fire	2
Earthquake (Drop, Cover, Hold On)	1
Evacuation	3
Intruder/Lockdown	1
Student release procedure	1

These protective measures are taken before, during and following an earthquake

Mitigation	<ul style="list-style-type: none"> • Assess existing or potential hazards on and off campus • Identify nonstructural hazards on campus and develop a plan of action to address the hazards
Preparedness	<ul style="list-style-type: none"> • Establish and Train in NIMS/SEMS and ICS • Conduct Drills for Students and Staff in Drop/Cover/Hold • Conduct Evacuation Drills for Students and Staff • Conduct Drills for Students, Staff and Family in the Student Release Procedures • Coordinate, plan and train with Law Enforcement and Fire • Acquire emergency equipment and supplies
Response	<ul style="list-style-type: none"> • Evacuate buildings and the school campus if necessary

	<ul style="list-style-type: none"> • Release students as needed • Initiate search and rescue efforts as needed • Handle triage, medical aid, and mental health emergencies as needed
Recovery and Reconstruction	<ul style="list-style-type: none"> • Assess building and campus safety and damage • Identify contacts for support as needed • Make plans to relocate classes and other academic business at an alternate site as needed • Track costs to delineate expenditures • Debrief • Update plan as needed

- **BP/AR 3516 Emergencies and Disaster Preparedness**

C. Suspension & Expulsion Policies

(EC 32282(a)[2](C))

It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies and district administrative regulations. School staff members adhere to the procedures set forth in the Student and Parent Handbook.

- **BP/AR 5144.1 Suspension and Expulsion; Due Process**
- **Parent/Student Handbook**

D. Procedures for Notifying Teachers of Dangerous Pupils

(EC 32282(a)[2](D); EC 49079)

In accordance with EC 49079 the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

- **BP/AR 4258.1 Teacher Notification of Dangerous Student**

E. Discrimination & Harassment Policy

(EC 32282(a)[2](E); EC 234.4)

MUSD and MHS are committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

- **BP/AR 5145.3 Nondiscrimination/Harassment/Anti-bullying**
- **Parent/Student Handbook**

F. School-wide Dress Code

(EC 32282(a)[2](F))

The school district is responsible for seeing that attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group.

- **Parent/Student Handbook**

G. Safe Ingress and Egress

(EC 32282(a)[2](G))

MHS annually defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who drive cars, ride the bus, ride their bikes, and walk to and from school.

- **Student and Parent Handbook**

H. Ensuring a Safe & Orderly Environment

Goals, Objectives and Activities

Component I – SOCIAL ENVIRONMENT (People and Programs)

Goal 1

In order to foster appropriate behavior, increase personal responsibility, and create positive culture, the Mendocino High Schools will utilize Positive Behavioral Interventions and Supports (PBIS), social-emotional learning strategies, and make the campus more inviting for all members of the school community.

Identified Need

LEA Goal: NA for 2020-2021

Learning Outcomes addressed: 3. Self-Directed Learners; 4. Responsible Citizens

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Number of BIFs and suspension rates	<u>Total BIFs (Behavior Referrals)</u> 2018: 368, 2.15/student 2019: 332, 1.99/student 2020: 250, 1.51/student (COVID) <u>Suspension rates</u> 2018: 5.9% (11.4% Economically Disadvantaged) 2019: 6.0% (8.6% Economically Disadvantaged)	By 2022, we will reduce the number of BIFs from '18-'19 levels and keep suspension rates under 6% for all groups.
2. Substance use at school (AOD = alcohol and other drugs)	CHKS current AOD use on campus 2017: 9 th /11 th : 23%/26% 2019: 9 th /11 th : 13%/10%	By 2022, we will reduce substance use at school as measured by CHKS.
3. School Climate Index (SCI) percentile on the CHKS survey.	SCI Score, similar school percentile 2015: 306, 54 th percentile 2017: 315, 62 nd percentile 2019: 352, 89 th percentile	By 2022, we will increase SCI score to 350 or similar schools percentile to at least 90% on the CHKS survey.
4. Chronic absenteeism rate (defined as missing 10% or more of school days)	Chronic Absenteeism Rate 2018: 19.4% 2019: 14.8%	By 2020, we will reduce the chronic absenteeism rate as measured by the state to below 10% as a total population.

*Strategy/Activity 1.1***Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity**Actions**

- a. Utilize the MTSS Team to oversee PBIS sustainability.
- b. Utilize acknowledgements (cardinal credits, student of the month etc.) to celebrate the positive.
- c. Implement SRSS-IE universal screening to identify and provide interventions to at-risk students.
- d. Refer students to counseling groups when they receive multiple BIFs or marks of 1 on Cit.
- e. Promote daily social emotional check-ins:
 - Tier 1 in-class strategies
 - Advisor phones calls home
 - Informational flyer on how to access social-emotional supports
 - Curriculum for PSP teachers

Strategies/Best Practices

- a. Accountability and oversight
- b. Positive reinforcement
- c. Universal screenings
- d. Behavior intervention support

Evidence

- a. Meeting minutes
- b. PBIS Data on total BIFs
- c. Screening Data
- d. State suspension data
- e. Grade report marks

*Strategy/Activity 1.2***Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity**Actions**

- a. Educate (parent nights, mailings) the community on the high rate of youth substance use and strategies for talking to teens about drugs.
- b. Explore TUPE resources for tobacco (nicotine) cessation.

Strategies/Best Practices

- a. Education programs
- b. Counseling
- c. Parent and community outreach

Evidence

- a. CHKS – use at school data

b. Number of students counseled

c. Copies of communications

Strategy/Activity 1.3

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Actions

- a. Schedule regular school lunchtime activities, assemblies, and after school activities.
- b. Use yearly theme to explicitly teach positive citizenship.

Strategies/Best Practices

- a. Student engagement
- b. Social emotional and trauma informed practices

Evidence

- a. CHKS survey

Strategy/Activity 1.4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Actions

- a. Educate parents at back to school night and through newsletters; Send chronic absenteeism letters to parents.
- b. Monthly task force meetings to analyze data, bi-weekly attendance meetings.
- c. Review barriers to attendance and refer to district social worker.
- d. Train teachers to call home to absent students to encourage attendance.

Strategies/Best Practices

- a. Parent awareness and engagement
- b. Attendance data tracking
- c. Students' basic needs
- d. In-school relationships

Evidence

- a. State chronic absentee data
- b. Attendance tracking data
- c. Number of social worker and counselor contacts

ENSURING A SAFE AND ORDERLY ENVIRONMENT

Goals, Objectives and Activities

Component II – PHYSICAL ENVIRONMENT (Facilities)

Goal 2

Working with the Board of Trustees, administration will help facilitate the design and building of the new and renovated campus and ensure that the facility meets the needs of students and programs.

Identified Need

LEA Goal: NA for 2020-2021

Learning Outcomes addressed: All

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Completed project timeline	NA	By 2023, the project should be complete.

I. Rules and Procedures on School Discipline

(EC 32282(a)[2](I))

In order to provide a positive and safe learning environment for students, Mendocino High School has created school wide expectations for behavior and discipline.

- **Student and Parent Handbook**

J. Tactical Responses

(EC 32282(a)[2](J))

Mendocino Unified School District, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown and Evacuation, and Run-Hide-Fight are contained in the Emergency Operations Plan.

- **Procedures for School Site Specific Shelter-in-Place, Lockdown and Evacuation from the Emergency Operations Plan (see appendix)**

K. Bullying Prevention Policies & Procedures

(EC 234.4)

Mendocino Unified School District and Mendocino High School recognize the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Mendocino High School has developed strategies to support a safe and orderly environment free from bullying and intimidation.

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

- **Complaints and Investigation Procedures BP/AR 1312.3**
- **Discipline Policies and Procedures – BP/AR 5144.0**
- **Policies and Procedures Against Retaliation – BP/AR 5145.**
- **Staff Training Policies and Procedures – BP/AR 4231.0**
- **District Board Policies and Administrative Regulations for student use of technology – BP/AR 6163.4**
- **Discrimination and Harassment including procedures for offenses involving hate-crime characteristics – BP/AR 5145.3**
- **Student/Parent Handbook**

Monitoring and Communicating the Plan

(EC 32286-32288)

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement and the local Fire Agency. The revised plan is placed on the March regular meeting of the Board of Trustees for public hearing to allow public input before it is adopted. It is available for public inspection at the District Office and school site during regular business hours.

<p>How was the previous plan monitored?</p> <p><i>Goals are monitored yearly by school staff and Site Council through the Focus on Learning Process.</i></p>
<p>Were changes made to Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.</p> <p><i>Some minor staffing changes were made to the SEMS/ICS Chart.</i></p>
<p>Were changes made to Ingress and Egress? If so, reference where these are found.</p> <p><i>No changes were made.</i></p>
<p>What progress was made on Section H: Component I (Social Environment)?</p> <p><i>There is very low chronic absenteeism during distance learning, using the traditional measure. We developed a new metric for chronic absenteeism based on periods attended (not days) and using the same 10% threshold, numbers are similar to past years, between 15-20% chronically absent. During distance learning, communication with students and parents has improved due to increased teacher outreach. The district social worker's food pantry program has continued to grow.</i></p>
<p>What progress was made on Section H: Component II (Physical Environment)?</p> <p><i>The facilities bond based and progress has begun on design and planning for a summer start on construction.</i></p>

Record the Dates of Drills or Staff Training in Past 12 months:

*With distance learning and limited staff on campus, we have not performed any drills during the 2020-2021 school year.

	Drills	Training
Fire	9/26/2019	9/25/2019
Earthquake		
Evacuation	1/29/2020	
Lockdown	1/29/2020	1/22/2020
Student Release		

MONITORING AND COMMUNICATING THE PLAN

(EC 32286-32288)

Method for Communicating Plan and Notifying Public: EC 32288	Date of Public Hearing <div>February 4, 2021</div>	
	<p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Representative of the local school employee organization • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified 	
	<p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281</p>	
Review of Progress for Last Year	Name	Date
Site Council Approval		
School Board Approval		
Most Recent SARC	Date: January 2021	

APPENDIX

**9-12 SCHOOLS EMERGENCY OPERATIONS CENTER (EOC)
ORGANIZATIONAL CHART**

MANAGEMENT

INCIDENT COMMANDER:
Tobin Hahn
ALTERNATE:
Jason Morse

PIO:
Erin Placido
ALTERNATE:
Jason Fruth

SAFETY OFFICER:
Jason Morse
ALTERNATE:
Jason Fruth

LIAISON:
Tiffany Grant
ALTERNATE:
Jason Fruth

OPERATIONS

Section Chief:
Megan Smithyman
Alternate: Marshall Brown

Communication Team:
1. * Noah Gold
2. ** Serena Acker
3. James Wroble

Search & Rescue Team:
1. * Liz Newkirk - lead
2. Mav Martin
3. Tom Sosnovac

First Aid/Medical Team:
1. Derek Hutchinson - lead
2. Noah Gold
3. Marshall Brown
5. Erik Rain/Meredith Frederick
6. Lora Barnett-Tuomala

Student Security
1. * Elise Boyle - lead
2. Meghan Miller
3. James Eastman
4. Laura Leavitt & Sam Stump

LOGISTICS

Section Chief:
Marci Arter
Alternate: Noah Gold

Staffing and Supplies
1. * Barbara Mueller
2. ** Diane Price
3. Rogelio (Roy) Munoz
4. Vince Tuomala
Transportation Team:
1. * Cecil McDonnell - lead
2. Lori Roberts
3. Lindsey Decker
4. Christine Kenton

Crisis Intervention Team:
1. * Andrea Arenas
2. ** Anny Levy
3. Liz Newkirk (Alt)

**Maintenance/Fire/Site Security
(Reports to Operations)**
1. * Otto Rice
2. ** Kyle Rodriguez
3. Paulo Andrade
4. Kiva Myers

PLANNING/INTELLIGENCE

Section Chief:
Erin Placido
Alternate: Jason Fruth

Situation Status Team:
1. * Tiffany Grant
2. ** Michele Sheldon
3. _____

Documentation Team:
1. * Tiffany Grant
2. ** Michele Sheldon
3. _____

**Student Release/Staff Accounting
(Reports to Operations)**
1. * Marci Arter
2. Liz Newkirk (Alt)

FINANCE/ADMIN

Section Chief:
Jason Fruth
Alternate: Jason Morse

Recordkeeping Team:
1. * Tiffany Grant
2. ** _____
3. _____

Other:
1. * _____
2. ** _____
3. _____

**Assembly/Shelter:
(Reports to Operations)**
1. * Kamala Lance - lead
2. Andy Wellspring
3. Mary Rack

<p align="center">FIRE DRILL (during class time)</p> <ol style="list-style-type: none"> 1. Fire alarm sounds. (Buzzer) 2. If you see a fire—attempt to extinguish it only if it is small. 3. Teachers and staff shall: <ol style="list-style-type: none"> A. Line students up at the door. B. Take emergency back pack. Lock classroom door. Hang ALL CLEAR sign on your door knob. Evacuate students to the soccer field. C. Line students up in a single file line on the soccer field. D. Take roll. Write any missing or extra students names on the NEED HELP sign. E. Hold the appropriate laminated card above your head until the Incident Commander has accounted for your class. (OK if everyone is present or NEED HELP if someone is missing or if you have extra students). 4. Remain in designated fire drill area until released by the "All Clear" signal. 	<p align="center">FIRE DRILL (before/after school, lunch, non-class time)</p> <ol style="list-style-type: none"> 1. Fire alarm sounds. (Buzzer) 2. Students make their way to the soccer field in a calm and orderly fashion. 3. Once students arrive at the soccer field they will line up by their Advisor 4. Teachers and staff shall: <ol style="list-style-type: none"> A. Evacuate your classrooms or work areas. B. Take your emergency back pack. Lock your classrooms or work areas and evacuate to the soccer field. Hang ALL CLEAR sign on door knob. C. Escort all persons to the soccer field from your classrooms, work areas and any one you pass on your way to the soccer field. D. Line up at your designated location on the soccer field and take roll for your Advisory. E. Hold OK or NEED HELP card above your head until the Incident Commander has accounted for your class. (OK if everyone is present or NEED HELP if someone is missing or if you have extra students). 5. Remain in designated fire drill area until released by the "All Clear" signal.
<p align="center">LOCKDOWN</p> <ol style="list-style-type: none"> 1. Imminent danger alarm sounds. (Siren) 2. Immediately stay/move inside nearest building. 3. Check immediate area outside your classroom for stray students. Pull any students who may be outside into your room. 4. Shut and lock all doors and windows. DO NOT OPEN FOR ANYONE. 5. Close drapes and blinds. Cover door window if possible. 6. Turn off lights. 7. Move away from windows and stay low and out of sight. 8. Keep students quiet, do not teach class, watch movies, etc. REMAIN SILENT 9. Post OK sign in window if all students are OK and accounted for. 10. Post NEED HELP sign if students are missing or injured or if you need help. 11. Do not open doors or windows until "All Clear" signal has been given. 	<p align="center">EARTHQUAKE</p> <p>When shaking begins immediately DROP, COVER & HOLD ON</p> <p>INSIDE.</p> <ol style="list-style-type: none"> 1. Make sure that all students and visitors move away from windows and drop down to the floor quickly 2. Find the closest piece of sturdy furniture and place as much of the body under it as possible. 3. Hold on to the furniture and place your free hand over the back of your neck to protect it. 4. Don't come out from under protection until the shaking has completely stopped or until instructed. <p>OUTSIDE.</p> <ol style="list-style-type: none"> 1. Move away from buildings, trees and wires. 2. Drop down to the ground and wait for shaking to stop 3. Proceed to soccer field if directed.

Traffic Flow

Mendocino High Schools Drop-off and Pick-up Locations



Buses Only are allowed at the top of the hill during drop-off and pick-up!

Cars should use the four starred locations for drop-off and pick-up.

There is no stopping along Kastan Street.

Safe Driving Policy

Expectation: In an effort to increase safety for students and community members, encourage environmentally responsible behavior, and repair and improve on community relations, the following Safe Driving Policy has been adopted: Student driving is restricted between the hours of 8:15 am and 3:20 pm (2:30 pm on Wednesdays). **Students are prohibited from driving and riding in cars during school hours** unless leaving campus for a school approved reason (i.e. Community Involvement, Work Experience, Workability), in which case the student must keep a letter of permission from school administration in the glove box for purposes of verification.

Correctives and Consequences: Consequences for any student in violation of the safe driving policy may include, but are not limited to

- One day of in-house suspension.
- Loss of open campus privileges for at least two weeks.
- Turning in car keys to the office upon arrival at school.

Skateboards, Bike, Scooters, etc. Use Policy

Expectation: These vehicles may be used as a means of transportation to and from school. They may not be ridden to and from class or in the corridors or parking lots on campus before, during or after school hours. **Vehicles may not be ridden down the hills from the upper campus and must obey all laws while in town during open campus.** This is a safety and maintenance issue. **Skateboarding is allowed in the fenced basketball court area during lunch time** as long as the cleanliness of the area is maintained.

Correctives and Consequences:

- Violators may have their vehicle confiscated and retained in the office until the end of the school day.
- Repeat violators will have their vehicle returned only to a parent or guardian.
- Students who do not comply with a staff member's corrective may face additional consequences for defiance.

