

Comprehensive School Safety Plan

2022-23
School Year

School: Douglass Middle School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Address: 525 Granada Dr.
Woodland, CA 95695
Date of Adoption: 10/6/22

Approved by:

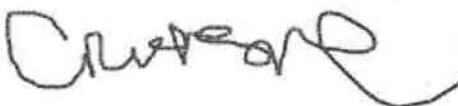

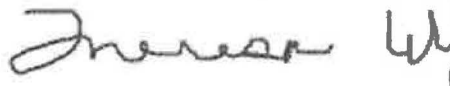

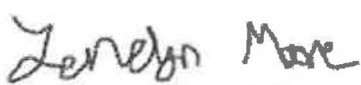
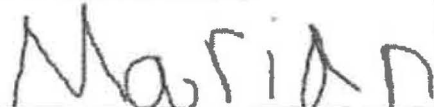

Name	Title	Signature	Date
Cristina Morel	Principal		10/6/2022
Christopher Minor	SSC Secretary/Teacher		10/6/2022
Theresa Wyles	SSC Chair/Teacher		10/6/2022
Stephanie Wilson	Resource Officer		10/6/2022
Londyn Moore-Hops	SSC Student Rep		10/6/2022
Mariana Beltran	SSC Student Rep		10/6/2022
Manreet Dhadwal	SSC Student Rep		10/6/2022

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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)

Douglass Middle School Safety Committee

Heidi Ramey - VP, Stephanie Wilson - School Resource Officer, Sylvia Gutierrez - Office Manager, Claudia Ezrre - VP Secretary, Lynne Olsen - School Nurse, Bill Williams - Lead Custodian, Darkenyan Morgan - Campus Monitor, Erin Doolittle - Speech Therapist, Paula Loya - Teacher, Catherine Bratton - Teacher, Julia Hernandez - Parent, Manreet Dhadwal - Student

Assessment of School Safety

School safety data will be gathered from a variety of sources throughout the school year: weekly review with the Tier II team, monthly review of discipline data, meetings with Site Leadership, the Tier I and staff meetings. Additional data is collected from student surveys, California Healthy Kids Survey, California School Staff Survey, and California School Parents Survey.

The School Safety Committee determined that there were concerns regarding physical, emotional/mental, and digital safety at Douglass Middle School to be addressed.

Physical concerns include the lack of security fencing around the campus, students crossing the street multiple times per day, areas of campus without video surveillance/supervision, and potential areas of concern on campus for students to engage in unsafe behavior or incidents to happen. The California Healthy Kids Survey data also indicated that students are engaging in risky behaviors with drugs, alcohol and tobacco/vaping. Schoolwide discipline data shows that physical and verbal altercations was problematic during the 2021-2022 school year.

Emotional/Mental concerns are the mental health and wellness of all of our students and staff, and a need for additional training and/or support to provide the assistance needed to students experiencing a crisis, as well as students learning problem solving and interpersonal skills when it comes to conflict.

Finally, the discussion also included the topic of keeping students safe digitally while they are on campus, and teaching them how to use technology in a way that is safe and does not compromise their identity or open them up to potential harm.

Summary of Student Input/Participation

Students take the annual Healthy Kids Survey in their 7th grade classes. This survey covers a broad range of healthy attitudes, beliefs, and experiences including school safety, bullying, drug and alcohol use and social emotional health. Information from that survey is provided to schools and is used to gather data that has been used to help guide and inform this safety plan. Additionally, informal conversations with students regarding incidents on campus is used regularly to address safety concerns with the students, staff, and families. The School Safety Committee has a student member as well who has had opportunity to participate in discussions regarding school safety and who will continue to provide feedback and student perspective to all future meetings and discussions of the Safety Committee. Douglass Middle School benefits from a Youth Advisory Council which meets monthly to discuss aspects related to the school, and helps to inform decisions and conversations, including those around school safety. The Douglass Youth Advisory Council (YAC) gave input specifically on planned safety drills. Students shared that some of the drills are effective, namely, earthquake, fire, and lock-in, but lock-out drills are not as effective because not all students take them as seriously as they should. Students shared that to make safety drills more effective they should occur more frequently and to give more specific directions ex. "Get under the table." should be changed to "Get under the table and put your hands over your head to protect it." Another suggestion is that more specific directions during drills would ensure that all teachers were providing the same information- this could be achieved by providing scripts to all teachers to use during the drills. YAC students also suggested that informational posters, but not those made by students, be hung around campus to educate students about safety drills and their purpose. Overall, students felt that drills are necessary, and with a little bit of effort, students will take them more seriously and thus be better prepared for an emergency.

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

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

- Consultation with local public safety agencies (Woodland Police Department/Woodland Fire Department)
- Consultation with risk management specialists (Cal OSHA, SIA)

- Continuing education and training of school staff (technology training for teachers and support staff)
- Inspections and evaluations of school facilities (Cal-OSHA WJUSD IIPP Evaluation Process/Protocol)
- Evaluation of safety-related policies and procedures
- Annual review and revision of Comprehensive School Safety Plan (Yearly review of plan(activities) done by school site safety/SSC teams)

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.

In order to provide a comprehensive look at school safety, DMS administration and school staff look at discipline data, responses to surveys, and the activities and opportunities provided to all students that help to build a sense of community and connection to their peers and adults on campus, with a focus on the physical, emotional/mental health, and digital safety of our students.

Physical Safety:

Security Fencing - There is an identified need for security fencing for the perimeter of Douglass Middle School. As the district works to move forward with a plan to provide security fencing for the campus, Douglass Middle School staff works to keep the campus safe. Two security monitors are on campus at all times of the school day providing eyes and ears on campus to potential uninvited guests, as well as watching for students who may decide to leave campus in the middle of the day. Surveillance cameras are also located around the campus and are positioned to record the events that unfold on campus. Staff have been instructed to keep exterior doors closed and locked during the school day and frequent checks of the hallways ensure compliance to protect the safety and security of the students and staff while on campus.

Street Crossing - Douglass Middle School has a unique layout, with classes on two sides of a major thoroughfare within the city limits. Every student throughout each day crosses the street at least twice. This amounts to hundreds of crossings each hour. Staff monitor and support students crossing the street in a safe manner during the school day by monitoring the crosswalk located on College Avenue between the E-Wing and the PE Department. Students who are in the music classes, located in the music building on the west side of College Avenue, must also cross at this location. After the school day, staff is out along Granada street to support students and families in picking up their students. Students crossing Granada are required to use the crosswalks to help avoid accidents.

Video Surveillance - Security cameras have been ordered to replace and provide additional coverage of video surveillance on campus. Aging technology and infrastructure has been an ongoing project to support the new cameras going in by the end of the calendar year. New technology will help provide additional views of previous gaps in camera viewing angles. Additional support for audio recording is expected to be included with this new technology.

Alcohol/Drug Use - The California Healthy Kids Survey (CHKS), taken in the Spring of 2022, had some surprising results. 9% of seventh grade respondents (now 8th grade students) reported Alcohol and Drug use, with 7% indicating they had consumed at least one full alcoholic beverage. 8% of respondents indicated that they had used marijuana, inhalants, or prescription medications to "get high", and 4% indicated they had used Alcohol or drugs in the previous 30 days. Even more surprising was the perceptions of students regarding the harm done by alcohol, drugs, and tobacco/vaping. 33% of seventh grade students reported that there would be "no" harm drinking 5+ drinks 1-2 times per week. 32% indicated that there would be "no harm" to occasional marijuana use, and 32% indicated a perception of "no harm" for daily marijuana use. Between 20-30% of respondents indicated that it would be "fairly easy" or "very easy" to obtain alcohol, marijuana, and prescription drugs.

Tobacco and Vaping - According to the CDC, while studies have shown a decline in the use of tobacco over the last couple of decades due to a number of prevention and education strategies overall, it is widely known that vaping is a growing trend among middle and high school students. CHKS results indicated that nearly 1/3 of all seventh grade students at DMS perceived "no harm" to occasional cigarette smoking, smoking 1+ packs per day, vaping tobacco/nicotine products occasionally, or vaping tobacco/nicotine products several times per day (100+puffs/day). 21% of students indicated that it would be "easy" or "fairly easy" to obtain cigarettes, while a whopping 38% of students surveyed indicated it would be "easy" or "fairly easy" to obtain vape products. Nearly 1/4 students surveyed indicated they "do not know" if the school or district banned the use of tobacco products and vaping on campus.

DMS continues to work to educate students on the dangers of alcohol, drug use, and tobacco/vaping in classes and through counseling. Additionally, DMS uses the services of "Millie" the K-9 detection dog to screen classrooms and student belongings quarterly. Douglass staff partners with School Resource Officers in Woodland to provide additional support and information through the GREAT program and through work individually with students through summer programs and community events.

Fights and Violence at School - Disciplinary incidents returned to levels near those prior to the COVID-19 pandemic. It is important to note that the total number of Disciplinary Code Violations does not directly correlate with the number of incidents, due to some

incidents involving multiple disciplinary code violations. Nearly 28% of incidents were electronics violations, where students were using their cell phones or earbuds on campus during the school day. Other high-frequency, non-violent violations included classroom interruptions, refusing to follow directions, tardies, dress code violations, and using profanity. Of the 2,318 violations, 212 were for suspendable Ed Code violations (including 1 mandatory expulsion incident), accounting for 9.1% of all offenses, resulting in 343 days of suspension (In-School and Out-of-School). CHKS data indicated that nearly 10% of students reported feeling either "unsafe" or "very unsafe" at school. 27% reported that they had been harassed due to their race, ethnicity, national origin, religion, gender, sexual preferences or sexual identity. 19% reported having been "pushed, shoved, hit, slapped, or kicked" by someone who was not kidding around 2 or more times during the year. 30% of students reported having had sexual jokes, gestures, or commentary made toward them. 9% reported having been involved in a physical fight on campus, 10% reported having been threatened with harm or injury, while 4% reported having been threatened with a weapon. 9% of students surveyed reported that they saw someone on campus in possession of a knife, gun, or other weapon (not including law enforcement/SRO).

DMS staff continue to ensure that all students are aware of DMS rules and expectations. During the first three days of the school year for students, several activities were planned and taught by all teachers so that students received the same information across campus. On the first day of school, students worked on a scavenger hunt using the student planner/handbook to teach and reinforce the rules and procedures that students need to know right away. A schedule and Google Slides presentation was developed and teachers taught sections of the planner to each class on the first Monday of this school year. All staff consistently reinforce the school-wide behavior expectations that have been agreed upon- our belief as a school is that it is the responsibility of every adult to ensure that we are consistent in upholding expectations so that students can feel safe in their ability to follow the rules and make good choices. Our school-wide focus the first few weeks of school was to ensure that all students understand our rules and that the purpose of those rules is to keep everyone as safe as possible. Staff then review these rules and expectations upon the return from longer school breaks (i.e., Thanksgiving, Winter and Spring), as well as throughout the year when necessary. Faculty and staff work with students to mediate conflicts that arise on a regular basis when possible, and make attempts to alert families when their student is involved in an incident that potentially could escalate into a more serious altercation. Administration and staff partner with families to investigate reports of bullying and potential threats to the school community.

Social Emotional / Mental Health:

Based on discipline data, for the previous year, and results of the California Healthy Kids Survey (CHKS) our biggest need for this school year is to continue providing Social Emotional Learning (SEL)- campus-wide and be purposeful in developing relationships with students so that they feel adults care. The need to provide meaningful opportunities for students to build peer relationships and feel connected to school is apparent. This has been an area of need for the school and will continue to be a focus this year as well. Therefore an identified need is to make building relationships a priority for all students, in ALL classes, by using the Character Strong lessons in all departments and not just elective classes. Again this year, each department signed up for a month to teach lessons each Wednesday rather than teaching their content. Monthly lessons are aligned with the district SEL plan. Our Leadership students provide peer mentoring to identified students who are struggling academically or socially.

DMS is excited to have some additional professional resources this year to continue to grow our mental health supports and social emotional learning for the students. Joining our staff one day per week is a behaviorist for our general education population (in partnership with the behaviorist for our Special Education population), as well as a social worker and additional staff for group and individual counseling through partnerships with Northern Valley Indian Health and CommuniCare. The information and resources available to the staff, students and families will support the mental health and behavior of all the students enrolled at Douglass Middle School.

Planned ASB and WEB activities to build a sense of community and belonging amongst students and staff are as follows: Fun Fridays, Latino Heritage Month Festival, Movie Night, Spirit Week, Club Lion, Red Ribbon Week, Cans for Candy, Hats on Day, Holiday Grams, Academic Rally, Kindness Week, Valentine Grams, Wish Week and Day on the Green. Science/MESA Club, Garden Club, Drama Club and Anime Club run regularly to provide an extra curricular opportunity for students. Additionally, there is current ongoing discussion of adding an art club and potentially adding more as the year continues. A partnership with the City of Woodland provides afterschool activities in the Teen Pack program to students Monday through Thursday from dismissal to 5:30pm with planned enrichment activities each week. These programs help keep our students safe afterschool when supervision at home may not be available, as well as provide additional activities to support student engagement and foster connections with other individuals.

Staff continue to express feeling overwhelmed with the current demands of balancing student mental health needs and contractual job responsibilities, and wonder how they can be supported to ensure students' well-being as well as their own mental health. While

resources have improved slightly in this area, this continues to be an area of need to support staff wellness, which in turn, supports student wellness.

Digital Safety:

The School Safety Committee indicated that a growing issue with students is the responsible use of technology in daily interactions among their peers as well as with adults online. Students using cell phones, tablets, gaming consoles, and other devices to communicate with others risk opening themselves up to numerous risks and hazards. Online interactions among peers can lead to bullying (as experienced by a number of students last year according to disciplinary records and student statements), harassment, and unpleasant outcomes for all parties involved. Staff continue to provide instruction in appropriate technology use, model positive social and professional interactions online, and counsel students as needed when situations arise, providing intervention when appropriate and alerting administration and families when necessary. Digital Citizenship is taught in History classes at the start of the year- this teaches how to communicate with others while online and be part of the digital community, and being a good citizen while on the internet. LanSchool is a tool that teachers use to monitor students while online at school.

Other Strategies and Programs:

Douglass Middle School has created a Student Advisory Council two years ago, and will be continuing this program during this school year. Last year it was renamed to the Youth Advisory Council. The YAC will meet once per month to provide feedback on all aspects of our school including the Safety Plan. Administration continues to work with District Office staff to build this program within the school and within the district to become a model of student voice in decision-making and innovation.

(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) 669-2345 or Woodland Police Department (530) 666-2411. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

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

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

Disaster Plan - Classroom Emergency Protocols

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

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies. A summary of the causes is listed in AR 5144.1 A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity. Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days. At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of this form. If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry. The parent/legal guardians were given the Woodland Joint Unified School District Standards of Behavior at the start of the school year. Upon request, a school site can supply the parent/guardian/student with another copy of the document as well as any applicable policies or regulations. Appeal of Suspension: The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with District policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld. If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the Principal is final and, thus, ends the appeal process. If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Executive Director of Student Support or designee. The Executive Director of Student Support or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Director or designee is final and, thus, ends the appeal process. Additional information on the suspension and expulsion process can be found in: BP and AR 4158 Employee Security BP 5119 Students Expelled from Other Districts BP 5131 Conduct BP and AR 5144 Discipline BP and AR 5144.1 Suspension and Expulsion/Due Process BP and AR 5144.2 Suspension and Expulsion/Due Process, students with disabilities Available on website under Board of Education and at <http://www.gamutonline.net/district/woodland>

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

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

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

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the Police 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

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

WJUSD Dress Code Policy

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction.

1. Student dress shall be safe and appropriate, and not disturb the educational environment. (For example: collars or bracelets with spikes and clothing with revealing holes and cutouts are inappropriate for school wear.)
2. Clothing may not glorify, advertise, or reference drugs, alcohol, tobacco, tobacco products, violence, vulgarity, sexual behavior, or obscenities in any way, shape or form.
3. Footwear must be worn at all times. Footwear must be safe, practical, and not limit student participation in school activities.
4. Clothing, backpacks, tattoos, and other adornment may not demonstrate or suggest gang-related symbols, or colors. No bandanas are allowed at school.
5. Undergarments/underwear must be covered at all times.
6. Shirts and blouses must cover the stomach and chest. Shirts and pants/skirts must be touching in both front and back, and shirts must not be see-through or strapless.
7. Clothing must cover buttocks completely whether standing, sitting, walking, or bending.

Generally, students who do not follow the dress code will be referred to the office to correct the issue. Corrective action may include changing into PE clothes, wearing at-shirt provided by the school or in certain circumstances being sent home to change. All corrective actions will be reported to parents/guardians.

For additional information, see BP and AR 5132 Dress and Grooming available on District website under Board of Education and at: www.gamutonline.net/district/woodland/

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

School Staff will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of

pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school.

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

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

Component:

Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Develop and update Safety Plans	Current School Safety Plan Director of Student Services	Director of Student Services	Governing Board Review & Approve Safety Plans during the 2022-2023 school year (by October 1).
Provide ALICE Training to all school sites, district departments and central office staff.	ALICE Training by WPD and WJUSD Representative	Current School Safety Plan Director of Student Services	Director of Student Services	Individual School Site Sign-Sheets
Ensure student safety by practicing emergency drills with students and staff on regular basis.	Conduct emergency drills: Fire, Lock Down, Earthquake Drills	District Safety Team WPD Site Level Safety Team	Director of Student Services School Site Administrator(s) School Site Emergency Teams	2022-2023 Emergency Drill Documentation
Provide Prevention & Intervention curriculum on Tobacco and Vaping.	7-12 Grade Tobacco/Vaping Prevention & Intervention	TUPE Grant	Director of Student Services	District Level Year End Reports
Provide Staff Development for Roles/Responsibilities during site emergency.	Develop Roles and Responsibilities, Tasks Provide Calendar of Training Dates	Time during Staff Meetings	Site Administrator(s) Director of Student Services	CSSP Plan Incident Command Structure District/Site Emergency Procedures
Update and maintain surveillance, bell, PA and Fire Alarm Systems.	Test and maintain systems at regular intervals	Maintenance & Operations Department Technology Department	Maintenance & Operations Department Technology Department	2022-2023 Quarterly Review

Objectives	Action Steps	Resources	Lead Person	Evaluation
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:

Safe School Environment: Component 2

Element:

Creating a positive atmosphere for learning.

Opportunity for Improvement:

Increase student connection with school and participation in school activities. Work with stakeholders (students, staff, parents and the community) in creating positive learning environments that emphasize high expectations of student in regards to behavior, being responsible and respectful to others.

Objectives	Action Steps	Resources	Lead Person	Evaluation
WEB (Where Everybody Belongs) implementation and Leadership support of all incoming students	In-person WEB orientation to welcome all new students. WEB class and peer to peer support for incoming students is in its second year of implementation.	In-person WEB training and follow up training	Leadership/WEB Coordinator- Melissa Edsall	2022-2023 Monthly/Year End Review
Strengthen PBIS structures and support	Tier 1 (meet as a team once per month) & II Teams (meet as team weekly), attend virtual trainings at YCOE	PBIS Training (4) Gurpreet Kaur- MTSS Behavior Analyst Lindsey Patejdl - Behaviorist	Cristina Morel	2022-2023 Monthly/Year End Review
Increase Communication to Families	Keep families informed via the school homepage, weekly Parent Square posts and messages and updates to the school Facebook page.	School homepage, Parent Square, Social Media	Cristina Morel, Heidi Ramey, Sylvia Gutierrez, Melissa Edsall	2022-2023 Monthly/Year End Review
Student recognition for positive behavior for following the Lion Code	Lion Code tickets and Positive Referrals	Teachers and staff	Melissa Edsall	2022-2023 Monthly/Year End Review
Monitor and Increase attendance	Closely monitor attendance, reach out to families that have been identified as having poor attendance and try to trouble shoot barriers that prevent students	Teachers Attendance Clerk Melina Medina- Attendance Liaison	Heidi Ramey	2022-2023 Review of Weekly Attendance Reports Monthly review of Chronic Attendance report Year End Review

Objectives	Action Steps	Resources	Lead Person	Evaluation
	from coming to school each day/each class period, make home visits when needed.			
SEL curriculum; Character Strong	Each department has signed up to teach Character Strong lessons for 4-5 Wednesdays in a row, elective classes will teach 4 in the fall and 4 in the spring.	Teachers	Melissa Edsall	2022-2023 Monthly/Year End Review
Partnership with Northern Valley Indian Health	Students identified as needing more intensive supports than can be provided by site staff will be referred to North Valley Indian Health for group supports and individual counseling.	Tier II team Counseling Staff North Valley Indian Health	Cristina Morel	2022-2023 Monthly/Year End Review
Rallies, Cans for Candy, Spirit Weeks, Drama Productions, Band Concerts, Sports, Clubs: Science/MESA, HW Club, AVID Club, Anime Club, Drama Club, Art Club, Math Club and Art Club	Traditional DMS activities and school engagement opportunities to create a sense of connection to school, peers and staff within COVID guidelines	ASB/Leadership Teachers/Coaches	Cristina Morel / Heidi Ramey Melissa Edsall - ASB Teachers who will be Club Advisors	Weekly Tier II meetings 2022-2023 Monthly/Year End Review

Component:

Safe School Environment: Component 3

Element:

Traits that students, teachers, administrators, and other school personnel bring to campus.

Opportunity for Improvement:

Ensuring teachers, administrators, and other school personnel receive ongoing in-service training and professional growth opportunities to meet the changing needs of the student body.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide professional growth opportunities for teachers, administrators, and other school personnel.	Provide ongoing Professional Growth Opportunities including Weekly Leadership Academy for Admin and UDL & EL Rise training provided by Tu Carroz, PBIS Training for the Tier 1 and Tier II Teams, Monthly PD for teachers	Assistant Superintendent- Tu Carroz Principal- Cristina Morel Vice Principal - Hiedi Ramey	Cristina Morel	2022-2023 Monthly/Year End Review

Objectives	Action Steps	Resources	Lead Person	Evaluation
	and admin provided by the district, UDL training, Ethnic Studies for Social Science, EL Shadowing for English, EL Rise for teachers, Trauma Informed training provided by Communicare			
MTSS and Tier II Team	Weekly meetings of the Tier II team to ensure that DMS is meeting the needs of students who need extra support. The team includes both administrators, both counselors, the psychologist, EL Specialist, Attendance Liaison, Attendance Clerk and Nurse for weekly student centered meetings and intervention decision making, tracking, and resource management.	Tier II team	Melissa Edsall	2022-2023 Monthly/Year End Review
Student engagement opportunities	Provide opportunities for students to connect with others academically and socially to build stronger relationships through clubs, AVID, EAOP, Educational Talent Search, UC Davis Outreach, strengthening electives based on student interest (Technology, AVID Excel, Health Careers, Construction, Drama, MESA, Leadership, Music, Yearbook, Drama and WEB classes). Weekly SEL lessons from Character Strong	Teachers and counselors	Melissa Edsall, Maribel Quintana, David Scolari, Cristina Morel	2022-2023 Monthly/Year End Review
Climate and Culture activities	School wide activities are planned that help to improve the climate and culture of the campus by getting students involved beginning with 7th grade WEB orientation. Other	Cristina Morel and Heidi Ramey	Melissa Edsall	2022-2023 Monthly/Year End Review

Objectives	Action Steps	Resources	Lead Person	Evaluation
	activities that promote a positive school culture allies, team building activities available to all classes, spirit weeks, Club Lion that recognizes academic achievers and growers each grading period, birthday celebrations, Lunch Bunch, Cans 4 Candy, Winter Wishes, Academic Rally, Red Ribbon Week, Dude, Be Nice Week, Kindness Week, Wish Week- Make a Wish			
Vaping/Tobacco and Cannabis Toolkit training	All 7th grade science teacher were trained on the Vaping/Tobacco and Cannabis Toolkits to provide health education on the health risks for smoking and vaping. Lessons will be taught in all 7th grade science classes in the spring.	Stanford Medicine	William Jarrell- TUPE grant lead Cristina Morel Sarah Pitfield	2022-2023 Monthly/Year End Review
Teen Talk for Middle School training	All 8th grade science teachers will be trained on the newly adopted Comprehensive Sexual Health and Education curriculum and materials.	Health ConnectEd	Lore Carrillo- Director of College and Career Maria Orozco- Director Equity and Access	2022-2023 Monthly/Year End Review

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

Douglass Middle School Student Conduct Code

Conduct Code Procedures

Philosophy and Purpose:

Douglass Middle School is committed to ensuring that school is a safe learning environment for every student. Beyond academics, school can be a place where students learn valuable life skills that will serve them well in high school and ultimately as adults. To that end, we take a comprehensive approach to matters involving rights, responsibilities, discipline and restoration.

There are two purposes for standards of student behavior in our school discipline plan: to provide a learning environment that is free from distraction and respectful to all, and to promote learning and growth for students as they develop self-discipline.

In this context, teachers and administrators are legally considered "parent/guardians on location." This defines the relationship between school staff and their students. School staff regard all students as their responsibility to teach, guide, and support. Thus, just like in a home with parents/guardians, all students at school deserve to be treated consistently with care, encouragement and positive attitudes. Students are young people and it is expected that sometimes their behavior will test boundaries of school rules. We also recognize that all behaviors have complex origins. Our responsibility is to use these behaviors as teaching opportunities so that young people can learn and grow by holding individuals accountable for their actions, and learn to take responsibility by understanding how their actions have an impact on others. Clear and appropriate consequences are part of this effort by school staff to educate and encourage safe, responsible and respectful behavior. The rights of all students is an important part of this philosophy. All students have the right to be physically and emotionally safe at school. These rights also mean that students who are accused of wrongdoing have a right to be heard, treated respectfully, and to understand the process as the school staff determine the appropriate response. Student rights and responsibilities are the basis for conduct code procedures which include: to take advantage of the academic opportunities offered, to attend school regularly, arrive to each class on time, to be knowledgeable about school rules and follow them, to participate and support school activities, to be respectful of private and personal property, to be considerate and non-disruptive of all areas on campus, to comply with the dress code, to be considerate and respectful of students and staff, to keep language and gestures respectful and free of profanity or obscenities, to not use/possess alcohol, tobacco, or drugs on school campus or school events, and to take responsibility for harm done and work to repair harm to the greatest extent possible.

Conduct Code Procedures:

At the beginning of the school year students participate in a planner scavenger hunt that focuses on school rules and expectations, and teachers review and discuss the importance of school climate, the purpose behind school rules and expectations, consequences when rules are not followed, and the importance of respectful behavior for all. School rules and expectations are reviewed at the beginning of October, the start of second semester and at the beginning of March. Our aim is to make learning and reviewing school rules and expectations an interactive and engaging experience.

School expectations are taught in each classroom and posted for specific common areas throughout campus. These expectations can be found in the student handbook/planner. Consequences for student misbehavior are outlined in the Consequences and Interventions matrix and are organized by severity/level. Staff redirect minor misbehavior and students are given warnings before consequences are assigned. Level 1 are classroom managed behaviors with consequences that aim to teach correct behavior so students learn and demonstrate safe, respectful and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Level 2, 3, 4 are more severe and require an administrative response. Consequences and interventions are used in response to a office referral and aim to correct the behavior but stressing the seriousness of the behavior while keeping the student in school or a short-term removal from school. Level 5 infractions are of a serious nature and are addressed by a mandatory recommendation for expulsion.

(J) Hate Crime Reporting Procedures and Policies

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior. Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response. Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias. Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement. The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9) Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3- Uniform Complaint Procedures. Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations. Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal. For additional information see: BP and AR 1312.3 Uniform Complaint Procedures BP 4119.11, 4219.11, 4319.11 Sexual Harassment BP 5131.2 Bullying BP and AR 5144.1 Suspension and Expulsion/Due Process BP 5145.3 Nondiscrimination/Harassment See District website under Board of Education and at <http://www.gamutonline.net/district/woodland>

Safety Plan Review, Evaluation and Amendment Procedures

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

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

Comprehensive School Site Safety Plans are reviewed and updated each fall by the site safety team and approved by SSC in January before going before the governing board for final review and approval in March.

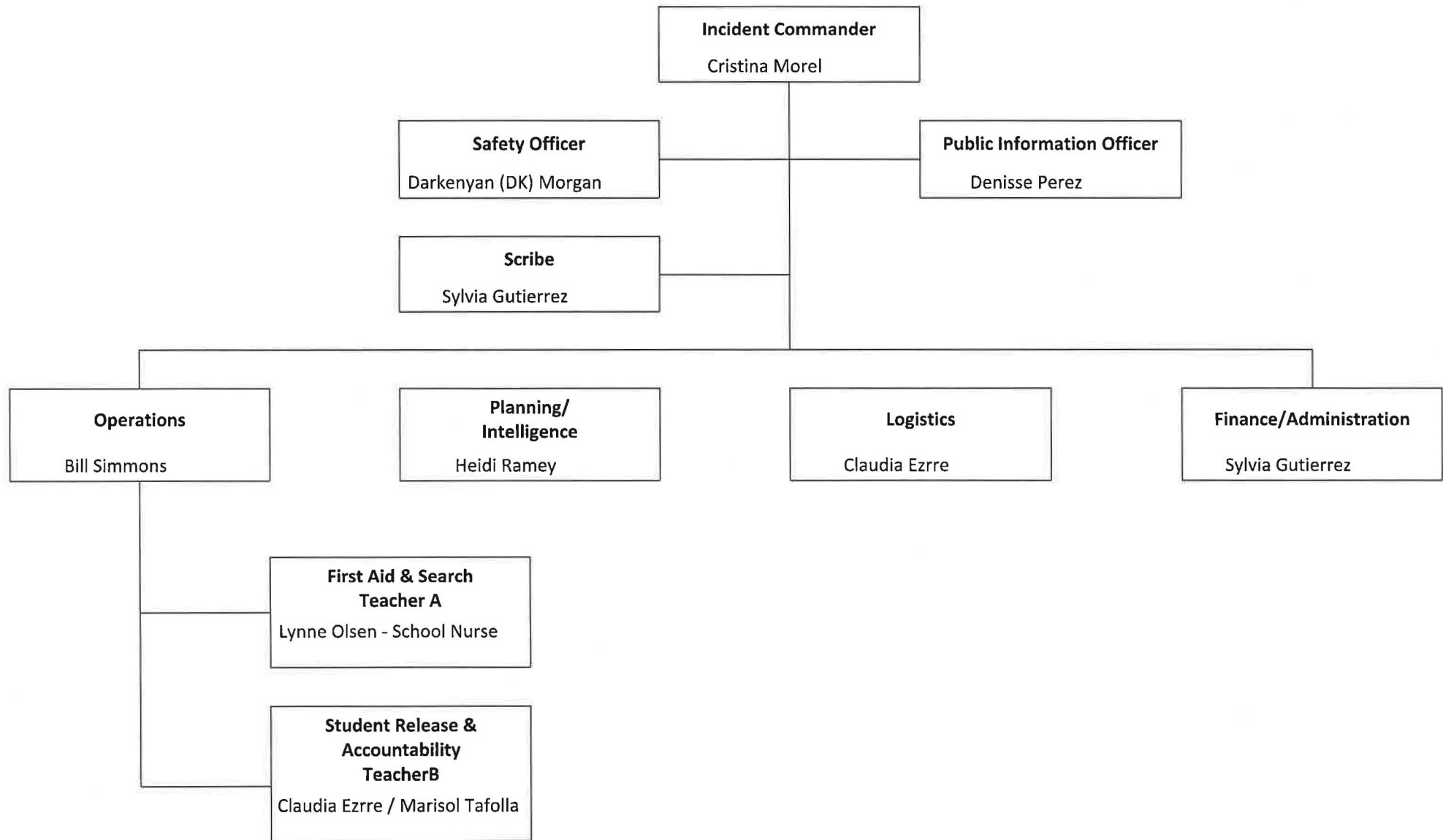
The Board reviews the comprehensive District and School safety plans in order to ensure compliance with state law, Board policy and Administrative Regulation, and approves the plan at a regularly scheduled meeting of the Board.

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)
School Safety Committee to review and update plan, solicit input from staff	By mid-September 2022	Agendas, notes, and minutes are available for review in the Principal's office.
Staff Safety Drills Procedures/Protocols Training	Quarterly	Agendas, notes, and minutes are available for review in the Principal's office.
Conduct Safety Drills per CDE guidelines for Secondary- quarterly fire and lockdown drills, once per semester for earthquake drills	Quarterly	Calendar and log are available for review in the Principal's office.
Debrief Safety Drills with staff	Leadership meetings	Agendas, notes, and minutes are available for review in the Principal's office.
School Site Council/School Safety Teams Review/Approves Safety Plans	October, 2022	Agendas, notes, and minutes are available for review in the Principal's office.

Douglass Middle 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 a 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.