

Comprehensive School Safety Plan

**2022-23
School Year**

School: Spring Lake Elementary School
CDS Code: 57 72710 0138180
District: Woodland Joint Unified School District
Address: 2209 Mickle Avenue
 Woodland, CA 95776
Date of Adoption: **October 5, 2022**

Approved by:

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Important Emergency Numbers

FOR ANY EMERGENCY

Community Numbers

Police Department (<i>non-emergency</i>)	530-666-2411
Yola County Sheriff (<i>non-emergency</i>)	530-666-6612 530-666-8282
Poison Control	1-800-222-1222
Child Protective Services	530-669-2345
Fire Department (<i>non-emergency</i>)	530-661-5860

District Numbers

Superintendent's Office	530-406-3202
Business Services	530-406-3220
Human Resources	530-406-3208
Ed Services	530-406-3241
Student Services	530-406-3178
M&O	530-406-5930
Food Services	530-406-5956
Technology	530-406-3100

9-911

School Numbers

Elementary Schools

Preschool	530-406-5951
Beamer Elementary	530-662-1769
Dingle Elementary	530-662-7084
Freeman Elementary	530-662-1758
Gibson Elementary	530-662-3944
Maxwell Elementary	530-662-1784
Plainfield Elementary	530-662-9301
Sci-Tech Charter at KL	530-735-6435
Spring Lake Elementary	530-406-5899
Tafoya Elementary	530-666-4324
Whitehead Elementary	530-662-2824
Woodland Prairie	530-662-2898
Zamora Elementary	530-666-3641
K-8 Home Study	530-661-2568

Middle Schools

Douglass Middle School	530-666-2191
Lee Middle School	530-662-0251

High Schools

Pioneer High School	530-406-1148
Woodland High School	530-662-4678
Cache Creek High School	530-662-4331
Independent Learning Center	530-666-0264

Alternative Educational Settings

Community Day School	530-406-3178
Adult Education	530-662-0798

Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at WJUSD Superintendent's Office.

Safety Plan Vision

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school and district officials work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each site maximize safety by reducing panic and facilitating effective action during the CRITICAL FIRST TEN MINUTES of a crisis.

School officials must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to STAY CALM since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

Components of the Comprehensive School Safety Plan (EC 32281)

Spring Lake Elementary School Safety Committee

Stacey Falconer (Principal), Michelle Montoya (Office Coordinator), Catie Sullivan (Teacher), Alice Gillette (Teacher), Elizabeth Maurer (Teacher), Jon Martinez (Teacher), Cody Mendoza (Custodian)

Assessment of School Safety

In meetings with certificated and classified staff, it has been reported that, generally, Spring Lake Elementary feels physically and emotionally safe. The physical environment is secure with complete, locked fencing surrounding the campus, classroom doors that are kept locked and closed during the instructional day, and a clear expectation that only badged and cleared visitors are allowed through the only point of entry (front office). The facilities are, at most, five years old and in great condition. Staff members all have phones that have the ability to call identified school personnel for medical or behavioral support, and can also trigger a notification for a lockdown. The first fire drill evacuation was completed in under 7 minutes, from start to finish, indicating strong understanding of emergency evacuation protocols. The security cameras are functional and clear and provide visibility to points of entry and high traffic areas. Some concerns that staff have expressed about facilities and safety include: 1) poor cell phone reception (little to no cell coverage to facilitate communication in emergencies away from the classroom phones), 2) concerns about internal doors between classrooms and collaboration spaces that cannot be locked, 3) the exposure and visibility of the kindergarten/TK playground to the street, and 4) the lack of emergency supplies in classrooms.

Regarding emotional safety, staff report general satisfaction with the perceived emotional safety of our school campus. At the start of the school year, staff identified our student and parent community as kind and supportive. Spring Lake Elementary has the "Code of the WISE Owl" behavior expectations acronym that is frequently reviewed and explicitly taught throughout the year to reinforce expectations of respect and safety for all. Staff have been trained in Restorative Practices to promote strong classroom communities, encourage communication, and restore conflicts between students. The school counselor provides in class instruction using Social-Emotional curriculum to teach students empowerment, conflict resolution, and positive peer interactions. Schoolwide behavior expectations are taught and reinforced through Owl-Together Time on Fridays and families are informed of strategies that are being used through weekly communications home from the Principal and classroom teachers. Spring Lake is growing its Student Conflict Manager program from 2021-22 and has upper grade students supporting younger grade students during morning recess. There is a schoolwide incentives program to promote positive behavior (Hoot tickets) and this year, 8 groups of e5 students will be recognized by staff as "Owl-Stars of the Month" for demonstrating aspects of the WISE Owl Code. Teachers received training in August 2022 regarding bullying prevention and know the protocol for reporting and investigating bullying complaints. Staff have also received training for identifying and reporting child abuse and neglect and suicide prevention. Concerns that staff have reported in this area include 1) providing families with clearer information for the difference between bullying behavior and rude behavior, 2) creating a schoolwide expectation for personal electronic devices to minimize the potential of cyberbullying, invading student privacy, or breaching student confidentiality, and 3) increasing awareness and appreciation for the various cultures and ethnicities that comprise our school community with instructional presentations and schoolwide celebrations.

A parent-input survey was sent to families in 2021-22 to solicit feedback regarding Spring Lake's school climate. The data from that survey (in which 56 parents elected to respond across all grade-levels) included the following:

- * 96% strongly agreed or agreed that "Teachers at my student's school have high standards for achievement."
- * 92% strongly agreed or agreed that "My child's school sets clear rules for behavior."
- * 92% strongly agreed or agreed that "My child feels safe at school."
- * 88% strongly agreed or agreed that "I feel that school rules are fair and consistently enforced at my student's school."
- * 80% answered affirmatively to "I know how to report bullying or a parent concern at my child's school."
- * 94% strongly agreed or agreed that "My child feels successful at school."
- * 96% strongly agreed or agreed that "My child is recognized for good behavior."
- * 97% strongly agreed or agreed that "I feel comfortable talking to teachers at my child's school."
- * 95% strongly agreed or agreed that "Teachers at the school treat my child with respect."
- * 98% strongly agreed or agreed that "My student's school building is well-maintained."

Comments that were provided by family members regarding this data were mostly unique and individual, however, one theme was present: concerns regarding the prevalence of bullying, how bullying is addressed, and poor communication in relaying how incidents have been resolved.

Summary of Student Input/Participation

The Principal's Student Parliament (Youth Advisory Council) was established and convened to gather student input regarding perceptions of physical and emotional safety by our student community. The students in this council were recommended by staff members to the school principal who then selected students deliberately to ensure a diverse panel of students from different backgrounds, languages, academic skills, and interests. This group met in September 2022 after having been provided prompting questions in advance involving their perceptions of physical and emotional safety on campus.

Regarding physical safety, 81% of the council reported feeling absolutely safe at Spring Lake Elementary. Students defined "physical safety" as "being sure we are going to come home from school healthy and alive" and "not worrying that something will hurt us physically". 29% of the council reported feeling mostly safe but having one or two concerns. 0% responded that they felt unsafe. The concerns that were brought up and discussed by the minority included concerns about the playground area. Students reported that they felt the decomposed granite walkways were slippery and unsafe in all conditions, particularly when students are running at recess, that the upper-grade play structure's monkey bars "feel unsafe" due to previous falls and injuries, and that the small grass area near the play structures felt unsafe due to 1) the small size and congestion of students during unstructured play causing some students to be knocked over and hit by students playing physically, and 2) the "manhole" in the middle of the grass sticks up slightly causing falls and trips often.

Regarding emotional safety, 29% of the council reported feeling absolutely safe at Spring Lake Elementary. 81% reported feeling mostly safe by having some concerns. 0% felt unsafe. Of the concerns shared by the council, most fell into two themes: 1) rude behavior of peers that sometimes caused hurt feelings in an untargeted and unintentional way, and 2) drama in girl groups (mostly in the upper grades) that caused damaged relationships, poor peer relations, and sometimes spilled over into the instructional environment. Students reported zero incidents repeated and targeted bullying behaviors. Rather, "rude" behaviors were reported such as excessive and overly-competitive vocalizations and mannerisms in PE class and recesses when playing competitive games, profanity used around others, but not necessarily targeted at others, and occasional mean comments being stated without context or repetition. Students shared that more schoolwide and in-class instruction on polite behavior would be helpful and that it would be appreciated if staff would consistently remind students of what positive sportsmanship looks and sounds like before competitive activities, not after when incidents have already occurred. Students also expressed a desire to have more instruction/counseling support for why "girl drama" becomes so common in upper grades, how to avoid getting drawn in, and how to encourage friends not to participate or behave better.

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

Spring Lake Elementary and the Woodland Joint Unified School District are committed to providing a safe environment for students, staff and visitors. Several strategies will be utilized to maintain a high level of school safety. Strategies include, but are not limited to:

- Consultation with local public safety agencies (Woodland Police Department/Woodland Fire Department)
- Consultation with risk management specialists (Cal OSHA)
- Continuing education and training of school staff (ALICE, CPR, Bullying Prevention & Intervention, Child Abuse & Neglect training, Restorative Practices)
- Inspections and evaluations of school facilities (Cal-OSHA WJUSD IIPP Evaluation Process/Protocol)
- Evaluation of safety-related policies and procedures
- Annual review and revision of Comprehensive School Safety Plan (Yearly review of plan(activities) done by school site safety/SSC teams)

Additionally, to foster a physically, emotionally, and socially safe environment for our students, Spring Lake Elementary implements the following educational programs and practices:

- GREAT Program through Woodland Police Department in Grade 4
- PBIS strategies for explicit instruction and reinforcement of behavior expectations
- Sanford-Harmony Social-Emotional Learning curriculum in all grades
- Consult and whole-class instruction by our school counselor
- Tier 2 and Tier 3 Teams to support students academically and behaviorally who need more intensive supports

Such strategies will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

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

School district employees are mandated reporters and shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Yolo County Child Welfare Services (530) 669-2355 or Woodland Police Department (530) 666-2411. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

For complete policies and procedures see Board Policy and Administrative Regulation BP 5141.4 Child Abuse Reporting Procedures available on the District Website under Board of Education and at: www.gamutonline.net/district/woodland/

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

Disaster Plan - Classroom Emergency Protocols

The following BP and ARs give information on our disaster procedures. In addition, each site's crisis team has an Emergency Response binder which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has a red emergency folder which contains lockdown, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

BP and AR 0450 Comprehensive Safety Plan

BP and AR 3516 Emergencies and Disaster Preparedness Plan

AR 3516.3 Earthquake Emergency Procedure System

BP and AR 4158 Employee Security

Public Agency Use of School Buildings for Emergency Shelters

The school site is available to governmental agencies such as law enforcement and fire as directed and needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies. A summary of the causes is listed in AR 5144.1

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will

include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of this form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

The parent/legal guardians were given the Woodland Joint Unified School District Standards of Behavior at the start of the school year. Upon request, a school site can supply the parent/guardian/student with another copy of the document as well as any applicable policies or regulations.

Appeal of Suspension: The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with District policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld.

If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the Principal is final and, thus, ends the appeal process.

If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Executive Director of Student Support or designee. The Executive Director of Student Support or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Director or designee is final and, thus, ends the appeal process.

Additional information on the suspension and expulsion process can be found in: BP and AR 4158 Employee Security

BP 5119 Students Expelled from Other Districts

BP 5131 Conduct

BP and AR 5144 Discipline

BP and AR 5144.1 Suspension and Expulsion/Due Process

BP and AR 5144.2 Suspension and Expulsion/Due Process, students with disabilities

Available on website under Board of Education and at <http://www.gamutonline.net/district/woodland>

(D) Procedures to Notify Teachers of Student Safety Concerns (EC 49079)

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent or designee. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

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

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3- Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy and to ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this

policy and shall be subject to appropriate interventions and/or disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any student who engages in sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

For additional information see:

BP and AR 1312.1 Complaints Concerning District Employees

BP and AR 1312.3 Uniform Complaint Procedures

BP and AR 5145.7 Sexual Harassment

See WJUSD website under Board of Education and at <http://www.gamutonline.net/district/woodland>

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

WJUSD Dress Code Policy Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction. 1. Student dress shall be safe and appropriate, and not disturb the educational environment. (For example: collars or bracelets with spikes and clothing with revealing holes and cutouts are inappropriate for school wear.) 2. Clothing may not glorify, advertise, or reference drugs, alcohol, tobacco, tobacco products, violence, vulgarity, sexual behavior, or obscenities in any way, shape or form. 3. Footwear must be worn at all times. Footwear must be safe, practical, and not limit student participation in school activities. 4. Clothing, backpacks, tattoos, and other adornment may not demonstrate or suggest gang-related symbols, or colors. No bandanas are allowed at school. 5. Undergarments/underwear must be covered at all times. 6. Shirts and blouses must cover the stomach and chest. Shirts and pants/skirts must be touching in both front and back, and shirts must not be see-through or strapless. 7. Clothing must cover buttocks completely whether standing, sitting, walking, or bending. Generally, students who do not follow the dress code will be referred to the office to correct the issue. Corrective action may include changing into PE clothes, wearing at-shirt provided by the school or in certain circumstances being sent home to change. All corrective actions will be reported to parents/guardians. For additional information, see BP and AR 5132 Dress and Grooming available on District website under Board of Education and at <http://www.gamutonline.net/district/woodland>

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

School Staff will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school. The school will continue to monitor and take in suggestions from the parents and community as well.

Any problems associated with safe ingress and egress will be addressed immediately.

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

Component:

Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

Update the procedures and address physical environmental needs to ensure a safe school environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Develop and update Safety Plans	Current School Safety Plan Director of Student Services	Director of Student Services	Governing Board Review & Approve Safety Plans during the 2022-2023 school year (by October 1).
Provide ALICE Training to all school sites, district departments and central office staff.	ALICE Training by WPD and WJUSD Representative	Current School Safety Plan Director of Student Services	Director of Student Services	Individual School Site Sign-Sheets
Ensure student safety by practicing emergency drills with students and staff on regular basis.	Conduct emergency drills: Fire, Lock Down, Earthquake Drills	District Safety Team WPD Site Level Safety Team	Director of Student Services School Site Administrator(s) School Site Emergency Teams	2022-2023 Emergency Drill Documentation
Provide Prevention & Intervention curriculum on Tobacco and Vaping.	7-12 Grade Tobacco/Vaping Prevention & Intervention	TUPE Grant	Director of Student Services	District Level Year End Reports
Provide Staff Development for Roles/Responsibilities during site emergency.	Develop Roles and Responsibilities, Tasks Provide Calendar of Training Dates	Time during Staff Meetings	Site Administrator(s) Director of Student Services	CSSP Plan Incident Command Structure District/Site Emergency Procedures
Update and maintain surveillance, bell, PA and Fire Alarm Systems.	Test and maintain systems at regular intervals	Maintenance & Operations Department Technology Department	Maintenance & Operations Department Technology Department	2022-2023 Quarterly Review
Establish COVID Safety Protocols.	Implement current COVID Safety Protocols as directed through the Yolo County's Health Department	COVID District and Site Safety Committee	District COVID-19 Planning Team (Human Resources and Student Services))	Worksite Specific COVID-19 Prevention Plan
Classroom doors and gates are locked and closed during instructional hours.	Principal/Admin Designee walks campus each morning at 8:35 AM to ensure doors are locked and closed and that all external points of entry are secure.	Site Principal, Custodian, Crossing Guards	Site Principal/Admin Designee	Site Principal inspects daily.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff wear identification badges on campus during instructional hours.	Office Coordinator ensures all staff have badges each year. Site Principal enforces this practice.	Site Principal, Office Coordinator	Site Principal	Site Principal inspects daily.
School visitors sign-in and are badged by office staff before entry to school.	Maintain a sign-in sheet for visitors identifying person, purpose, and time of entry and exit. Provide visitor stickers to identify that visitors have signed in appropriately.	Office Coordinator, Attendance Clerk, CAFE Specialist	Office Coordinator	School staff report incidents of visitors not displaying a badge.

Component:

Social Emotional Component to Support Student Achievement

Element:

Implementation of Positive Behavior Intervention Systems (PBIS) and Multi-Tiered Systems of Support (MTSS)

Opportunity for Improvement:

Based on student, staff, and parent feedback, opportunities for improvement in this component include: 1) providing more targeted instruction and intervention in upper grades for female empowerment and interpersonal skills (to address "girl drama"), 2) more frequent and explicit communication with families about bullying, how to report suspected bullying incidents, and follow-up communication on outcomes, and 3) providing explicit and frequent communication to all students in the areas of being polite and demonstrating positive sportsmanship.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Review policies and procedures for safe school play	Parents and students help model and review schoolwide expectations for school play - fall and mid-year	PBIS matrix and procedures for each area outside and inside	PBIS Coordinator and Principal	PBIS - mid-year and end of year surveys
Follow PBIS Expectations	Review all year long	PBIS Matrix for Spring Lake PBIS Leadership Team Training - YCOE	PBIS Leadership Team - Schoolwide staff expectations	PBIS - mid-year and end of year surveys
Schoolwide Restorative Practices	Students participate in Restorative Practices in the classroom, develop vocabulary that correlates to restoring relationships and turning situations around to the positive, resolving conflict and problem solving situations.	Restorative Practices Monitoring Restorative Practices Training	Gurpreet Kaur and Principal	Restorative Practices - mid-year and end of year surveys

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Train new teachers in Restorative Practices			
PBIS Schoolwide expectations	Hoot tickets, schoolwide incentives, "Owl-Stars of the Month" luncheon recognition, rewards for monthly themes, and Hoot Experiences and Hoot Loot Cart. In addition, celebrate birthdays weekly, class presentations, monthly themes and schoolwide practices reviewed all year.	In-house copying, and ordering online resources	PBIS Leadership Team, Principal, and all staff and students participate	PBIS – mid-year and end of year surveys
Provide Social-Emotional Training	Provide SEL/Growth Mindset daily in classrooms Provide SEL groups to targeted students	Sanford Harmony Curriculum School counselor provides SEL groups and individual counseling as needed	Principal School Counselor	Mid-year and end of year survey for grades 3-5
Provide incentives for following the WISE Owl Code	Monthly recognition and incentives	Order materials for incentives	Site Principal	Implementation schedule 2022-2023
Social-Emotional Assessment of each student in October 2022 and March 2023	Implement the screenings	SEL Assessment from the district	Principal, Teachers and Site Counselor	Results will be evaluated for student needs, SEL groups
Prevent Suicide and Bullying	Provide annual training to staff on Suicide and Bullying Prevention (provided August 2022)	District Staff & Training Programs	Gurpreet Kaur and Principal	Staff evaluation of quality of training; student and family feedback via School Climate survey; annual data from school's Tier 3 team.

Component:

Improve school, climate culture and connectedness to school community

Element:

Connecting Community Resources in support of improved academic achievement

Opportunity for Improvement:

Based on family feedback, opportunities for improvement in this area include: 1) Provide information to families on bullying, school-wide bullying prevention and intervention procedures, and 2) improve communication with families on outcomes of disciplinary and suspected bullying incidents.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Restorative Practices(RP) Training	100% of staff attend training on Restorative Practices	District Support through Gurpreet, book, handouts, website, on-going PD for new teachers at our school	District Lead-Gurpreet Kaur Principal	Observation, culture and community
Student Leadership Team - Student Council	Help principal plan and implement activities for students	Student Team and purchases as needed	Principal and Student Council leaders	Survey at the end of the year, feedback along the way
Kindness Week	Create and implement events in February 2023	Kindness week.org	Principal, Staff, and Student Council	Completion of the event and feedback from students
Clubs and Activities for students and families	Solicit staff leadership for club activities through annual adjunct duties	As needed for projects and activities	Principal and student interest teams	Survey and feedback from students
PBIS expectations clearly visible and known	Post differentiated "The WISE Owl Code" posters/banners in various places (bathrooms, library, MPR/cafeteria, classrooms, front office, hallways) explicitly identifying wanted behaviors.	Marketing resources - banners, laminated posters	PBIS Leadership Team	Visible
Parent/family participation	Monthly celebrations, PTO, ELAC, school events and activities, opportunities for parents to participate.	PTO, ELAC and schoolwide events and activities coordinators	Principal SSC, EL Specialist, PTO, Staff	Observation, culture and community and feedback
Neighborhood & Community Partnerships	Continue developing outside partnerships for the school	SLE Community with local businesses	All staff	Celebrate new partnerships each year
Bullying Prevention & Intervention education for families	Provide annual communication to families regarding bullying, our anti-bullying prevention measures, and how to report suspected bullying.	District and site-based handouts, ParentSquare	Principal	Family feedback on annual School Climate parent survey

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Spring Lake Elementary School Student Conduct Code

Spring Lake Elementary School strives to provide a safe and positive school environment which is conducive to learning by setting clear expectations that will be consistently enforced.

Our goals are to:

- Provide a quality education
- Celebrate learning
- Promote positive self-esteem

- Promote respect for self, property and others
- Foster school pride
- Maintain open communications between home and school

We teach and reinforce these expectations and outcomes through the PBIS strategy of explicit behavior expectations using "The Wise Owl Code":

Work Things Out

Interact Respectfully & Safely

Show Responsibility

Encourage Others

Spring Lake Elementary School takes a positive, proactive, and restorative approach to discipline. Teachers have the primary responsibility for promoting and monitoring appropriate student behavior in the classroom. However, all staff members are responsible for monitoring behavior of students on our campus.

Before referring a student to the Principal, we believe in conferring with students and contacting parents so that concerted action can be taken to mutually correct the inappropriate behavior pattern of the student.

A referral to the Principal is made when the corrective actions employed by the teachers and support staff fail to effect change in student behavior, or requires immediate attention.

Conduct Code Procedures

Levels of Response – Consequences and Interventions

Examples of Classroom Managed Responses

Level 1 These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible consequences and interventions that may be used.

Possible Consequences

- Contact parent
- Verbal corrective feedback
- In-class time out
- Parent/guardian conference
- Student verbal or written apology
- Use buddy teacher system
- Loss of classroom privileges
- Student written reflection
- Teacher and student conference

Possible Interventions

- Establish positive relationship with student
- Seat change
- Pre-correction and redirection
- Role play replacement behavior
- Establish buddy teacher system
- Parent/guardian accompany student in class
- Daily progress report for behavior
- Increase positive recognition
- Goal setting with student

Level 2 Examples of Administrative Responses

These consequences and interventions, used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible consequences and interventions that may be used. Level 1 interventions may still apply.

Possible Consequences

- Parent/guardian notification required
- Detention
- Student verbal or written apology
- Use buddy teacher system
- Change of class
- Conference with student
- Removed privilege/restricted activity
- Restitution/community service
- Time out
- Relationship development action
- Restorative conferencing

Possible Interventions

- Refer to TSS/Individual Education Plan (IEP)/504 team
- Increase positive recognition
- Collaborative problem solving
- Establish positive relationship with student
- Refer for substance abuse intervention
- Mentoring
- Develop/revise positive behavior plan/contract
- Check In/Check Out
- Social/Academic Skills Group
- Refer for educational/psychological evaluation
- Refer to school/community based mental health

Level 3 Examples of Administrative Removal Responses

Level 3 consequences and interventions involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.

Required Consequences

- Parent/guardian notification
- Suspension from school (one to five days) or In-School Suspension (one to five days)

Possible Interventions

- Develop/revise positive behavior plan
- Revise 504/IEP for students with disabilities) and Behavior Support Plan
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- Restorative Justice re-entry conferencing

Level 4 Examples of Administrative Removal Responses

Level 4 involves the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 consequences and interventions have failed to bring about proper conduct. These consequences focus on protecting the safety of the school community and ending self-destructive and dangerous behavior. Level 1, 2, and 3 interventions may still be applied, if applicable.

Required Consequences

- Parent/guardian notification
- Suspension from school (5 days)
- May refer for expulsion (total removal from school) if other means of correction have not brought about proper conduct or are not feasible or there is a continuing danger to the physical safety of the student or others

Possible Interventions

- Manifestation determination (IEP only)/504 compliance review
- Develop/revise positive behavior plan
- Revise IEP (for students with disabilities) and Behavior Support Plan
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- Alternative educational placement

Level 5 Mandatory Recommendation for School Expulsion

Mandatory removal from school and referral for expulsion for acts as specified in Education Code.

Required Consequences

- Parent/guardian notification
- Suspension from school (5 days)
- Mandatory referral for expulsion

Possible Interventions

- Manifestation determination (IEP only)/504 compliance review
- Alternative educational placement

(J) Hate Crime Reporting Procedures and Policies

No individual student or group of students 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 school personnel.

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

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures BP 4119.11, 4219.11, 4319.11 Sexual Harassment BP 5131.2 Bullying
BP and AR 5144.1 Suspension and Expulsion/Due Process
BP 5145.3 Nondiscrimination/Harassment

See District website under Board of Education and at <http://www.gamutonline.net/district/woodland>

Safety Plan Review, Evaluation and Amendment Procedures

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent/Principal or designee oversees the development of a comprehensive district-wide safety plan that identifies major safety concerns as well as the district's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

School safety plan is reviewed, updated, and approved by governing board by March 1st of each year.

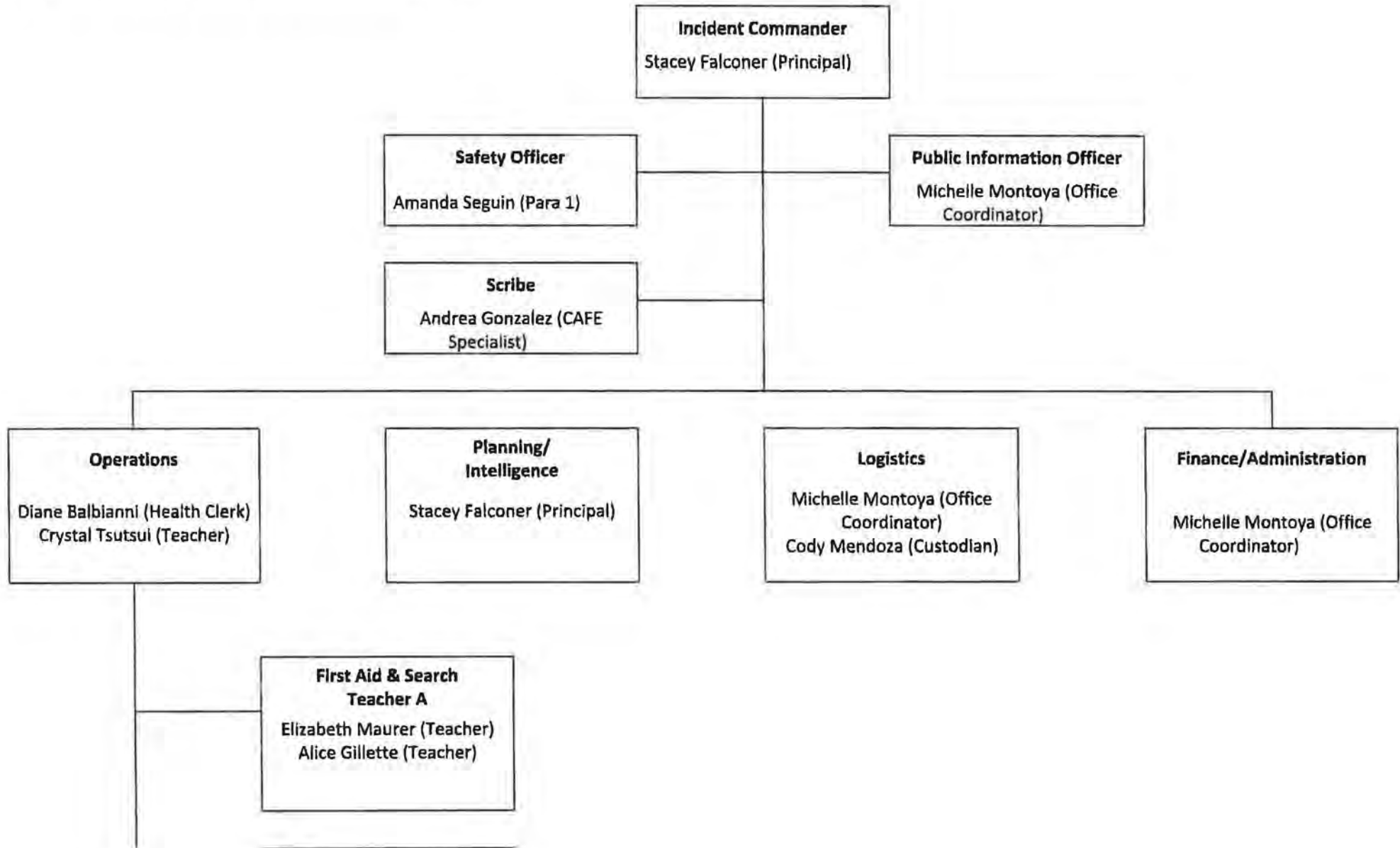
The Board reviews the comprehensive District and School safety plans in order to ensure compliance with state law, Board policy, and Administrative Regulation and approves the plan at a regularly scheduled meeting of the Board.

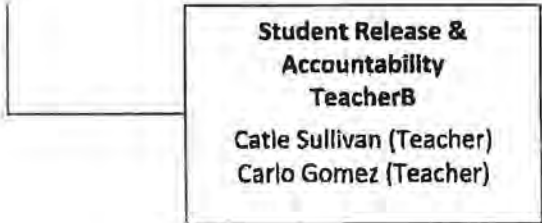
Safety Plan Appendices

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff Safety Drills Procedures/Protocols Training	Safety Training on August 17, 2022	Reviewed protocols for fires, earthquakes, medical/behavior emergencies, and active threat lockdown procedures.
ALICE Active Shooter Training	Safety Training on September 14, 2022	Woodland Police Department provided annual ALICE training for Intruder/Active Shooter threats.
Conduct monthly schoolwide safety drills	2022-23 Calendar (10 fire drills, 4 earthquake and 4 code red drills)	Monthly - see school calendar on our website, and Maintenance & Operations office
Debrief Safety Drills with staff	Ongoing with staff and fire department	Ongoing conversation all year
School Site Council/School Safety Teams Review/Approves Safety Plans	September 23, 2022	Agenda/notes from School Site Council online on Google Docs and attached

Spring Lake Elementary School Incident Command System





**Student Release &
Accountability
TeacherB**

Catie Sullivan (Teacher)
Carlo Gomez (Teacher)

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. There are five functions of the SEMS: Management, Planning/Intelligence, Operations, Logistics, and Finance/Administration. The roles used to carry out these functions are listed below.

Finance/Administration

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

Incident Commander

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

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders, as well as arranging for transportation needs.

Operations

The Operations Chief manages and directs emergency response activities on campus. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. The Operations Chief allows for the Incident Commander to carry out their responsibilities.

Planning/Intelligence

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

Public Information Officer

The role of the Public Information Officer is to serve as the primary contact for anyone who wants information about the incident, including the media, public and parents. The Public Information Officer develops, reviews and coordinates all incident related information and public and agency briefings and releases, as well as communications to staff and students.

Safety Officer

The role of the Safety Officer is to monitor safety conditions and develop measures for assuring the safety of students and staff. The Safety Officer also reports unsafe acts or conditions to the Incident Commander before taking action unless immediate action is necessary to preserve life or property.

Scribe

The Liaison Officer is the primary contact for supporting agencies (police, fire, Red Cross, etc.) assisting at an incident. There is no need for a Liaison Officer if other agencies are not involved. The Incident Commander may decide to act as the Liaison Officer instead of appointing another staff member to handle these duties.

Emergency Response Guidelines

Standard Response Guidelines:

4 ACTIONS

Each protocol has specific staff and student actions that are unique to the action.

In the event a student or staff identifies the initial threat, calling 911 and administration is essential.

LOCKOUT - "GET INSIDE. LOCK OUTSIDE DOORS"

Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

- Recover students and staff from outside building
- Increased situational awareness
- Take roll, account for students
- Do business as usual

LOCKDOWN - "LOCKS, LIGHTS, OUT OF SIGHT"

Students are trained to:

- Move away from field of view
- Maintain silence

Teachers are trained to:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Do not open the door
- Take roll, account for students

EVACUATE - "TO A LOCATION"

Students are trained to:

- Leave stuff behind
- Bring their phone
- Form a single file line

Teachers are trained to:

- Grab roll sheet if possible
- Lead students to Evacuation location
- Take roll, account for students

SHELTER - "FOR HAZARD USING A SAFETY STRATEGY"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami Safety
- Strategies might include:
- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Teachers are trained in:

- Appropriate Hazards and Safety Strategies
- Take roll, account for students
- Report injuries or problems, at the Evacuation Assembly, to first responders using the Red Card/ Green Card method.

1 DEMAND The protocol also carries an obligation. Kids are smart. An implicit part of the SRP is that authorities and teachers tell them what's going on. Certainly, tempered at the elementary school. But middle school and above needs accurate information for the greatest survivability, to minimize panic and to mitigate recovery.

Types of Emergencies & Specific Procedures

Classroom Lockdown Procedures Reportable Incident

A lockdown is declared when, in the opinion of the Administrator, a situation exists threatening the safety of students and staff and requires that they remain in their classrooms.

Administrator's Responsibilities

- Immediately declare "lockdown." (Shelter in Place)
- Call 911, if necessary.
- Direct the school bells to be turned off.
- Escort any students in the hallways to a safe location.
- Isolate the lockdown area.
- Await the arrival of emergency responders.
- Coordinate with police/EMS personnel.

Staff's Responsibilities

- Teachers/staff with or without a class during a lockdown should immediately do a quick sweep of the hallway, instruct students to come into their rooms, record their names, and remain in a secure location to await further instruction.
- Lock your classroom door and close window blinds. Doors must never be opened. Proper authorities will have keys.
- Stay with and direct students, take attendance, and provide assistance.
- Keep students quiet and out of the line of sight from windows. Turn off all classroom lights.
- Maintain calm in the classroom – keep all students inside the classroom; No hall passes.
- Listen for announcements for further instructions, e.g., continue classroom instruction, reporting of missing students, etc.
- Wait with the students until a uniformed officer or school official known to you invites you out. Do not respond to the fire alarm during a lockdown unless a known Administrator makes a supporting announcement.
- Wait for an "All Clear."

After Hours Responsibilities

- In the absence of an Administrator or supervisory staff member, an on-site staff member will declare a "lockdown" with specific reason, i.e., lockdown – Take Cover.
- Call 911.

Accidents/Medical Emergencies Reportable Incident

Administrator's Responsibilities

- Call **911**.
- Report to the scene.
- Secure and isolate the area.
- Call medical code lockdown if an incident occurs during a passing or lunch period.
- Have staff trained in first aid/CPR respond to the area to assist.
- Assign an individual to meet and escort the emergency medical responders to the scene.
- Notify the parent/guardian.
- Provide the police/EMS emergency information.
- Accompany the student/staff to the hospital if the parent/guardian cannot be there.
- Call the Superintendent's Office at 530-406-3202.
- Initiate support services for students/staff immediately through the Student Support Team.

Staff's Responsibilities

- Evaluate the accident scene.
- If appropriate, remove students from the area so school/emergency personnel can attend to students or staff members in need.
- Direct any unaffected persons to a safe and secure area.
- Notify the Administrator. Advise them of the number of injured and of the situation. Give the location.
- If the scene is safe, proceed to the victim and assess the severity of the injury.
- Stabilize the victim and administer first aid, if needed.
- Assist the emergency medical responders.
- If the scene is not safe, e.g. electric shock, downed wires, etc., wait for EMS.

After Hours' Responsibilities

- Same as Administrator's Responsibilities.
- Call the Superintendent's office at 530-406-3202 for further direction.

**Weapons On School Property
Reportable Incident**

Follow these procedures within the building whenever you know or suspect a student may have a weapon in a locker, car, or anywhere else on school property.

Administrator's Responsibilities

- Declare a "lockdown" if the situation appears threatening to the safety of students and staff.
- Call 911
- Call the Superintendent's Office at 530-406-3202.
- Determine if a reasonable suspicion exists to search for a weapon.

Staff's Responsibilities

- Notify the Administrator.
- Do not attempt to approach or confiscate.

**IF A WEAPON IS FOUND, ISOLATE THE AREA
AND DO NOT TOUCH THE WEAPON. POLICE WILL SECURE IT FOR EVIDENCE.**

- Await further instructions from the Administrator.

After Hours' Responsibilities

- Same as Administrator's Responsibilities.
- Call 911.
- Call the Superintendent's office at 530-406-3202 for further direction.

Intruder/Trespassing Reportable Incident

Definition: Being present on school property without permission. Unauthorized presence in restricted areas of buildings, school grounds or bus (including students suspended or expelled from school).

Administrator's Responsibilities

- Assess the situation.
- Determine the location of the person and his/her description.
- If appropriate, declare "lockdown."
- Call **911**.
- Meet the police and direct them to the location.
- Call the Superintendent's Office at 530-406-3202.
- When the situation is stabilized, announce "All Clear."

Staff's Responsibilities

- Report the intruder to the office, with his/her description, location and other facts.
- Keep classrooms/students secure. If necessary, move to a safer area.
- Wait for the "All Clear" announcement.

After Hours' Responsibilities

- Same as Administrator's Responsibilities.
- Call the "On-Call" Supervisor for further direction (530) 308-1115

**ALL VISITORS MUST CHECK IN THE OFFICE
AND DISPLAY A VISITOR'S PASS.**

Unidentified Person on School Site Reportable Incident

Administrator's Responsibilities

- Identify the problem and the location.
- Approach the subject and determine the nature of their business on campus.
- Ask for their identification.
- Request for them to accompany you to the office. If the suspect is looking for a specific student, check their file for court orders, e.g. personal protection orders, custody orders.
- If there is no acceptable reason to be on campus, ask the intruder to leave the campus.
- **If they refuse to leave:**
 - Call **911**
 - Call the Superintendent's Office at 530-406-3202.
 - Await a police response.
 - If appropriate, declare "**lockdown.**"

Staff's Responsibilities

- Approach the subject and determine the nature of their business.
- Request that the subject report to the office.
- If possible, accompany the person to the office.
- If suspicious, notify the Administrator ASAP.
- Trust your instincts

After Hours' Responsibilities

- Identify the problem and the location.
- Approach the subject and determine the nature of their business.
- Call the police if you suspect a problem at 911 and provide the suspect's description.
- Call the Superintendent's office at 530-406-3202 for further direction.

**Death On School Site (Natural Causes, Accidental Or Suicide)
Reportable Incident**

Survey scene to determine safe approach.

Administrator's Responsibilities

- Identify the problem and the location. Secure and isolate the area. Determine if there is to be a **lockdown**.
- Call **911**. Limit student movement.
- Call the Superintendent's Office at 530-406-3202.
- Immediately initiate support services for students/staff through the Pupil Services Department.
- Secure emergency contact information on the deceased, if possible, and provide to police/EMS.

Staff's Responsibilities

- Identify the problem and the location. Secure and isolate the area.
- Call **911**.
- Notify the Administrator.
- Calmly remove the students from the area.
- Discourage discussion.
- Wait for the police/EMS responders to arrive.
- Identify students in need of immediate support.

After Hours' Responsibilities

- Same as Administrator's Responsibilities.
- Call the Administrator of Communications at 530-406-3202 for further direction.

When a Trauma or Loss Occurs

Administrator's Responsibilities

- Contact emergency responders if necessary.
- Secure the area and limit student movement.
- Contact the Superintendent's Office at 530-406-3202, who will inform the School Board and appoint Spokesperson to the media.
- Contact Pupil Services, who will engage the Student Support Team.
- Appoint or act as the Incident Commander.
- Verify the facts in writing.
- Develop appropriate communication for students, staff and families with district support.

Active Shooter On School Site Reportable Incident

Administrator's Responsibilities

- Declare a "lockdown".
- Identify the problem and the location. Secure and isolate the area if possible.
- Call 911.
- Call the Superintendent's Office at 530-406-3202.
- Assist the police in locating and identifying the possible suspects and victims.
- Provide the police/EMS with emergency information.
- Immediately initiate support services for students and staff through the Student Support Team.

Staff's Responsibilities

- Stay calm.
- **If a shooting occurs while inside school buildings, get to a safe place. DO NOT wait to initiate lockdown procedure.**
 - Close and lock your classroom door after ushering students in the hallway into your room.
 - Students should lie flat on the floor and out of sight of windows.
 - Turn off the lights and remain quiet. Turn tables and desks on their sides to use as concealment as needed.
 - DO NOT leave your safe location until you are told to do so by law enforcement.
 - Do not evacuate a safe location if you hear a fire alarm or other warning.
- **If a shooting occurs while in open areas (i.e. outside, during lunch or passing periods), assist students in running for cover and get to a safe place.**
 - Run in a zig-zag pattern away from the shooting.
 - Take cover behind buildings, trees or other large objects.
 - If no cover is available, lie flat until it is safe to run.
 - Follow directions given by law enforcement.
 - Keep others calm. Assess injuries of students/staff with you.
 - Keep phone lines open for emergency personnel.
 - Wait for the police/EMS responders to arrive.

After Hours' Responsibilities

- Same as the *Administrator's* Responsibilities.
- Call 911.
- Call the Superintendent's office at 530-406-3202 for further direction.
- Assist the police in locating and identifying any possible suspects and victims.

Unauthorized Removal/Missing/Abducted Person(s) Reportable Incident

Overall Procedures

- If an abduction is observed or suspected, call **911**.
 - Provide a detailed description of the abductor (physical appearance, type/color of clothing, and make model/color/license number of any vehicle seen and direction of travel).
- If a person is missing/abducted, immediately notify the Administrator.
 - Provide a detailed description of clothing/time/location when person was last seen, and photograph of the person.

Administrator's Responsibilities

Missing Person(s)

- Determine level of threat (K-6 vs 7-12)
- Conduct an immediate search of the school/school grounds.
- Call **911**.
- Call the District Office at 530-406-3202.
- Contact the custodial parent/guardian of the missing student.

Abduction

- Call **911**, provide suspect/vehicle information.
- Call the Superintendent's Office at 530-406-3202.
- If an abduction is witnessed by others, detain and isolate witnesses from each other for interviews with the Administrator/law enforcement.

Staff's Responsibilities

Missing Student(s)

- Notify the Administrator.
- Assist the Administrator with questioning friends/classmates.
- Maintain control of the remaining students.

Abduction

- If an abduction is witnessed by others, detain and isolate witnesses from each other for interviews with the Administrator/law enforcement.
- Do not place yourself or students in harm's way.

After Hours' Responsibilities

- Same as *Administrator's Responsibilities*.
- Call the Superintendent's office at 530-406-3202 for further direction.

Armed Subject, Armed Robbery Or Hostage Reportable Incident

Follow these procedures within the building whenever a person:

- Has a weapon.
- Says they have a weapon.
- Is holding another person against their will.

Building Moves to "Lockdown" Procedure Immediately.

Overall Procedures

- Call **911**.
- Notify the Administrator. Relay accurate information.
- Where in the building is the event occurring?
- How many are involved (perpetrators and hostages)?
- What demands, if any, have been made?
- Is anyone injured?
- Render the appropriate assistance.

Administrator's Responsibilities

- Immediately declare "lockdown."
- Call **911**.
- Escort any students in hallways to a safe location.
- Isolate the **lockdown** area.
- Await the arrival of the emergency responders.
- Provide assistance as needed.
- Coordinate with the police/EMS personnel.
- Call the Superintendent's Office at 530-406-3202.
- Mobilize the Crisis Management Team.

Staff's Responsibilities

- If a weapon has been seen, follow the above procedures.
- Close and lock your classroom door.
- Identify missing/additional students, notify administration as possible
- If directed to leave your classroom, take your class record book with you, if possible.
- Do not attempt to contact the office unless you have pertinent information or require immediate medical attention.
- Await further instructions from the Administrator.

After Hours' Responsibilities

- Same as *Administrator's Responsibilities*.
- Call the Superintendent's office at 530-406-3202 for further direction.

Earthquake Reportable Incident

Administrator's Responsibilities

- Evacuate with an Emergency bucket/bag to the evacuation meeting site.
- Initiate components of the Incident Command System as needed (maintenance/security, search and locate, first-aid, etc. as necessary for the severity of the situation).
- Account for all students and staff to the incident commander, detailing missing or injured students/staff.
- Call **911** for students/staff with injuries.
- Call the Superintendent's Office at 530-406-3202.
- Work with local fire, police agencies to secure the scene, if needed.

Staff's Responsibilities

- Instruct students to protect their face and head from flying debris with arms, coats, books, etc.
- Take cover under a desk or table.
- Stay in position until the building tremors and/or flying debris ceases.
- When the earthquake tremors stop, assess student/staff injuries.
 - If necessary, call 911 and administer first-aid until help arrives.
- Remain calm.
- If the fire alarm sounds or is advised by the school administrator, evacuate a safe distance from the building, following standard evacuation procedures.
- Students who are injured and cannot be moved should be left in the classroom.
 - Teachers should remain with the injured students, having a "buddy" teacher take their class to the evacuation point.
- Do not allow students to re-enter an area after being evacuated.
- All missing or injured students should be reported to the school administrator and the evacuation meeting sites.

After Hours' Responsibilities

- Document and report incident.
- Have victims complete an Incident Report Form.
- If physical injury occurred, assist with first-aid, if needed and call police.
- Call the Superintendent's office at 530-406-3202 for further direction.

Severe Weather/Flooding

Administrator's Responsibilities

- Administrators should monitor developing weather conditions.
- If conditions warrant, the following protective measures should be taken:
 - Determine whether any utilities need to be shut off for safety.
 - Identify safe areas of campus.
 - Order students and staff to proceed to the 'shelter in place' area.
- If there is a medical emergency call **911**.
- Call the Superintendent's Office at 530-406-3202.
- Administrator announces when students/staff are to return to their rooms.
- If damage has occurred to the building, the Administrator is to evacuate the affected areas/campus.
- Discourage the release of students until the severe weather passes.

Staff's Responsibilities

- Follow directions to shelter in place, or proceed to other areas of the campus, directed by the school administrator.
- If the classroom becomes flooded, follow evacuation directions from the school administrator.
- Account for all classroom occupants.
- Remain calm.
- Close windows and doors; do not lock.
- If there are high winds, direct students to stay away from windows.
- Wait for "All Clear" to end shelter in place protocols.
- **If moving to a different location:**
 - Take your record/attendance book and "Emergency Response Flipchart."
 - Report to your designated area and call roll.
 - If you have additional or missing students, notify the Administrator/emergency responders.
 - Await further instruction from the Administrator.
 - Return to your designated area when "All Clear" is announced.

After Hours' Responsibilities

- Monitor developing weather conditions.
- Call the Superintendent's office at 530-406-3202 for further direction.
- If conditions warrant, protective measures should be taken.
- Order students and staff to proceed to the shelter in place area.
- If there is a medical emergency, call **911**.
- If damage has occurred to the building, evacuate the affected areas/campus.

Fire Reportable Incident

Administrator's Responsibilities

- Evacuate the building by using the fire alarm.
- Call **911**; give the specific location, if known.
- Determine if students/staff need to evacuate campus, request transportation to the designated site.
- Call the Superintendent's Office at 530-406-3202.
- Clear exterior access to the building for emergency personnel.
- Assist the fire department with locating the utilities.
- Ensure the building is evacuated.
- Signal an "All Clear" when appropriate.

Staff's Responsibilities

- Close windows and doors; Keep Door Locked.
- Be alert to assist any student with a disability, if needed.
- Evacuate students quietly and in an orderly fashion.
- Bring Emergency Response Flipchart and class roster.
- Report to your designated area and call roll; utilize missing students form.
- Report any missing students to the Administrator.
- Return to the building only after the building Administrator or fire department gives the "All Clear" signal.

After Hours' Responsibilities

- Evacuate the building by using the fire alarm.
- Call **911**; give a specific location, if known.
- Call the Administrator of Communications at 530-406-3202
- Assist the fire department in locating the utilities(If appropriate)
- Ensure the building has been evacuated.
- Reoccupy the building when given an "All Clear."

NOTE:

- If arson is suspected, inform the responding police/fire personnel.
- Assist the police/fire department.
- Help locate any possible suspect and/or witness(es).
- If the fire was extinguished, still report the fire to the fire department for investigation.

**Bomb Threat Procedures (Device Located)
Reportable Incident**

Overall Procedures

- Upon discovery of a suspicious device, immediately notify the Administrator.
- If a device is located in a classroom, immediately and calmly evacuate.

**UNDER NO CONDITION ATTEMPT TO TOUCH
OR MOVE THE DEVICE.**

**TURN OFF CELL PHONES OR ELECTRONIC DEVICES —
THEY CAN ACTIVATE EXPLOSIVE DEVICES.**

Administrator's Responsibilities

- Upon notification of a device located:
- Don't forget, there may be more than one device.
- Call **911**; use only landlines.
- Call the Superintendent's Office at 530-406-3202,
- Activate Bomb Threat Response Protocol.

Staff's Responsibilities

- Call school office on school telephone, not a cell phone.
- Wait for decision on whether to **lockdown** or evacuate.
- If **lockdown** is ordered, follow **lockdown** procedures.
- If **evacuation** is ordered, follow **evacuation procedures** as directed by the Administrator.
- Staff should look for and report all suspicious objects to the Administrator immediately.
- Once evacuated, stay in your designated areas until you are told it is safe to return to the building.

After Hours' Responsibilities

- Same as *Administrator's Responsibilities* except do not call the District Office.
- Call the "On-Call" Supervisor for further direction (530-308-1115)

BOMB THREAT CHECKLIST (IF RECEIVED VIA PHONE)
Reportable Incident

Bomb Threat Checklist (Phone)

- **Stay Calm.** Take a deep breath and focus on what the caller says.
- **Keep the caller on the phone** as long as possible.
- **Ask the questions** in the bomb threat checklist, at right.
- **Complete the Bomb Threat Checklist** on this page.
- **Immediately contact the designated Administrator who will call 911.**
- **Cell phones and electronic devices must not be used.** They can trigger some types of bombs.
- **DO NOT TOUCH** anything suspicious.
- **Lockdown** the building according to instructions from your Administrator.

Bomb Threat Checklist (Phone)

- (Make copies of this page for reporting purposes and retain a copy for school file.)
- Date of call:
- Exact time of call:
- Exact words of caller:
- Person receiving call:
- Telephone number call received at:

QUESTIONS TO ASK CALLER:

- When is the bomb going to explode? _____ a.m./p.m.
- Where is the bomb?
- What does the bomb look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb? Yes/No
- Why?
- Where are you calling from?
- What is your address?
- What is your name?

BACKGROUND SOUNDS

Use back of form to describe sounds.

- Street noises
- Factory Machinery
- Phone Booth
- Animal Noises
- Voices
- Clear
- PA System
- Static
- Music House noises
- Long distance
- Local call
- Office machinery
- Motor
- Other:

CALLER'S VOICE

If voice is familiar, whom did it sound like?

Sex:

- M
- F

Age:

- Accent
- Well spoken (educated)
- Incoherent
- Taped
- Foul Language
- Irrational

THREAT LANGUAGE

- Message scripted by threat maker
- Normal Loud
- Calm Broken
- Slow Sincere
- Crying Giggling
- Slurred Angry
- Stutter Rapid
- Deep Stressed

Other:

Evacuation Procedures - Utility Emergency
EVACUATION PROCEDURES

Administrator's Responsibilities

- Signal an evacuation from the building by using the fire alarm.
- Involve other staff as necessary.
- Call **911**
- Call the Superintendent's Office at 530-406-3202.
- If an off-site evacuation is needed, request transportation at (530-406-5980) to the designated site.

COORDINATE YOUR EFFORT WITH CENTRAL OFFICE
AND EMERGENCY RESPONDERS.

Staff's Responsibilities

- Follow the evacuation routes posted in the room unless otherwise advised.
- Take your record/attendance books, your "Emergency Response Flipchart" and exit to the designated evacuation location.
- Close your classroom doors when leaving the room.
- Once outside, take attendance.
- Report missing student(s) ASAP to the Administrator/Emergency Responder.
- Remain with classes and await further instructions from the Administrator.

After Hours' Responsibilities

Same as Administrator's *Responsibilities*, except do not call the District Office.

Utility Emergency

A utility emergency constitutes any of the following:

- Water Leak
- Gas Leak
- No Heat or Air Conditioning
- Power Outage
- Hazardous Materials
- Sewer Back-Up, and
- Telephone Down

Administrator's Responsibilities

- Identify the problem and location.
- Notify District Maintenance & Operations at 530-406-5930 so that they can call the utility company.
- Call the Superintendent's Office at 530-406-3202.
- Meet with the Head Custodian and/or M&O to determine the extent of situation and subsequent actions.
- Notify faculty, staff, students and/or families as appropriate concerning information regarding power outages, dangerous situations, utility failures, or information concerning the closing of the school due to power outage.
- If necessary, order the evacuation of an affected building to ensure the safety and welfare of the occupants due to special circumstances which may exist as a result of the emergency (primarily natural gas leaks).
- Keep the district office informed and consult with the Superintendent or designee on whether to keep the school open or close the school, if appropriate.
- If one part of the building is affected by the emergency, find alternate locations.

Staff's Responsibilities

- Notify the Administrator.
- Evacuate students to an alternate location, if necessary.
- Wait for further instructions from the Administrator.

After Hours' Responsibilities

- Same as *Administrator's Responsibilities*.
- Call the Superintendent's office at 530-406-3202 for further direction.

**Gas Leaks
Reportable Incident**

Do not operate electrical devices or cell phones.

Administrator's Responsibilities

- Call **911**.
- Contact the Custodian.
- Contact the Maintenance Department to address the problem.
- **Do not turn on or off electrical switches, devices or cell phones.**
- Evacuate the building immediately.
- Call the Superintendent's Office at 530-406-3202
- If students/staff need to evacuate the campus, request transportation to the designated site.
- Signal "**All Clear**" when appropriate.

Staff's Responsibilities

- Notify the Administrator-in-Charge.
- **Do not turn on or off electrical switches, devices or cell phones.**
- Evacuate the building immediately.
- Await further instructions.
- When the "**All Clear**" is announced, re-occupy the building.

After Hours' Responsibilities

- Call the Superintendent's office at 530-406-3202 for further direction.
- Do not turn on or off electrical switches, devices or cell phones.
- Ventilate the area via opening windows/doors.
- Assist the gas company in the location of the leak.
- Keep the building Administrator advised of the situation.