
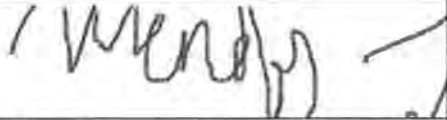
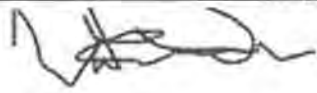

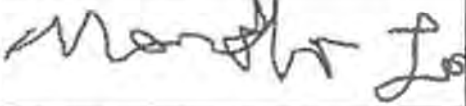
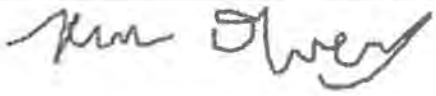


# Comprehensive School Safety Plan

**2022-23  
School Year**

**School:** Freeman Elementary School  
**CDS Code:** 57727100000000  
**District:** Woodland Joint Unified School District  
**Address:** 126 N. West St.  
Woodland, CA 95695-2614  
**Date of Adoption:** **September 30, 2022**

**Approved by:**

Name	Title	Signature	Date
Eduardo Gonzalez	Principal		9/30/22
Wendy Gomez	ELAC President- Parent		9/30/22
Virydiana Alcantara	SSC Chair- Parent		9/30/22
Marta Neilson	Teacher		9/30/22
Martha Lopez	Teacher		9/30/22
Kim Oliver	TEacher		9/30/22

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## Important Emergency Numbers

### FOR ANY EMERGENCY

#### Community Numbers

Police Department ( <i>non-emergency</i> )	530-666-2411
Yolo 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)**

### **Freeman Elementary School Safety Committee**

The safety committee is comprised of School Site Council parents, teachers, and staff members. Together the safety committee meets to review, plan and execute appropriate actions in creating a safe and orderly place for all students. During 2020-2021 Freeman Elementary School also created a COVID-19 prevention plan in addressing the protocols that promote students' safety. Since then COVID-related safety guidance is routinely communicated to the school as this is fluid and constantly changing. Freeman follows the direction of the school district in terms of COVID safety. This safety team also meets regularly as guidelines from health agencies may be evolving as new information arrives.

### **Assessment of School Safety**

The school climate is a positive one as there is a family atmosphere at Freeman. Each morning begins with some "Words of Wisdom" that are announced via the intercom to frame students' day. Freeman also is using the Second Step Curriculum to supplement our social-emotional curriculum as we feel that there is a greater need to assist with students' emotional status. Freeman has systems in place so that every student can receive the help that they need in order to thrive such as the Tier 2 meetings and Tier 3 meetings. Additionally the addition of a behavior coach and social worker support students and families. During these meetings, the Tier 2 and Tier 3 teams identify students who have been struggling and identify additional supports to assist him/her. In the past, Freeman has received a Tiered Fidelity Score (TFI) score of 100% on Tier 1 interventions and 96% on Tier 2 interventions. This score indicates that Freeman has many practices in place school-wide designed to better assist students when they may be struggling. Additionally, on the California Dashboard Freeman scored the second-highest color (Green) in terms of suspensions and overall there are minimal suspensions at Freeman. Based on student survey data, Freeman would further like to ensure that students have a trusted adult who they can report when there is a problem. Currently, 78.4% indicated that they have a trusted adult at Freeman with who they can discuss their problems. During a discussion at a Youth Advisory Council meeting students indicated that they may not trust the adult because they fear that they will call their parents. There are some issues where they would rather not get their parents involved. ELAC parents contradicted what the students remarked as they want to know of every issue that occurs at school. Regular review and assessment of the current safety needs will be conducted regularly, as well as new protocols for going to recess and/or eating in the cafeteria. Every year the school will report the status of its school safety plan implementation. In addition to this safety plan, Freeman also has a COVID-19 prevention plan that will serve as a guide for reopening schools.

### **Summary of Student Input/Participation**

In determining the needs of the school community student, teacher, and parent surveys were conducted as well as a student focus group. The findings were also shared with the Youth Advisory Council. There were a total of 19 Freeman staff members, 216 students, and 15 parents who completed the safety survey. Additionally, 2 focus groups were conducted totaling 13 students in grades kindergarten through sixth. From the data collected it was determined that students felt that while more students are treating each other with respect when compared to last year there are still some students who are not. Students also indicated that one item that makes them feel unsafe is the spiderwebs that are in the school bathrooms. Students also wanted an anonymous way to report bullying behaviors. Students also indicated that some of the things that include them feeling safe are: the locked fence around the perimeter of the school, locked classrooms during the school day, and the fact that multiple adults are visible and supervising them. During the focus group, one student commented, "At my other school there were many fights because there were only 2-yard duty staff members." Students seemed to equate seeing trusted adults supervising them with being visible. Based on the surveys and focus groups Freeman added a Bullying Reporting tab to its webpage so that students/families can anonymously report any bullying behaviors. We are also working with the custodial staff to ensure that spiderwebs are routinely monitored and taken down as some students have a fear of spiders. We will also continue to be more visible as students expressed that this is one reason why they feel safe. Also, teachers and staff enjoyed the Active Shooter ALICE training that was led by Woodland Police Department. During a SSC meeting, a review of the safety plan was conducted and a suggestion that was offered was to also have a plan of action in addressing students' feelings after an emergency situation as some students may be frightened. While some students may show signs of being scared other students may not show signs and may stay quiet therefore addressing all students is an area of importance. The SSC along with staff members will work on developing a plan of action for Freeman students.

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

The Woodland Joint Unified School District is 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, Center for Disease Control, Yolo County Public Health)
- Consultation with risk management specialists (Cal OSHA)
- Continuing education and training of school staff (ALICE, CPR, COVID prevention training, Bullying Prevention & Intervention)
- 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 the Comprehensive School Safety Plan (Yearly review of the plan(activities) done by school site safety/SSC teams)

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 <http://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 that 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 that 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: [www.gamutonline.net/district/woodland/](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: [www.gamutonline.net/district/woodland/](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 adornments 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 [www.gamutonline.net/district/woodland/](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 the 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.

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
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

**Component:**

Decrease the number of Chronically absent

**Element:**

Creating a physical environment that ensures school-wide safety.

**Opportunity for Improvement:**

Monthly reports will be generated to identify if Freeman is on track to decrease the number of students classified as chronically absent.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease the number of students classified as chronically absent from 31% to at least 25%.	Conduct calls with families and Tier 2 meetings. Review with families what chronically absent means and review each child's rates as a school.	CAFE Specialist, Attendance Clerk, Teachers, Data Dashboard	Eddie Gonzalez	Chronic Absenteeism rates
Increase the number of students who indicate that they feel safe or very safe at school from 92.7% to 95% or greater.	Use Second Step to teach social/emotional lessons. Ensure that all lessons are taught through reports.	Time in class to teach replacement behaviors	Teachers	Reports
Promoting more random acts of kindness at the school.	Youth Advisory Council will receive training on promoting random acts of kindness by Rachel's Challenge staff.	SPSA	Erika Rodriguez, Steve Guerrero, Julia Logan	Minutes from meetings/ PBIS Rewards Points

**Component:**

Teachers will accelerate or reteach enduring, grade-level standards to ensure student mastery.

**Element:**

Creating a rigorous environment that ensures a sense of urgency.

**Opportunity for Improvement:**

The number of successfully completed SMART goals will be used as evidence.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Work with YCOE to strengthen our PBIS supports.	Teachers will have class meetings that focus on Social/Emotional Learning (Tier 1 supports). Teachers will also have collaborative time to focus on their 1st-best teaching to capture as many students during instruction.	Class time/ Online access to Second Step/ and Sanford Harmony.	Teachers	We will measure the number of students who have been identified as requiring additional assistance for behavioral issues and identify if there is a decrease.
Ensure to provide both Academic and Emotional Supports to students.	Tier 2 meetings will be conducted as well as achievement data will be "Kid by Kid, Skill by Skill."	WIN (What I Need) Time or reading intervention time.	Teachers	Identify if math and ELA achievement increased through I-ready and/or state testing.
Ensure that there is an increase of PBIS Rewards Points given to students (1000 Points by each staff member).	Ensure that all staff including substitutes have access to PBIS Rewards.	PBIS Rewards Program	Teachers	Identify if math and ELA achievement increased from the previous year.

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

**Freeman Elementary School Student Conduct Code**

See Below

## Conduct Code Procedures

The student discipline code applies to all students attending school in the Woodland Joint Unified School District including the following circumstances: (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity. Where appropriate, discipline should be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. Except where specified by Education Code Section 48900.5, a student may be suspended only when there has been a determination that other means of correction have failed to bring about proper conduct or that the student's presence causes a danger to persons.

The student discipline code also applies to: (1) all school-related trips and excursions approved according to governing board standards; and (2) optional District educational programs such as: (a) summer school; (b) after-school programs; and (c) pre-kindergarten or preschool programs. At the principal's discretion, a student with documented discipline problems not requiring expulsion may be removed from the remainder of an optional educational program. Before a removal occurs, the parent will receive a written notice and an opportunity to be heard in front of the principal or principal's designee.

## Consequences and Interventions

Understanding that consequences and interventions represent "teachable moments" is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of pro-social behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform discipline code for the District; it is expected that this code would be followed and consistently enforced throughout the Woodland Joint Unified School District. All District staff that are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner and to place emphasis on the student's ability to grow in self-discipline. To correct the behavior of any student who is subject to discipline, the principal/designee should, to the extent allowed by law, first use an alternative(s) to suspension. Except for single acts of a grave nature or multiple offenses, suspension or expulsion is used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to persons. All District staff are to assure due process for students. When choosing interventions and consequences for a student's behavior, District staff should consider the following factors:

1. Age, health, maturation, and disability or special education status of the student
2. Student's prior conduct and record of behavior
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on the overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

## 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
- Establish a positive relationship with students
- Seat change
- Pre-correction and redirection
- Role play replacement behavior
- Establish a buddy teacher system
- Parent/guardian accompany the student in the 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
- Refer to TSS/Individual Education Plan (IEP)/504 team
- Increase positive recognition
- Collaborative problem solving
- Establish a positive relationship with students
- Refer to substance abuse intervention
- Mentoring
- Develop/revise a 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)
- Develop/revise a 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
- Manifestation determination (IEP only)/504 compliance review
- Develop/revise a 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
- Manifestation determination (IEP only)/504 compliance review
- Alternative educational placement

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct.

Consequences should be paired with appropriate intervention. The following levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner.

### PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*). Issues related to gangs need to focus on behaviors.

Problem Behavior Level 1 Level 2 Level 3 Level 4 Level 5 Required Law Enforcement Notification

#### Absence from Class or School

- Tardiness
- Cutting Class
- Excessive absences/truancy

#### Bullying

- Intentional Physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 (r))
- Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 (r))
- Engaged in, or attempted to engage in, hazing as defined in law (EC 48900 (q))

#### Contraband – Tobacco

- Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))
- Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h))
- Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))

#### Contraband – Alcohol and Intoxicants

- Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c))\*
- Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))

#### Contraband – Controlled Substances

- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))
- Possessed or under the influence of a controlled substance (EC 48900 (c))\*
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900 (p))
- Used or administered a controlled substance (EC 48900 (c))
- Unlawfully offered, arranged, or negotiated to sell and delivered a “look alike” represented as a controlled substance, alcoholic beverage or other intoxicant (EC 48900 (d))
- Sold a controlled substance (EC 48915 (c)(3))

#### PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student’s presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*). Issues related to gangs need to focus on behaviors.

Problem Behavior Level 1 Level 2 Level 3 Level 4 Level 5 Required Law Enforcement Notification

#### Contraband – Weapons

- Possessed an imitation firearm (EC 48900 (m))
- Possessed a knife or other dangerous object (EC 48900 (b))\*
- Sold or otherwise furnished any knife or other dangerous object (EC 48900 (b))
- Brandished a knife at another person (EC 48915 (c)(2))
- Possessed an explosive as defined in federal law (EC 48915 (c)(5))
- Possessed, sold, or otherwise furnished a firearm (EC 48915 (c)(1))

#### Contraband – Other Items

- Possession of unauthorized items not otherwise included in this code
- Unauthorized sale or distribution of goods not otherwise included in this code
- Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (EC 48900 (a)(1), (c), (d), (k))\*

#### Disruption

- Engaged in behavior causing an interruption during class or other school activity
- Ran, made excessive noise, or loitered in a hallway or between classes
- Engaged in gambling
- Repeated and chronic behavior that creates an environment preventing teaching and learning (EC 48900 (k))
- False activation of a fire alarm (EC 48900 (k))
- Caused a major disruption to the atmosphere of order and safety in the school, such as a riot (EC 48900 (k))

#### Dress Code Violation

- Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP 605.01, Pupil Dress and Grooming
- Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment (EC 48900 (k))

#### PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student’s presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*). Issues related to gangs need to focus on behaviors.

Problem Behavior Level 1 Level 2 Level 3 Level 4 Level 5 Required Law Enforcement Notification

#### Harassment

- Minor annoying behavior or negative gestures toward other students
- Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff (EC 48900 (k))
- Intentionally engaged in harassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (Grades 4 – 8) (EC 48900.4)
- Harassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding (EC 48900 (o))

#### Immodest/Offensive Behavior

- Inappropriate display of affection
- Viewing or displaying obscene or sexually explicit content (EC 48900 (i))

- Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (EC 48900 (i))
- Sexual harassment; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (Grades 4 – 8) (EC 48900.2)
- Committed a sexual battery (EC 48915 (c)(4))
- Committed or attempted to commit a sexual assault (EC 48900 (n), 48915 (c)(4))

#### Lying/Cheating

- Lying to get self or others out of trouble
- Intentional lying to get another person(s) in trouble (EC 48900 (k))
- Cheating or plagiarism

#### Non-cooperative Behavior

- Trespassing: Unauthorized attendance at school activities
- Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity (includes failure to serve detention)
- Failure to follow directions leading to potential disruption or harm to self or others (EC 48900 (k))
- Failure to follow directions that directly leads to disruption or the harm of self or others (EC 48900 (k))

#### PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*). Issues related to gangs need to focus on behaviors.

Problem Behavior Level 1 Level 2 Level 3 Level 4 Level 5 Required Law Enforcement Notification

#### Physical Aggression

- Minor physical aggression
- Mutual fight (with little or no injury)
- Mutual fight (with moderate physical injury) (EC 48900 (a)(1))
- Attack on student, attempting to cause physical injury (EC 48900 (a)(1))\*
- Aides or abets in the infliction or attempted infliction of physical injury (EC 48900 (1))
- Caused or attempted to cause or participated in an act of hate violence (Grades 4-8) (EC 48900.3)
- Attack on student, causing physical injury (EC 48900 (a)(1))
- Willfully used force or violence upon the person of another, except in self-defense (EC 48900 (a)(2))
- Caused serious injury to another person, except in self-defense (EC 48915 (a)(1))
- Unintentional, incidental physical contact with school personnel
- Unintentional striking of a staff member who is intervening in a fight or other disruptive activity (EC 48915(a)(5))\*
- Intentional assault or battery upon any school employee (EC 48915 (a)(5))

#### Property Misuse/Damage

- Minor or accidental damage
- Attempted to cause damage to property (EC 48900 (f))
- Caused damage to property (EC 48900 (f))
- Breaking and entering on District property (EC 48900 (f))
- Set fire to property (EC 48900 (f))

#### Stealing/Possessing Stolen Property

- Stole school or private property (EC 48900 (g))
- Knowingly possessed stolen property (EC 48900 (l))
- Attempted to commit robbery or extortion (EC 48900 (e), 48915 (d))\*
- Committed robbery or extortion (EC 48900 (e), 48915 (d))

#### Tantrum

- A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention

## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*). Issues related to gangs need to focus on behaviors.

Problem Behavior Level 1 Level 2 Level 3 Level 4 Level 5 Required Law Enforcement Notification

### Technology Violation

- Violation of school rules regarding use of personal technology not resulting in harm
- Violation of District's Acceptable Use Agreement for using District technology not resulting in harm
- Using District technology without permission
- Repeated violations of school rules, District Acceptable Use Agreement, or using District technology without permission (EC 48900 (k))
- Use of Electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person (EC 48900 (r))

### Verbal and Written Aggression

- Yelling or using aggressive language towards another student
- 
- Minor name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff (EC 48900 (k))
- Repeated name calling or teasing, whether written or verbal towards other students despite directions to stop by staff (EC 48900 (k))
- Use of profanity or vulgarity not directed at others (EC 48900 (k))
- Habitual use of profanity or vulgarity (EC 48900 (i))
- Threatened to cause an act of hate violence (EC 48900.3)
- Threatened to cause physical injury (EC 48900 (a)(1))\*
- Made terroristic threats against school officials or school property or both (EC 48900.7)
- Spreading rumors/Excluding someone



**(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: [www.gamutonline.net/district/woodland/](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 the governing board by March 1st of each year.

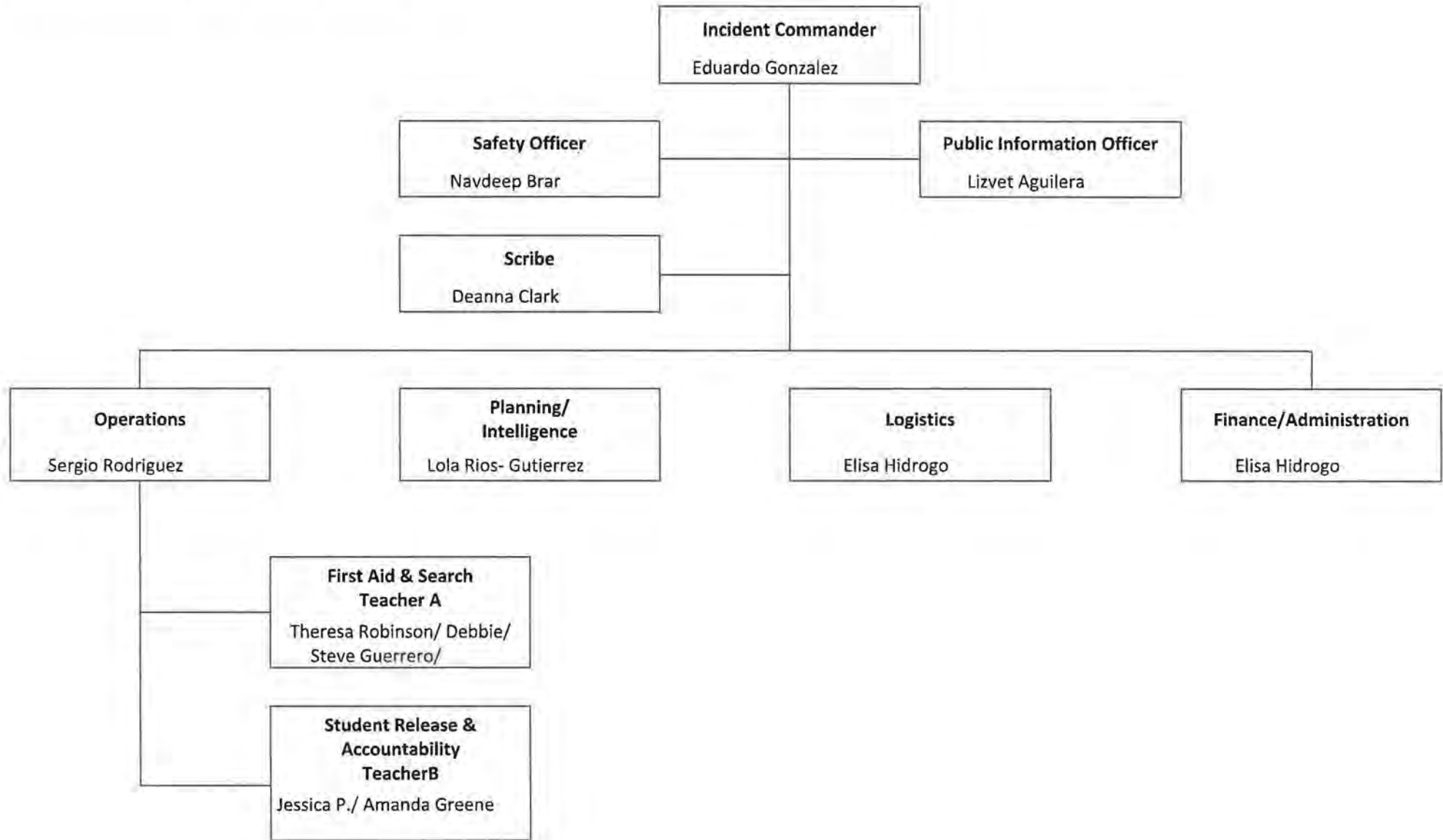
The Board reviews the comprehensive District and School safety plans in order to ensure compliance with state law, Board policy, and Administrative Regulation and approves the plan at a regularly scheduled meeting of the Board.

## 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)
Parent, Teacher and Student Surveys and Student Focus Groups	On going	Agendas, notes, and Minutes are available for review in the principal's office.
Staff Safety Drills Procedures/Protocols Training	Ongoing	Agendas, notes, and Minutes are available for review in the principal's office.
Conduct Safety Drills	Fire Drills, Duck and Cover Drills Lock Down Drills, are all embedded in our school-wide teach-tos which are reviewed with students at least 4 times per year (In-Person). Here is a list of our scheduled dates for 2022-23. 10/24/22- Earthquake 1/9/23- Earthquake 3/10/23-Earthquake 6/1/23- Earthquake 11/30/22- Lockdown 12/15/22- Lockdown 3/30/23- Lockdown 4/27/23- Lockdown 9/6/22- Fire 10/4/22- Fire 11/16/22- Fire 12/8/22- Fire 1/30/23-Fire 2/14/23- Fire 3/9/23- Fire 4/18/23- Fire 5/23/23- Fire	Agendas, notes, calendar invites, and Minutes are available for review in the principal's office.
Debrief Safety Drills with staff	Ongoing	Agendas, notes, and Minutes are available for review in the principal's office.
School Site Council/School Safety Teams Review/Approves Safety Plans	9/21/22 5:30-6:30 pm	Agendas, notes, and Minutes are available for review in the principal's office.
Review Safety Plan with ELAC families.	9/21/22 from 8:15 am-9:15 am	Agendas, notes, and Minutes are available for review in the principal's office.

Freeman Elementary School Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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