

## **Plumas Lake Elementary School District**

Comprehensive Safe School Plan  
(Education Code Section 32280-32288)  
2022-2023

### **Vision**

**Each student will reach his or her fullest potential as we strive for district excellence through sound leadership, effective communication, accountability, and investment in our staff.**

### **Beliefs**

- We believe our students' needs come first.
- We believe it is important to educate the academic, social, and emotional child using multiple learning styles.
- We believe every employee has something to contribute that is worth investing in, measuring, and holding accountable.
- We believe there must be a culture of bilateral respect and sense of unity.
- We believe effective communication between all stakeholders is essential for organizational success.
- We believe parent involvement is an important key to success.
- We believe well defined structures and procedures are crucial in achieving excellence.
- We believe sound educational leadership is important to the success of the district.
- We believe in an information based decision making process.
- We believe in fiscal responsibility and transparent budget process.
- We believe in providing safe, clean facilities.

### **Board of Education**

David Villanueva, President  
Michele Perrault, Vice President  
Angela Covil, Clerk  
Aaron Cask, member  
Veronica Brown, member

### **Superintendent of Schools**

Jeff Roberts

### **Director of Facilities, Maintenance, Operations, and Transportation**

Andrew Roberts

### **Director of Business Services**

Ajit Kang

Contact Person: Jeff Roberts, Superintendent

Telephone Number: (530) 743-4428 ext. 731      Email Address: [jroberts@plUSD.org](mailto:jroberts@plUSD.org)

## **STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY EMERGENCY RESPONSE PLAN**

### **PURPOSE:**

The Plumas Lake Elementary School District (PLESD) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a PLESD school facility. The plan details the flow of command from the district level to the school level.

### **LEVELS OF EMERGENCIES:**

#### **Level One Emergencies**

- A localized emergency that school site personnel can manage by following their own emergency plan.  
*Example: Power outage, campus disorder, student injured*

#### **Level Two Emergencies**

- A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police department, etc.  
*Example: Fire, bomb threat, intruder on campus.*

#### **Level Three Emergencies**

- A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired

### **PLAN IMPLEMENTATION:**

The Emergency Response Plan will be:

- Initiated by the Superintendent, Principal or Designee;
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;
- Reviewed annually for modifications
- Submit for approval by PLESD Board of Trustees by July 1<sup>st</sup>.

### **HAZARD ASSESSMENT:**

A physical survey of each campus for hazardous conditions will be performed each year under the direction of the Principal or Designee. All staff members will report any hazardous conditions within his/her classroom or office space immediately.

### **STAFF TRAINING:**

Understand that training is the most effective way to ensure a safe response to natural or man-caused disasters, all certificated and classified staff will review the safety plan annually and discuss the responsibilities set forth in the Emergency Response Plan.

### **EMERGENCY DRILLS:**

In accordance with state law:

- Drills will be initiated by announcement or uniform bell.
- Fire drills will be conducted on a monthly basis.
- "Drop, Cover, and Hold" drills will be held twice per year.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.

### **EVACUATION ROUTES:**

The Principal or Designee is responsible for establishing and maintaining a safe evacuation route from all school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. **Evacuation routes will be posted in all classrooms, multi-purpose rooms, libraries and school offices.**

**PARENT COMMUNICATION:**

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card which authorizes the district to release their students to other adults in the event of an emergency or disasters.

**STUDENT RELEASE/ EMERGENCY FILE:**

In all emergency situations, the Principal or Designee (under the direction of the Superintendent or Designee) will make the decision to release students. When students are released, certain portions of the Emergency Response Plan may be implemented.

If the evacuation of students is necessary, an emergency file containing pertinent information for each student will be maintained and available in the school office. Each school secretary or designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for the safe release of students to their parents or other responsible adults.

**COMMUNICATION:**

During an emergency, each site will report the condition of the site, injuries, damage to buildings, etc., directly to the Superintendent or Designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district's off-site "School Messenger" notification system.

**KEY EMERGENCY CONTACT:**

After contacting 911, it is imperative during an emergency that the Principal or Designee contact the Superintendent or Designee as quickly as possible. He/She will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

**SAFE SCHOOL LEADERSHIP TEAM (SSLT)**

Each PLESD facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

**Operation Area, Regional and State**

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management and the District School Safety Team functions at the Local Government level.

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

**Essential Management Functions:** There are five essential functions: Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. The term "Management" is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication and channels that will reduce the amount of confusion and chaos.

If telephone or electric services are interrupted, two-way radios, bull-horn, whistle, or runners will be utilized within the school grounds.

**GENERAL EMERGENCY PROCEDURES:**

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size but all modifications must be approved by the District Office. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures.

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

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

**DISTRICT EMERGENCY PHONE NUMBERS**

<b>NAME:</b>	<b>HOME PHONE:</b>	<b>CELL PHONE:</b>	<b>WORK PHONE:</b>
Jeff Roberts, Superintendent	916-774-2733	530-632-3850	530-743-4428 (731)
TBA, Director FMOT	916-531-4722	916-531-4722	530-743-4428 (761)
Ajit Kang, Director Business Services	530-755-1642	530-870-2576	530-743-4428 (753)
Toni Vernier, Director C/I and SPED	530-761-1149	530-761-1149	530-743-4428 (742)
Jason Hofhenke, Director Student Svcs	530-476-3989	530-301-5519	530-743-4428 (743)
Mary DeLong, Coordinator Food Services	530-216-0526	530-216-0526	530-743-4428 (770)
Jarrie Collier, Maintenance	530-743-8220	530-701-1759	530-701-1759

**Key Phone Numbers**

Police, Fire, CHP, Ambulance	911	Yuba County Emerg. Services	749-7520
Yuba County Sheriff's Dept.	749-7777	PG & E	1-800-743-5000
Rideout Emergency Center	749-4511	American Red Cross	673-1460
Rideout Hospital	749-4300	Fremont Hospital	751-4000
Toxic Chemical Control	1-800-424-8802	Victim Witness	741-6275

## IMMINENT DANGER / LOCKDOWN PROCEDURE

A lockdown is an emergency response used when a school is faced with extremely violent behavior, armed intruders, active shooters, an on-campus hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. When Lockdown is initiated, it means there is an immediate and possibly life-threatening situation on campus and it must be taken seriously.

In the event of a Lockdown, the **Principal or Designee** will carry out all or some of the following:

1. Imminent Danger Signal (All-Call over intercom, "**LOCKDOWN, Please lock all classroom doors!**")
2. **CALL 911**
3. Initiate Code Red on Catapult EMS system
4. The Principal will maintain phone communication with the district office.
5. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
6. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
7. Prohibit outdoor activities.
8. Be prepared to evacuate to a safe location.
9. Stay in control of all site activities until emergency personnel arrive.

In the event of a Lockdown, **TEACHERS** will carry out some or all of the following depending on the event:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or email. Teachers are able to use as necessary.
6. If Lockdown is modified (principal will advise) teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is NOT modified, students are to sit on the floor in small groups, away from doors and windows.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students.
10. When classroom is secure and students have been accounted, place the appropriate card in the window. (See Below)
11. Communicate status using Catapult EMS

***Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:***

**Red** - Indicates "Shelter in Place" and that there is at least one person in the classroom with **traumatic injury**.

**Green** - Indicates "Shelter in Place" and that there is at least one person in the classroom with **minor injury**.

**Black** - Indicates "Shelter in Place" and that there is at least one person in the classroom who is **deceased**.

**Yellow** - Indicates "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

**White** - Indicates the classroom has been **evacuated**.

**After Emergency:**

1. At the direction of the District Office, Principal or Designee will deactivate Lockdown event by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.

## **FIREARM / SHOOTING**

**Anytime anyone suspects a person to be in possession of a firearm, pieces of a firearm or ammunition, or is witness to a shooting, immediately:**

1. Notify main office and call 9-1-1
2. Evacuate nearby students to the nearest safe location
3. Create an incident report using Catapult EMS

**Principal or Designee will:**

1. Confirm call to 9-1-1
2. Initiate Lockdown
3. Initiate a Code Yellow or Red using Catapult EMS
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of school activities until emergency personnel arrive.

**Teachers will follow Lockdown Procedures:**

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or email. Teachers are able to use as necessary.
6. If Lockdown is modified (principal will advise) teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is NOT modified, students are to sit on the floor in small groups, away from doors and windows.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students.
10. When classroom is secure and students have been accounted, place the appropriate card in the window. (See Below)
11. Communicate status using Catapult EMS

***Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:***

**Red** – Indicates "Shelter in Place" and that there is at least one person in the classroom with **traumatic injury**.

**Green**- Indicates "Shelter in Place" and that there is at least one person in the classroom with **minor injury**.

**Black**- Indicates "Shelter in Place" and that there is at least one person in the classroom who is **deceased**.

**Yellow**- Indicates "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

White- Indicates the classroom has been **evacuated**.

**After Emergency:**

4. At the direction of the District Office, Principal or Designees will deactivate Lockdown event by announcing "ALL CLEAR."  
Teachers will not release students until "ALL CLEAR" is heard.
5. Students may return to regular schedule.
6. If student release is necessary, follow release plan.



## HOSTAGE / BARRICADED SUBJECT / THREATENING INTRUDER

A threatening intruder is anyone approaching campus or on campus that is suspicious by way of appearance, actions and/or activity.

### **If you are the witness to a suspected hostage-taking, barricaded subject and/or threatening intruder:**

1. Contact the Principal or Designee to determine if it is a lockdown situation
2. If unable to locate Principal or Designee, call 9-1-1
3. Notify main office
4. Evacuate nearby students to the nearest safe location
5. Create incident report using Catapult EMS

### **Principal or Designee will:**

1. Confirm call to 9-1-1
2. Initiate Lockdown
3. Initiate Code Yellow or Red
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
6. After students have been assembled in their classrooms, lock outside corridor and hallway doors of unaffected buildings.
7. Be prepared to evacuate students and staff to safer locations.
8. Stay in control of school activities until emergency personnel arrive.

### **Teachers will follow Lockdown Procedures:**

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or email. Teachers are able to use as necessary.
6. If Lockdown is modified (principal will advise) teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is NOT modified, students are to sit on the floor in small groups, away from doors and windows.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students.
10. When classroom is secure and students have been accounted, place the appropriate card in the window. (See Below)
11. Communicate status using Catapult EMS

***Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:***

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**Green** – Indicates “Shelter in Place” and that there is at least one person in the classroom with **minor injury**.

**Black** – Indicates “Shelter in Place” and that there is at least one person in the classroom who is **deceased**.

**Yellow** – Indicates “Shelter in Place” and that there are no circumstances that need to be immediately addressed.

White- Indicates the classroom has been **evacuated**.

**After Emergency:**

1. At the direction of the District Office, Principal or Designees will deactivate Lockdown event by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.

**SHELTER IN PLACE PROCEDURES:**

The Shelter in Place System is generally activated when staff and students' safety (outdoors) is compromised. Such conditions include, severe wind, chemical / toxic emissions, stinging insects, power outage or air pollution.

**Upon notification, the Principal or Designee will:**

1. Notify teachers and staff of Shelter In Place
2. Activate Site Incident Command Post which will:
  - a. Contact emergency personnel, as needed.
  - b. Contact District Office
  - c. Implement portions of the Incident Command Team to address current situation (such as turning off heating and air systems, check for safe evacuation routes, etc.)
3. Initiate Code Yellow
4. Consider evacuating students to the nearest safe location.
5. Control all site activities until further help arrives.

**Teachers will do some or all of the following depending on event:**

1. If outside, move students to classrooms or nearest safe area.
2. If inside, instruct students:
  - a. To sit at their desks and not to move about the room.
  - b. To turn off cell phones, not to use the telephone, intercom system or email (Teachers are allowed to use any of the necessary technology.
3. Close down air handling systems and circulating fans
4. Close windows and doors
5. Tape cracks in windows, doors and vents to block unwanted air or interference.
6. When classroom is secure and students have been accounted.
7. Place appropriate color card on door. (See below)
8. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
9. Do not evacuate if a fire alarm is heard.
10. When able, report any missing injured or extra students.
11. When able check on status of buddy teachers.
12. Some teachers may be assigned additional duties on the various response teams. Do not report to the Incident Command Post until another adult can supervise students.
13. Communicate Status using Catapult EMS

***Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:***

**Red**- Indicates "Shelter in Place" and that there is at least one person in the classroom with **traumatic injury**.

**Green**- Indicates "Shelter in Place" and that there is at least one person in the classroom with **minor injury**.

**Black**- Indicates “Shelter in Place” and that there is at least one person in the classroom who is **deceased**.

**Yellow**- Indicates “Shelter in Place” and that there are no circumstances that need to be immediately addressed.

**White**- Indicates the classroom has been **evacuated**.

**After Emergency:**

1. At the directions of the District Office, Principal or Designee will deactivate Lockdown by announcing “All Clear.”
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.

## BIOLOGICAL / CHEMICAL THREAT EMERGENCY

If anyone received a suspicious letter or package with one or more of the following characteristics;

1. Has no return address or one that cannot be verified as legitimate;
2. Is of unusual weight given the size of the letter/ package;
3. Is oddly shaped;
4. Has been marked with "Personal" or "Confidential" notations;
5. Has a strange odor, stain, leaks or fine powder on the outside of the letter or package;
6. Has a visible protruding wire or aluminum foil;
7. Shows a city or state in the postmark that doesn't match the return address;
8. Is marked with threatening language;
9. Has excessive postage or packing material, such as masking tape and string;
10. Has misspellings of common words;
11. Is not addressed to a specific person.

Follow these directions:

1. Notify main office
2. Create an Incident Report in Catapult EMS
3. Do not open the letter / package
4. If letter/ package is open or torn, do not touch, smell or taste the substance
5. If you have handled the letter/ package with your hands, arms, and any exposed parts of your body with soap and warm water.
6. Turn off HVAC (air) system and any circulating fans.
7. Evacuate the room or office.
8. When evacuating, close door and place SAFE or HELP (from Integrated Crisis Station (ICS) signal on door.

Principal or Designee will:

1. Activate Site Incident Command Post, who will:
  - a. Call 9-1-1 (Fire/Haz Mat)
  - b. Notify District Office
  - c. Determine/initiate Code yellow or red in Catapult EMS
  - d. Implement portions of the Incident Command Team, as necessary
2. Keep area isolated until emergency unit arrives
3. With advice of District Emergency Operations Center, consider Shelter in Place or need for evacuation.
4. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Be prepared to carry out Shelter in Place procedures or evacuate students and follow Principal's or designee's direction.
2. If evacuating, wear orange or green vest to signal classroom status and be ready to report any missing, extra or injured students.
3. When able, check "buddy" for safety.
4. If Sheltering In Place, report any missing or extra students when able.
5. Do not release students for any reason unless authorized by one-site emergency personnel or school administrators.
6. When able initiate extra duties as assigned.
7. Communicate status using Catapult EMS

**Note: Biological agents that include Anthrax spores infect only if inhaled, ingested, or are introduced into an open wound, or eye. Even if exposure does occur, the victim is not contagious and the condition is treatable with antibiotics, if identified early. Bacteria cannot survive exposure to ultraviolet or direct moisture.**

## **DROP, COVER & HOLD AND PROCEDURES**

This exercise is most widely practiced in the event of a natural disaster such as an earthquake. However, when any sudden disturbance or disruption occurs (such as a fire or expulsion) threatening the safety of students, this exercise is most effective.

Teachers are encouraged to practice this drill often using an easy one-word command (such as “drop”) for the students to hear and respond to quickly.

### **If you are in a classroom:**

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as “drop”) that has been practiced drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protections from falling objects.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended.
6. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not get up and run; falling debris is hazardous!
8. Note: Evacuation is not automatic. Check for the safest route; if doubtful, stay put!
9. Initiate Incident Report using Catapult EMS

### **If you are in a hallway or corridor and no cover is available:**

1. At the first indication of ground movement, DROP to the ground.
2. Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects.
3. Never face the window; always position back to a window; close eyes tightly.
4. If able HOLD onto any piece of furniture for shelter from falling debris.
5. Note: Evacuation is not automatic! Check for safest route; if doubtful, stay put!
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!
8. Initiate Incident report using Catapult EMS

In all instances: Evacuation is not automatic! Use good judgment, by first checking the condition of the building, outside area (fallen trees, power lines, etc). If doubtful, stay put!

### **If you are outside:**

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to nearest safe assembly area.
5. When able, report injuries and attendance.
6. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until students are supervised by another adult.
7. Initiate Incident report using Catapult EMS

# BOMB THREAT

## If a threat is received by telephone:

- 1. Pay close attention to:**
  - Exact wording
  - Speech characteristics
  - Background noises
- 2. Ask these questions:**
  - Where is the bomb?
  - What kind of bomb?
  - When will it go off?
  - How big is it?
  - Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Listen intently together as much information as possible.
5. Immediately notify main office.
6. Following instructions given by principal or designee.

## If a written threat is received:

1. Notify main office.
2. Create Incident report using Catapult EMS
3. Copy the contents of the threat on another sheet of paper.
4. Do not handle original message. Preserve identifying marks or fingerprints.
5. Follow instructions given by principal or designee.

## The Principal or Designee will:

1. Activate the Site Incident Command Post which will:
  - a. Contact the fire and police departments.
  - b. Contact the District Office
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Determine status using Catapult EMS – Code yellow, red
4. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
5. Caution staff against picking up or touching any strange objects or packages.
6. Determine (with the district administrator) to:
  - a. Conduct a search, using police and fire departments, bomb squad and other support unities
  - b. Evacuate students during search.
  - c. Instruct students to leave belongings in classroom.
7. If evacuation is necessary caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trash cans, drain spouts, eaves of buildings, etc.

## Teacher will:

1. Instruct students to turn off any pagers or cell phones. Do not use these devices during this threat.

2. Leave the lights as they are, either on or off, but do not move or change anything.
3. Listen for unusual sounds.
4. Caution students against picking up or touching any strange objects or packages.
5. At signal for evacuation, teacher will evacuate students to the assembly area  
Note: Avoid parking lots, large containers and objects or areas where secondary devices may be hidden (trash cans, drain spouts, lockers, eaves of buildings).
6. Before evacuating a classroom, look around for anything that appears suspicious or unusual.  
Note: Unusual or suspicious objects may be:
  - a. An antenna sticking out of a backpack;
  - b. A particular student that normally carries a nice quality backpack is carrying a different appearing one, either color or quality;
  - c. A backpack that is ticking;
  - d. A troubled student has left a backpack in the room and hasn't been seen for a while.
7. Use color coded cards to display in the windows to report missing or injured students.
8. Communicate Status using Catapult EMS

***Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:***

**Red** – Indicates “Shelter in Place” and that there is at least one person in the classroom with **traumatic injury**.

**Green** – Indicates “Shelter in Place” and that there is at least one person in the classroom with **minor injury**.

**Black** – Indicates “Shelter in Place” and that there is at least one person in the classroom who is **deceased**.

**Yellow** – Indicates “Shelter in Place” and that there are no circumstances that need to be immediately addressed.

**White** – Indicates the classroom has been **evacuated**.

#### **After Emergency:**

1. At the direction of the District Office, principal or designee will announce, “All Clear.”
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

*Note: Because an explosive device and be controlled electronically, all electronic devices, cell phones, and pagers should be turned off and use discontinued. Radio waves can detonate the device. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.*

## AIRCRAFT ACCIDENT

### If you were witness to an airplane accident:

1. If able, call 9-1-1
2. Notify main office
3. Create incident report using Catapult EMS
4. Move students to nearest safe area

### When accident occurs, Principal or Designee will immediately:

1. Activate Site Incident Command Post which will:
  - a. Call 9-1-1
  - b. Contact District Office
  - c. Determine status using Catapult EMS – Code yellow, red
  - d. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

### Teachers will:

1. If outside, “drop, cover, and hold.”
2. Following accident, move students to nearest safe location.
3. If inside and classroom is unsafe evaluate students using safest route to assembly area
4. Wear orange or green vest to signal classroom status.
  - a. Be ready to report and missing, extra, or injured students.
5. When able, check your “buddy.”
6. When able initiate extra duties as assigned.
7. Place appropriate color card on door. (See below)
8. Communicate status using Catapult EMS

***Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:***

**Red** – Indicates “Shelter in Place” and that there is at least one person in the classroom with **traumatic injury**.

**Green** – Indicates “Shelter in Place” and that there is at least one person in the classroom with **minor injury**.

**Black** – Indicates “Shelter in Place” and that there is at least one person in the classroom who is **deceased**.

**Yellow** – Indicates “Shelter in Place” and that there are no circumstances that need to be immediately addressed.

**White** – Indicates the classroom has been **evacuated**.

### After Emergency:

1. Building(s) must inspection for fire and police personnel before re-occupancy
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow release plan.





# FLOOD

## When notification of imminent flooding occurs, Principal or Designee will immediately:

1. Activate Site Incident Command Post which will:
  - a. Contact District Office for instructions
  - b. Assemble portions of Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
  - c. Listen to news on battery operated radio.
2. Determine need and ability to evacuate staff and students.
3. Check evacuation routes for safety.
4. Cancel all scheduled outside events
5. Stay in control of all site activities

## Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.
2. Be prepared to report missing, extra or injured students.
3. When able, initiate additional duties as assigned.
4. Place appropriate color card on door. (See below)
5. Create incident report using Catapult EMS
6. Communicate status using Catapult EMS

***Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:***

**Red** – Indicates “Shelter in Place” and that there is at least one person in the classroom with **traumatic injury**.

**Green** - Indicates “Shelter in Place” and that there is at least one person in the classroom with **minor injury**.

**Black**- Indicates “Shelter in Place” and that there is at least one person in the classroom who is **deceased**.

**Yellow**- Indicates “Shelter in Place” and that there are no circumstances that need to be immediately addressed.

**White**- Indicates the classroom has been **evacuated**.

## After Emergency:

1. If buildings have flooded, they must be inspected before occupancy.
2. At the directions of the District Office, principal or designee will deactivate event by announcing, “All Clear.”
3. Students may return to regular schedule.
4. If student release is necessary, follow release plan.

## FIRE / EXPLOSION

### If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If able, call 9-1-1
3. Notify main office.
4. If able, evacuate students to the nearest safe location.
5. Create incident report using Catapult EMS

### The Principal or Designee will:

1. Activate the Site Incident Command Post which will, among other things;
  - a. Contact the fire department / 9-1-1- for assistance
  - b. Contact District Office
  - c. Determine Status using Catapult EMS
  - d. Assemble portions of Incident Command team that can assist in small fires, immediate medical issues.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If the alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

### Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. Place appropriate color card on door. (See below)

***Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:***

**Red** - Indicates "Shelter in Place" and that there is at least one person in the classroom with **traumatic injury**.

**Green** - Indicates "Shelter in Place" and that there is at least one person in the classroom with **minor injury**.

**Black** - Indicates "Shelter in Place" and that there is at least one person in the classroom who is **deceased**.

**Yellow** - Indicates "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

**White** - Indicates the classroom has been **evacuated**.

### After Emergency:

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District Office.
3. If student release is determined, follow release plan.

## AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each school will be informed by the Regional or County Superintendent to abide by each standard:

AQI Index Values	Health Categories	Cautionary Statements For 8-Hour Ozone
0 to 50	Good	None
51 to 100	Moderate	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy	Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit outdoor exertion.
201-300	Very Unhealthy	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion.
301-500	Hazardous	Everyone should avoid all outdoor exertion.

**Prior to unhealthy air quality, the Principal or Designee will:**

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file will contain data on the location of such persons at different times of the school day. This data may be kept with the school nurse.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

**When notified of an air pollution episode, Principal or Designee will:**

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Create incident report using Catapult EMS and determine if code Yellow or Red are necessary
3. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad, etc.
4. Instruct employees to minimize strenuous physical activity.
5. Cancel any events requiring the use of vehicles.
6. Urge staff and students to minimize the use of vehicles.

## **THREAT ASSESSMENT & STUDENT WELLNESS PLAN**

### **Education Code 48900.7~ Terroristic Threats**

- (a) In addition to the reasons specified in Sections 48900, 48900.2, and 48900.3 and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent's designee or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
- (b) For the purpose of this section, "terroristic threat " shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

### **California Welfare and Institutions Code 5150**

When any person, as a result of mental disorder, is a danger to others, or to himself / herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken the person into custody and place him or her in custody at Yuba-Sutter Mental Health as a facility for 72 hour treatment and evaluation.

Yuba-Sutter Mental Health shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of a mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than their officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he/she knows to be false.

## **SITE THREAT ASSESSMENT TEAM**

### **DISTRICT THREAT ASSESSMENT TEAM AT PLESD**

- o Jeff Roberts, Superintendent
- o Andrew Roberts, Director of FMOT
- o Ajit Kang, Director of Business Services
- o Toni Vernier, Director of C/I and SPED
- o Jason Hofhenke, Director of Student Services

### **THREAT ASSESSMENT PROCEDURE**

1. The STAT will utilize a THREAT ASSESSMENT GUIDELINES, PROTOCOL and WORKSHEET to help determine whether the threat is Low, Medium or High (See Threat Assessment Guidelines, page 5)
2. If the threat is deemed to be a credible HIGH LEVEL THREAT, the STAT will recommend:
  - A school discipline/ law enforcement response
  - Student Wellness Team Process (W & I 5150 Procedure Checklist)
3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/ others and communicate with the Superintendent. The Site Administrator should obtain a parent signature on an "Interagency Authorization for Release of Information" form. The Site Administrator will designate a team member to maintain a case folder on the incident.
4. The DISTRICT THREAT ASSESSMENT TEAM (**DTAT**) will address as necessary:
  - Liability issues
  - School Safety Issues
  - Student Services disciplinary issues
  - Legal Issues
  - Special Education Issues
5. The site administrator will contact Jeff Roberts, *Superintendent*. He will convene the DTAT and communicate with the Site Administrator to develop a course of action.
6. When it is determined that the student will return to campus, a meeting will be held with parents and administrators to implement:
  - A Site Contract or Suspended Expulsion Contract
  - Mental Health Plan, if appropriate
  - Behavior Plan or updated IEP for programs and services

## THREAT ASSESSMENT GUIDELINES

**Note:** The Threat Assessment Guidelines, Threat Assessment Protocol and Threat Assessment Worksheet are NOT intended to be used as a “profiling” tool. They should be used only after a threat to help evaluate the severity level of that threat in the total context of the student’s history, personality, family, school and social dynamics. Threat Assessment levels are meant to assist team members in developing a response that is appropriate to a specific incident.

### Threat Assessment Levels

A threat is referred to the Site Administrator and, if necessary, the Site Threat Assessment Team (STAT) composed of administrators, Probation Officer, school psychologist, appropriate staff/others to determine the severity level. Following an incident report, the District TAT (DTAT) may be convened to address safety issues.

#### **LOW LEVEL THREAT (1): A threat that poses a minimal risk to the victim and public safety**

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail
- Threat lacks realism
- Content of the threat suggest the person is unlikely to carry it out. It could be impulsive, a form of teasing, or show of bravado. “I could just kill him for saying that.” **“You better not mess with me, or I’ll beat you up.”**

#### **MEDIUM LEVEL THREAT (2): A threat that could be carried out, although it may not appear entirely realistic.**

- The threat is more direct and more concrete than a low level threat. Wording in the threat suggests that the person making the threats has given some thought to how the act will be carried out.
- There may be a general indication of a possible place and time, though these signs still fall well short of a detailed plan.
- There is no strong indication that the person making the threats has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty: **“I’m going to beat that kid up.” “I’m serious!” or “I really mean this.” “Wait until you see what happens next Tuesday in the cafeteria.”**

#### **HIGH LEVEL THREAT (3): A threat that appears to pose an imminent and serious danger to the safety of others.**

- The threat is direct, specific and plausible.
- The threat suggests concrete steps have been taken toward carrying it out. For example, statements indicating the person making the threats has acquired or practiced with a weapon or has had the victim under surveillance.
- There may have been attempts to recruit accomplices, or evidence of physical evidence: written plans, lists of victims, drawings, weapons, bomb materials, of literature explaining how to carry out the acts of violence. **“I am going to shoot Mr. Smith with my shotgun.”**

## **THREAT ASSESSMENT PROTOCOL**

Site administrators using this protocol will often be able to assess a level one threat and act upon the incident using a routine approach to investigating and documenting a school discipline issue.

**When a school administrator, in the course of investigating a threat, identifies elements of higher-level threat, a team should be convened and the site Principal should be informed.**

**Statement:** The central question of a threat assessment is whether a student **poses** a threat, not whether a student **made** a threat.

- o Less than 20% of school shooters communicated a direct or conditional threat to their target before the attack.
- o More than 80% did not make a direct threat, but they did communicate their intent and or plans to others before the attack.
- o Judgments about a student's risk of violence should be based upon analysis of behaviorally relevant facts, not "traits" or "profiles."
- o An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- o There should be thoughtful probing, healthy skepticism, and attention to key points about pre-attack behaviors, a striving to be both accurate and fair. There should be credible verification of all essential "facts" and corroborations about an attacker's interests, statements, and actions.
- o There should be liberal use of "common sense" throughout.

### **STEP ONE: REFERRAL**

- o Referral to Administrator and STAT if needed.

### **STEP TWO: THREAT ASSESSMENT**

- o Is it specific? Was there pre-planning? Were diaries, journals, websites used to record thinking?
- o Is it direct, detailed? Does it have a motive, intent, time, and/or place? Were there attempts to recruit accomplices?
- o Are there means to carry it out? Were weapons sought out? Was there practice with weapons?

### **STEP THREE: 4-PRONGED ASSESSMENT**

- (1) **Personal behavior:** Based on information from faculty members and family members who knew the person before the threat was made: Immaturity, leakage (revealing clues), low frustration tolerance, poor coping skills, "injustice collector," depressive/suicidal, paranoia, narcissism, alienation, dehumanizes others, lack of empathy, externalizes blame, hit lists, closed/peripheral social group, bullying victim, fascination with violence-filled entertainment, excessive reference to mass murder/shooting sprees, stalking behavior, anger problems, radical changes in behavior, romantic break-up?
- (2) **Family Dynamics:** Turbulent parent-child relationship, "dominates" at home?
- (3) **School Dynamics:** "Detached" at school, bully or victim belongs to hate or fringe group, distrusts school?
- (4) **Social Dynamics:** Unrestricted access to themes and images of extreme violence isolated/ alienated?

### **STEP FOUR: OTHER INTERVIEWS**

- o Target of threat: Is interviewed. Is the threat likely to be acted upon? History of students involved?

### **STEP FIVE: EVALUATION AND RESPONSE**

#### **LEVEL 1: LOW**



- The threat poses little threat to public safety and in most cases would not necessitate law enforcement investigation for a possible criminal offense. Extensive interviews are usually not necessary. **RESPONSE: School counseling/ mediation or disciplinary action.**

## **LEVEL 2: MEDIUM**

- The response should in most cases include contacting law enforcement agencies, as well as other sources to obtain additional information (and possibly reclassify the threat into the high or low category).  
**RESPONSE: School disciplinary actions and/or referral for services to Law Enforcement or Mental Health.**

## **LEVEL 3: HIGH**

- Almost always the school should immediately inform Law Enforcement for possible 5150 or arrest and notify Jeff Roberts, Superintendent.  
**RESPONSE: Suspension, Recommendation for Expulsion, Criminal Prosecution.**

### **TERMS AND FACTORS**

**DIRECT:** It identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: “I am going to place a bomb in the school’s gym.”

**INDIRECT:** It tends to be vague, unclear and ambiguous. The plan, the intended victim, the motivation and other aspects of the threat are masked or equivocal: “If I wanted to, I could kill everyone at this school!”—and suggests that a violent act COULD occur, not that it WILL occur.

**VEILED:** It is one that strongly implies but does not explicitly threaten violence. “We would be better off without you around anymore,” clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.

**CONDITIONAL:** IT is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met. “If you don’t pay me one million dollars, I will place a bomb in the school.”

### **FACTIONS IN THREAT ASSESSMENT**

**SPECIFIC DETAILS:** These can indicate that substantial thought, planning, and preparatory steps have already been taken, suggesting a higher risk that the person making the threat will follow through on his threat: the means, weapon, method, date, time, and place, identity of victim and concrete information and plans.

**LOGICAL, PLAUSIBLE DETAILS:** These suggest a very real possibility of being carried out and a high level of risk. Details that are specific but not logical or plausible may indicate a less serious threat that is unlikely to be carried out.

**EMOTIONAL CONTENT:** This can be an important clue to the student’s mental state. Though emotionally charged threats can tell the assessor something about the temperament of the student, they are not a measure of danger. They may sound frightening, but no correlation has been established between the emotional intensity in a threat and the risk that it will be carried out.

**PRECIPITATING STRESSORS:** These are incidents, circumstances, reactional, or situations, which can trigger a threat. The precipitating event may seem insignificant and have no direct relevance to the threat, but nonetheless, can become a catalyst. The impact of a precipitating event will obviously depend on “predisposing factors,” including: underlying personality traits, characteristics, and temperament that predispose and adolescent to fantasize about violence of act violently. These must be considered together with broader information about these underlying factors.

## THREAT ASSESSMENT WORKSHEET

Name:

School:

Date:

### Step 1: REFERRAL

- Referred to administrator / STAT?

### Step 2: TYPE OF THREAT

- Is the threat specific and direct?
- Does it have detail?
- Are the means to carry out the threat available?

### Step 3: FOUR PRONGED ASSESSMENT

- Prong 1: PERSONALITY
- Prong 2: FAMILY
- Prong 3: SCHOOL
- Prong 4: SOCIAL

### Student / Parent Interview

Access to weapons? \_\_\_\_\_ Yes                      \_\_\_\_\_ No

If yes, please explain:

Actual preparations? \_\_\_\_\_ Yes                      \_\_\_\_\_ No

If yes, please explain:

Does the student seriously intend to carry out the threat?

### **Target of Threat Interview**

*Is it likely to be acted on?*

### Step 4: EVALUATION

- Parent Conference / School Discipline and or Services (suspension, expulsion)
- Refer to Law Enforcement

- Refer to Mental Health for 5150 evaluation
- Refer for IEP or Behavior Plan

**REMOVAL OF STUDENT FROM SCHOOL**  
***During School Hours***

The student was removed from \_\_\_\_\_ during school hours by \_\_\_\_\_.  
(School) (Department / Title)

When making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district. (BP / AR 5145.11)

Student's Name	Birthday	Age
Parent/ Guardian	Address	Phone
Name of Peace Officer	Agency	Badge #

**Basis for Action (Check One)**

- Section 836—Penal Code (Arrest without warrant)
- Warrant for arrest
- Section 5150—Welfare and Institutions Code—Danger to self/other, gravely disturbed
- Section 305—Welfare and Institutions Code---Student taken into protective custody (CPS)
- Section 625—Welfare and Institutions Code---Without warrant (minor is suspected of a crime)
- With express permission of parent
- In case of emergency when parent can't be reached (Ambulance)

Parent notified by \_\_\_\_\_ of the removal and place where student is taken. **\*Except in child abuse investigation.**

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Signature of Principal/ Designee:** \_\_\_\_\_

***\*E.C. 48906: When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/ guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.***

## SUSPENSION

Suspension is the temporary removal of a pupil from regular classroom instruction or from school as initiated by a teacher or administrator. A teacher may suspend any pupil from his or her class for the remainder of that day and the following day. A teacher may also refer a pupil to the principal or designee for consideration of a suspension from the school. The principal of the school, the principal's designee or the superintendent of schools may suspend a pupil from the school for not more than five consecutive school days unless the suspension is extended pending expulsion.

### Teacher's Notice of Pupil Suspension

SCHOOL NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

To: Principal and Parent

Pursuant to Section 48900 of the Education Code, \_\_\_\_\_, has  
*Name of Pupil*

been suspended from \_\_\_\_\_ on \_\_\_\_\_  
*Name of Class & Period* *Date/Time of Suspension*

because: \_\_\_\_\_

\*\*\*\*Other means of correction have failed:

Pupil suspension is only from the class stated above and not from the school. Attendance by the pupil is required at all other classes during the period of suspension.

The period of suspension is for:

\_\_\_1. The remainder of the day or period on which the suspension occurred

\_\_\_2. The remainder of the day or period on which the suspension occurred and \_\_\_\_\_ the school day following.

You are hereby requested to attend a parent-teacher conference regarding the

suspension of your child at \_\_\_\_\_ on \_\_\_\_\_ at \_\_\_\_\_  
*Time* *Date* *Location*

NOTE: Parent –Teacher conference must be requested on all suspensions by teachers. (Education Code Section 48910)  
If another time is more convenient, please telephone the undersigned teacher to arrange a meeting as soon as possible.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

Parent Request for Attendance by Administrator at Suspension Conference

Pursuant to Section 48910 of the Education Code, the parent can request that a school administrator attend the Parent-Teacher Conference. If you are requesting an administrator at the above conference, please notify your child's teacher.

## EXPULSION

Expulsion is the removal of a pupil from enrollment in a school or the district as ordered by the Board of Education. Pupils can be expelled only for those reasons for which they can also be suspended.

### LEVEL FOUR DISCIPLINE - Mandatory Expulsion

The principal or superintendent of schools shall immediately suspend and **shall recommend expulsion** of a pupil if he/she determines that the student committed any of the following acts at school or at a school activity.

**Firearm: 48915 (c)(1)** Possessing, selling, or otherwise furnishing a firearm

**Knife: 48915 (c)(2)** Brandishing a knife at another person

**Controlled Substance: 48915 (c)(3)** Unlawfully selling a controlled substance

**Sexual Assault/Battery: 48915 (c)(4)** Committing or attempting to commit sexual assault

**Explosive: 48915 (c)(5)** Possession of an explosive

### LEVEL THREE DISCIPLINE - Quasi-Mandatory Expulsion

The principal or the superintendent of schools **shall recommend the expulsion/suspended expulsion contract** of a pupil for any of the following acts committed at school or school activity, unless the principal or superintendent finds that the expulsion/suspended expulsion contract is inappropriate, due to the particular circumstance. This must be documented in writing.

**Serious Physical Injury: 48915 (a)(1)** Causing serious physical injury to another person, except in self-defense.

**Knife, Explosive or Dangerous Object: 48915 (a)(2) & 48900(b)** Possession of any knife or other dangerous object of no reasonable use to the pupil

**Controlled Substance: 48915 (a)(3) & 48900(c)** Unlawful possession of any controlled substance listed in Chapter 2, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis

**Robbery or Extortion: 48915 (a)(4)** Robbery or extortion

**Assault or Battery: 48915(a)(5)** Assault or battery upon any school employee

### LEVEL TWO DISCIPLINE – Mandatory Suspension

**Under these circumstances, because they are considered particularly destructive and disruptive to the educational environment, District policy requires a minimum three day suspension.**

The principal **shall** recommend suspension of a pupil for any of the following acts committed at school or a school activity. **If the principal recommends expulsion or a suspended expulsion contract, he/she must find that 1) other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:**

**Physical Injury to Another: 48900 (a)(1)** Caused, attempted to cause, or threatened to cause physical injury to another person

**Force or Violence Upon Another: 48900 (a)(2)** Willfully used force or violence upon the person of another, except in self-defense

**Dangerous Object: 48900 (b)** Possessed, sold, or otherwise furnished any firearm, knife explosive, or other dangerous object

**Controlled Substance: 48900 (c)** Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcohol beverage, or an intoxicant of any kind

**Drugs/Alcohol: 48900(d)** Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant

**Robbery or Extortion: 48900(e)** Committed or attempted to commit robbery or extortion

**Drug Paraphernalia: 48900 (j)** Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia

**Imitation Firearm: 48900 (m)** Possessed an imitation firearm.....”imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead to reasonable person to conclude that the replica is a firearm

**Sexual Assault: 48900 (n)** Committed or attempted to commit a sexual assault

**School Discipline Witness: 48900 (o)** Harassed, threatened or intimidated a pupil who is complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both

**Soma (prescription drug): 48900 (p)** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma

**Aids or Abets Physical Violence: 48900(t)** A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person, (but, per Education Code, expulsion may not be imposed unless the student is adjudged guilty in juvenile court)

**Sexual Harassment: 48900.2** Harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment

**Hate Violence: 48900.3** Pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as described in Section 233

**Harassment: 48900.4** Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils

**Community Service on School Grounds: 48900.6** The principal or designee may require a pupil to perform community service on school grounds

**Terrorist Threats: 48900.7** Any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out

#### **LEVEL ONE DISCIPLINE – Permissive Suspension**

**Under these circumstances, District policy permits discipline short of suspension on a minor first offense.**

The principal *may* recommend suspension of a pupil for any of the following acts committed at school or a school activity. **If the principal recommends expulsion or a suspended expulsion contact, he/she must find that 1)other means of correction have failed or not feasible, or 2)due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:**

**Damage to School/Property: 48900 (f)** Caused or attempted to cause damage to school or private property

**Stole School/Private Property: 48900 (g)** Stolen or attempted to steal school property or private property

**Tobacco or Nicotine Products: 48900 (h)** Possessed or used tobacco, or any products containing tobacco or nicotine products, including cigarettes, cigars, smokeless tobacco, snuff, chew packets

**Obscene Act of Habitual Profanity: 48900 (i)** Committed an obscene act or engaged in habitual profanity or vulgarity

**Disruption of School Activities or Defiance of School Personnel: 48900 (k)** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers administrators, school officials, or other school personnel engaged in the performance of their duties

**Received Stolen School/ Private Property: 48900 (l)** Knowingly received stolen school property or private property

**Hazing: 48900(q)** Engaged in, or attempted to engage in, hazing as defined in Section 32050

**Bullying: 48900(r)** Engaged in an act of bullying, including, but not limited to bullying committed by means of an electronic act directly specifically toward a pupil or school personnel

**Community Service on School Grounds: 48900.6** The principal or designee may require a pupil to perform community service on school grounds.

## CHILD ABUSE REPORTING PROCEDURES

Child abuse has severe consequences and the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. *Reasonable suspicion* means that is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect, physical, sexual or emotional abuse.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reports shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

### ***Child abuse or neglect includes the following:***

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child
5. Unlawful corporal punishment or injury

### ***Child abuse or neglect does not include:***

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

***Initial Telephone Report***

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. **The phone number for CPS is 530-749-6288**

***Written Report***

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. Forms are located in every school office.

**Send Form to: 5730 Packard Ave., Marysville 95901 and a copy to Pupil Services**



## **DISCRIMINATION AND HARASSMENT POLICIES**

### **Discrimination Policy**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation. The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges. Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Superintendent handles complaints regarding discrimination and inquiries regarding policies. Any student who feels that he/she is being harassed should immediately contact a school employee or the principal. Any student who observes an incident of harassment should report the harassment to a school employee or the principal, whether or not the victim files a complaint.

### **Student Sexual Harassment Policy**

The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. The Board expects students or staff to immediately report incidents of sexual harassment to the student's teacher, Principal, Vice-Principal or Designee or to another District Administrator. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

### **DEFINITION**

Committed sexual harassment as defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

### **INSTRUCTION / INFORMATION**

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

1. Behaviors that constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.

4. Information about the person(s) to whom a report of sexual harassment should be made.

## **COMPLAINT PROCESS**

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Director of Personnel or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

## **DISCIPLINARY MEASURES**

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

For students in grades 4 through 12, disciplinary action may include suspension/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

## **RECORD KEEPING**

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 its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

## **PROHIBITED SEXUAL HARASSMENT CONDUCT**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Types of conduct which are prohibited in and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposely cornering or blocking normal movements
10. Displaying sexually suggestive objects
11. Continuing to express sexual interest after being informed that the interest is unwelcome
12. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

## **Safe School Climate Strategies**

### **Component 1: People and Programs, Create a “caring and connected” school climate**

**Goals and Objectives:** The goals and objectives of the project are in complete alignment with the goals and objectives of Plumas Lake Elementary School District and the State of California.

**Objective One: 1.1 Implementation of Bullying Prevention Program school-wide will result in all students being introduced to and practicing positive ways to communicate and solve problems with peers. A school-wide discipline policy will be created and enforced.**

Related activities:

1. Provide staff with Bullying Prevention trainings.
2. Provide teachers and support staff the opportunity to continue to monitor, discuss, and enforce a school-wide management policy.
3. Develop common vocabulary and strategies to use when helping students work through problems.
4. Provide students with bullying prevention training and education.
5. Professional Development days will include a component of time dedicated to school-wide management.
6. Positive Choices slips will be handed out to students for appropriate decision-making.
7. Student handbook provided to all students and families at the beginning of the year.
8. Awards given for “Citizenship” to reward students for positive behavior.

**Objective 1.2: To provide students with Positive Affirmations, which will result in students taking, pride in themselves and their work.**

Related activities:

1. Positive Postcards, phone calls, notes, etc...
2. Display boards in cafeteria of student progress towards reaching academic goals.
3. Birthday Bulletin Board
4. Student Academic Achievement Wall in cafeteria.
5. “Caught Making Positive Choices” slips
6. “Citizenship” and “Good Attitude” awards.

**Objective 1.3: Staff will work collaboratively with parents and the community for student success and safety.**

Related Activities:

1. Staff will attend Parent Teacher Student Organization and School Site Council meetings.
2. Back-to-School and Open House Nights will be held to acknowledge student expectations and accomplishments.
3. An “Open door” policy will be maintained to promote communication with families.

4. Monthly School newsletter to highlight student and classroom accomplishments.
5. Science Fair will be held to promote family involvement with academics.
6. Dinner Fundraisers sponsored by the PTSO will be held.

**Component 2: Place: Create a *physical environment* that communicates respect for learning and for individuals**

Goals and Objectives: The broad area we will focus on in the near future to accomplish our mission and vision is providing students and visitors with an inviting school atmosphere and well-maintained facilities and grounds.

**Objective 2.1: Create a safe environment for students.**

Related activities:

1. Monitor Parking and pick-up areas for safety of students.
2. All staff members will monitor the student areas to ensure safety after-school.
3. Emergency preparedness exercises will be held monthly to ensure knowledge of procedures.
4. All staff will receive a staff binder at the beginning of the year which will include emergency procedures.
5. Staff will display red and green cards during drills and emergencies which indicate if all students are accounted for.
6. Monthly inspections of school site will be completed to ensure safety issues are addressed.
7. Work with District transportation and facilities and maintenance personal to develop a plan and timeline to address concerns.
8. Repaint areas to ensure correct traffic flow.

**Objective 2.2: School Beautification through landscaping, murals, and positive quotes will result in students taking pride in themselves and their school.**

1. Custodial job request sheets in each room to ensure communication and completion of tasks.
2. Work orders for staff to complete when a job needs to be completed. Work orders will be completed in a timely manner.
3. Faxing of requests to the District maintenance department when repairs are needed.
4. Holding of beautification days which involve staff, students, and families.
5. Floors will be waxed and maintained twice a year.

