

YUBA COUNTY BOARD OF EDUCATION

935 14th Street
Marysville CA 95901

Agenda

March 8, 2017



Marlene Rastetter

George Smith, Vice President

Mary Hovey,

Desiree Hastey

Eva Teagarden, President

Trustee Area 1

Trustee Area 2

Trustee Area 3

Trustee Area 4

Trustee Area 5



Francisco Reveles, Ed.D.
Superintendent

YUBA COUNTY BOARD OF EDUCATION

REGULAR MEETING

Wednesday, March 8, 2017

4:30 p.m. – Oak Room

935 14th Street

Marysville, CA 95901

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE

2. APPROVAL OF AGENDA

ACTION ITEM

2.1 Excuse George Smith’s absence from the Board Meeting held January 11, 2017, pursuant to Board Bylaw 9250.

ACTION ITEM

2.2 Excuse George Smith’s absence from the Board Meeting held February 8, 2017, pursuant to Board Bylaw 9250.

ACTION ITEM

2.3 Excuse Marlene Rastetter’s absence from the Board Meeting held February 8, 2017, pursuant to Board Bylaw 9250.

ACTION ITEM

2.4 Excuse Mary Hovey’s absence from the Board Meeting held February 8, 2017, pursuant to Board Bylaw 9250.

ACTION ITEM

3. CONSENT AGENDA

ACTION ITEM

3.1 Approval of Minutes of January 11, 2017 – Page 5

3.2 Temporary County Teacher Certificates – Pages 8 and 9

3.3 Acceptance of donation of a holiday luncheon and presents, provided by the Rotary Club of Marysville, Elks Lodge and Recology valued at approximately \$2,000.00, for students enrolled in YCOE Moderate/Severe Special Education Program

3.4 Acceptance of donation of a \$100 Sam’s Club gift card to the Carden School Juvenile Hall provided by the Jeremiah family.

3.5 Acceptance of donation of \$250.00 from Kiwanis Club of Marysville, for the Academic Decathlon.

The above items are self-explanatory. All items on the Consent Agenda are considered a routine item or one that has been previously discussed. Any Board Member may request that an item be pulled for further discussion.

4. PUBLIC COMMENTS ON NON-AGENDA ITEMS

This item is being placed on the agenda to allow any member of the public to speak on non-agenda items or to share information with the Board, per Board Bylaw 9323. Persons wishing to address the Board are requested to fill out a “Request to Speak” card before the start of the meeting and give it to the secretary, Board President, or superintendent. Individual speakers will be allowed five minutes to address the Board ~ fifteen minutes total time for public input on each item.

The California Government Code, Section 54952.2(a)(2) states, “No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3.”

5. SUPERINTENDENT’S REPORT

- 5.1 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE DIRECTORS/SUPERINTENDENT/BOARD MEMBERS TO SHARE VARIOUS ITEMS OF INTEREST INFORMATION ITEM

- 5.2 BOARD MEMBER COMPENSATION - Page 10
President Eva Teagarden INFORMATION ITEM

- 5.3 SET DATE, TIME AND PLACE FOR BOARD RETREAT AND PUBLIC SERVICE ETHICS LAWS AND PRINCIPLES TRAINING ACTION ITEM

This is to provide the Board an opportunity to set a date, time and place for the Board Retreat and Public Service Ethics Laws and Principles Training.

Recommend the Board consider setting March 20, 2017, 9:00 a.m. – 12:00 p.m., in the Oak Room at the Yuba County Office of Education, 935 14th St, Marysville, as the date, time and place for the Board Retreat.

6. EDUCATIONAL SERVICES

- 6.1 LCAP Presentation from Foster Youth Services
Amy Molina-Jones and Nick Roberts INFORMATION ITEM

- 6.2 YUBA COUNTY OFFICE OF EDUCATION SAFETY PLAN – Page 11
Bobbi Abold ACTION ITEM

Each school must have an approved safety plan in place that has been approved by the governing board. Yuba County Office of Education has updated the existing safety plan to include all required elements. The Yuba County Office of Education Safety Plan will be available at the meeting.

Recommend the Board approve the Yuba County Office of Education Safety Plan.

- 6.3 APPOINTMENT OF YUBA COUNTY OFFICE OF EDUCATION PARENT REPRESENTATIVE (DONDI MATHEWS) TO THE COMMUNITY ADVISORY COMMITTEE ACTION ITEM
Leslie Cena

Formal appointment of a Yuba County Parent Representative to the Community Advisory Committee is a requirement for the Board.

Recommend the Board accept the appointment of Dondi Mathews to the Community Advisory Committee.

- 6.4 SCHOOL ACCOUNTABILITY REPORT CARDS INFORMATION ITEM
Leslie Cena

Staff will share information compiled for the 2015-16 SARC for Board information and review. School Accountability Report Cards are compiled per state requirements for Special Education, Alternative Education and Charter Programs operated by the Yuba County Office of Education.

7. FISCAL SERVICES

- 7.1 ACCEPTANCE OF AUDIT REPORT FOR 2015-2016 **ACTION ITEM**
Violette Begley

The Audit Report for 2015-2016 was presented for review at the January 11, 2017, Board Meeting.

Recommend the Board accept the Audit Report for 2015-2016.

- 7.2 ACCEPTANCE OF SECOND INTERIM REPORT FOR **ACTION ITEM**
2016-2017
Violette Begley

The Second Interim Report represents a status report for the Yuba County Office of Education's fiscal condition for the period ending January 31, 2017. Copies of the report will be available at the meeting.

Recommend the Board accept the Second Interim Report for 2016-2017.

8. BOARD WILL RECESS TO CLOSED SESSION **INFORMATION ITEM**
TO ENTER INTO NEGOTIATIONS FOR THE FOLLOWING
YCOE OWNED SURPLUS PROPERTIES:
Francisco Reveles

1. 1010 I Street, Marysville, CA (APN: 009-202-007, 008, 009)
2. 1114 Yuba Street, Marysville, CA (APN: 009-232-014,015)
3. 4979 Olivehurst Avenue, Olivehurst, CA (APN: 013-041-022)

Negotiations: Direction to Surplus Property Negotiator, Francisco Reveles, for proposal to sell surplus property and enter into negotiations through Meagher and Tomlinson, Real Estate Brokers.

9. BOARD CLOSED SESSION

- 9.1 Conference with Surplus Property Negotiator, Francisco Reveles, David Shirah, Project Manager, YCOE Facilities Capital Improvement Projects and Violette Begley, Director of Fiscal Services
Property Locations:
Francisco Reveles

1. 1010 I Street, Marysville, CA (APN: 009-202-007, 008, 009)
2. 1114 Yuba Street, Marysville, CA (APN: 009-232-014,015)
3. 4979 Olivehurst Avenue, Olivehurst, CA (APN: 013-041-022)

Negotiations: Direction to Surplus Property Negotiator, Francisco Reveles, for proposal to sell surplus property and enter into negotiations through Meagher and Tomlinson, Real Estate Brokers.

10. RECONVENE TO OPEN SESSION

11. REPORT OF ACTION TAKEN IN CLOSED SESSION
President Eva Teagarden

12. OTHER ITEMS TO COME TO THE ATTENTION OF THE BOARD **INFORMATION ITEM**

13. ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board Meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 749-4854. Notification at least 48 hours prior to the meeting will enable the Superintendent's Office to make reasonable arrangements to ensure accessibility to the Board meeting.

All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the Yuba County Office of Education located at 935 14th Street, Marysville, CA 95901.

**YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING**

Wednesday, January 11, 2017 – 4:30 p.m.
935 14th Street – Oak Room
Marysville CA 95901

<p>1. CALL TO ORDER, ATTENDANCE, PLEDGE OF ALLEGIANCE</p>	<p>A regular meeting of the Yuba County Board of Education was called to order at 4:30 p.m. at the Yuba County Office of Education, 935 14th Street, Marysville, by President Eva Teagarden.</p>
	<p>Present were Eva Teagarden, Desiree Hastey, Mary Hovey and Marlene Rastetter. Absent: George Smith</p>
<p>2. APPROVAL OF AGENDA</p>	<p>Motion made by Marlene Rastetter and seconded by Desiree Hastey to approve the agenda. Marlene Rastetter, Desiree Hastey, Eva Teagarden and Mary Hovey voted aye. Motion unanimously carried. George Smith was absent.</p>
<p>3. CONSENT AGENDA <u>ACTION ITEM</u></p>	<p>3.1 Approval of Minutes of December 14, 2016 3.2 Approval of Temporary County Teacher Certificates</p>
	<p>Motion made by Desiree Hastey and seconded by Marlene Rastetter to approve Consent Agenda. Marlene Rastetter, Desiree Hastey, Eva Teagarden and Mary Hovey voted aye. Motion unanimously carried. George Smith was absent.</p>
<p>4. PUBLIC COMMENTS ON NON-AGENDA ITEMS</p>	<p>No Public Comments were made</p>
<p>5. SUPERINTENDENT'S REPORT <u>INFORMATION ITEM</u></p>	<p>5.1 This item provides an opportunity for the Directors/Superintendent/Board Members to share various items of interest:</p> <ul style="list-style-type: none"> • Dr. Reveles shared that he had the opportunity to walk in the Marysville Interfaith Unity March for Peace on December 9, 2016. He will also participate in Dancing with Our Stars, sponsored by Rideout Health Foundation for programs benefiting patients and the communities.
<p><u>INFORMATION ITEM</u></p>	<p>5.2 BOARD COMMITTEES Eva Teagarden and Marlene Rastetter volunteered to serve as the Superintendent's Salary Committee and were so appointed by President Teagarden. Eva Teagarden volunteered to serve on the Yuba County Children's Wellness and Child Abuse Prevention Council.</p>

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
Wednesday, January 11, 2017 – 4:30 p.m.
935 14th Street – Oak Room
Marysville CA 95901

<u>INFORMATION ITEM</u>	5.3 COUNTY BOARD GOVERNANCE WORKSHOP Dr. Reveles invited the board members to attend the workshop January 27 – 28, 2017 in Sacramento.
<u>INFORMATION ITEM</u>	5.4. UPDATE ON YCOE BOARD RETREAT/ETHICS TRAINING Dr. Reveles discussed two possible board retreat dates. This item will be on the February 8, 2017 agenda as an action item.
<u>INFORMATION ITEM</u>	5.5 QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS Superintendent Reveles shared the Quarterly Report on Williams Uniform complaints for the 2 nd quarter, October 1, 2016 - December 31, 2016, pursuant to Education Code §35186. No complaints have been filed.
<u>ACTION ITEM</u>	5.6 PUBLIC HEARING ON RESOLUTION NO. 2017-01, RENAMING A FACILITY The Public Hearing was declared open at 4:56 p.m. by President Teagarden. Dr. Reveles stated that the purpose of this Public Hearing was to answer any questions and hear feedback from the public regarding the renaming of the Yuba County Center for Education to the Ric Teagarden Center for Education. A motion was made by Marlene Rastetter and seconded by Desiree Hastey to close the hearing. Marlene Rastetter, Desiree Hastey, Eva Teagarden and Mary Hovey voted aye. Motion unanimously carried. George Smith was absent. There being no further comments from the public, the meeting was declared closed at 5:59 p.m. by President Teagarden.
<u>ACTION ITEM</u>	5.7 ADOPTION OF RESOLUTION NO. 2017-01, RENAME A FACILITY This Resolution is to approve the renaming of the Yuba County Center for Education to the Ric Teagarden Center for Educaiton. Motion made by Marlene Rastetter and seconded by Desiree Hastey to adopt Resolution No. 2017-01. Marlene Rastetter voted aye, Desiree Hastey voted aye, Eva Teagarden voted aye and Mary Hovey voted aye. Motion unanimously carried. George Smith was absent.

**YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING**

Wednesday, January 11, 2017 – 4:30 p.m.
935 14th Street – Oak Room
Marysville CA 95901

<p>6. EDUCATIONAL SERVICES INFORMATION ONLY</p>	<p>6.1 LCAP Bobbi Abold reported on the LCAP goals. She is currently reviewing the goals to make sure the data is truly meaningful and that the benchmarks are being met.</p>
<p><u>ACTION ITEM</u></p>	<p>6.2 COLLEGE READINESS PLAN Bobbi Abold presented the College Readiness Plan. A motion was made by Marlene Rastetter and seconded by Mary Hovey to approve the College Readiness Plan. Marlene Rastetter, Desiree Hastey, Eva Teagarden and Mary Hovey voted aye. Motion unanimously carried. George Smith was absent.</p>
<p><u>INFORMATION ITEM</u></p>	<p>6.3 CHILD CARE PLANNING COUNCIL UPDATE Tonya Byers, Child Care Coordinator for the Child Care Planning Council of Yuba and Sutter Counties shared the workshops and programs that are offered to community members.</p>
<p>7. FISCAL SERVICES INFORMATION ITEM</p>	<p>7.1 REVIEW OF AUDIT REPORT FOR 2015-2016 Violette Begley, reviewed the 2015-2016 Audit Report and shared there were no findings this year.</p>
<p>8. OTHER ITEMS TO COME TO THE ATTENTION OF THE BOARD INFORMATION ITEM</p>	<p>There were no items to come before the board.</p>
<p>9. ADJOURNMENT</p>	<p>Meeting was adjourned at 5:44 p.m.</p>

Respectfully submitted,

Francisco Reveles, Ed.D.
Superintendent, Yuba County Office of Education

Temporary County Certificates Issued
December 16, 2016 to January 26, 2017

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIR</u>
Black, Cheryl	Prelim Multiple Subject, SMA English	No	7/19/2017
Hysmith, Jessica	Provisional Internship Permit - ECSE	No	9/1/2017

Temporary County Certificates Issued
January 26, 2017 to February 23, 2017

<u>NAME</u>	<u>CREDENTIAL APPLIED FOR</u>	<u>PREV CRED</u>	<u>TCC EXPIR</u>
Boyd, Kathryn	Short Term Staffing Permit - M/S	Yes	9/1/2017
Clemens, Keisha	Level I Education Specialist - 1 year ext.	Yes	9/1/2017
DeMaranville, Caitlin	Short Term Staffing Permit - General	Yes	9/1/2017
Derry, Joel	Prelim Multiple Subject - 2 year ext.	Yes	8/31/2017
Smith, Jackeline	Prelim Multiple Subject - 2 year ext.	Yes	11/30/2017
Warnock, James	Career Technical Education Des. Sub.	No	6/30/2017

Yuba County Office of Education Compensation for Board Members

Yuba County Office of Education’s board members receive the following compensation:

- \$160.00 per month for attendance at board meeting(s), or excused absence.
- Subject to employer paid benefits on wages, i.e. – social Security, Medicare, worker’s compensation.
- Mileage reimbursement for miles driven to and from the board meeting place.
- Health Insurance:
Board Members, who are eligible for health insurance, receive the same benefit as certificated, classified and management employees. We currently have a tiered rate; therefore, the employer compensation varies based on the level of insurance needed.

2016/17 Tiered Rate

Health	\$5,556 (per FTE)/yr. (Employee Only) \$11,112 (per FTE)/yr. (Employee + 1) \$14,424 (per FTE)/yr. (Employee + Family)
Dental	\$1,356 (per FTE)/yr. (Employee + Family)
Vision	\$264 (per FTE)/yr. (Employee or Family)
Life Insurance	\$46.80 (per FTE)/yr. for a \$25,000 policy

Annual cost per Board Member for all insurance based on tier:

Employee Only	\$ 7,223 per year
Employee + 1 Dependent	\$12,779 per year
Employee + Family	\$16,091 per year

Currently two board members are taking insurance for an estimated total cost of \$20,002. If all five board members requested insurance for self and family, the cost could be a maximum of 5 x \$16,091 = \$80,455.

Employer paid insurance cost is based on the current rate for Management for the Yuba County Office of Education for the specific year.

Yuba County Office of Education
Comprehension Safe School Plan
(Education Code Section 32280-32288)
2016-2017

Every school will provide a safe environment that is conducive to learning. This will be measured by annual surveys of students, parents and staff and monthly discipline reports from Aeries.

Contact Person: Bobbi Abold, Assistant Superintendent, Instruction

Telephone Number: (530) 749-4872 Email Address: bobbi.abold@yubacoe.k12.ca.us

Yuba County Board of Education

Marlene Rastetter	Trustee Area 1
George Smith	Trustee Area 2
Mary Hovey	Trustee Area 3
Desiree Hastey	Trustee Area 4
Eva Teagarden, Board President	Trustee Area 5

Superintendent

Dr. Francisco Reveles

Assistant Superintendent Special Education

Leslie Cena

Coordinator of Emergency Planning/Crisis Response

Assistant Superintendent Instruction

Bobbi Abold

Table of Contents

MISSION AND VISION STATEMENT.....	Error! Bookmark not defined.3
EMERGENCY RESPONSE PLAN.....	4
PREVENTION AND INTERVENTION STRATEGIES.....	6
SAFE SCHOOL CLIMATE STRATEGIES.....	7
SAFE SCHOOL LEADERSHIP TEAM.....	8
THREAT ASSESSMENT MANAGEMENT TEAM (TAMT).....	9
FIRST AID RESPONDERS.....	10
STUDENT RELEASE TEAM.....	11
STUDENT RELEASE FORM.....	12
SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES.....	13
EVACUATION PLANS.....	14
YCOE LOCKDOWN OBSERVER FORM.....	16
HARD LOCKDOWN (CODE RED) PROCEDURE.....	17
SOFT LOCKDOWN (CODE RED) PROCEDURE.....	18
SHELTER IN PLACE (CODE RED) PROCEDURES:.....	19
AIRCRAFT ACCIDENT (CODE RED).....	23
FLOOD (CODE RED).....	24
COUNTY SAFETY TEAM RESPONSIBILITIES.....	28
PHONE TREE.....	28
STAFF EMERGENCY PHONE NUMBERS.....	29
THREAT ASSESSMENT & STUDENT WELLNESS PLAN.....	30
SITE THREAT ASSESSMENT TEAM.....	31
THREAT ASSESSMENT GUIDELINES.....	32
THREAT ASSESSMENT PROTOCOL.....	33
THREAT ASSESSMENT WORKSHEET.....	35
REMOVAL OF STUDENT FROM SCHOOL.....	37
SUSPENSION.....	38
EXPULSION.....	39
CHILD ABUSE REPORTING PROCEDURES.....	42
DISCRIMINATION AND HARASSMENT POLICIES.....	43

Mission, Motto, Vision and Values and Beliefs

Mission

The Yuba County Office of Education provides resources, information, services and education to empower those we serve.

Motto

RISE to Excellence

(Resources, Information, Service, Education)

Vision

The Yuba County Office of Education's **priority is service to** students, districts and the community by providing exemplary educational programs, fiscal support and retention of qualified and valued employees.

Values and Beliefs

We value:

- Safe and caring environments
- Collaboration and shared decision making
- Individual development and recognition of accomplishments
- Open, honest communication
- Respect in all interactions
- Accountability to self and others
- High levels of efficiency, resource management and professionalism
- Self-reflection and continual improvement

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

PURPOSE:

The Yuba County Office of Education (YCOE) Comprehensive Safe School Plan (CSSP) provides guidance and direction to administrators, managers, 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 Yuba County Office of Education facility or any school district within Yuba County. The plan details the flow of command from the Superintendent level to the school level.

LEVELS OF EMERGENCIES:

Level One Emergencies

- A localized emergency that school site and/or facility 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 Yuba County Office of Education personnel 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, Site Administrator, Program Manager or Designee;
- Implemented requiring the support of all staff who are mandated to remain on site and perform their assigned duties until released;
- Reviewed annually for modifications
- Submit for approval by Yuba County Office of Education Board of Trustees by May 30, 2013 and March 30th in each year here after.

HAZARD ASSESSMENT:

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

STAFF TRAINING:

Understanding 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 Site Administrator, Program Manager or Designee is responsible for establishing and maintaining a safe evacuation route from all facility buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. *Evacuation routes will be posted in all facilities, 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 Yuba County Office of Education to release their students to other adults in the event of an emergency or disasters.

STUDENT RELEASE/ EMERGENCY FILE:

In all emergency situations, the Site Administrator, Program Manager 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 classroom (programs on host campuses) or school office (YCOE facilities). 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, through email using **CatapultK12**. 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 contacts the Superintendent and District Safety Team using CatapultK12.

SAFE SCHOOL LEADERSHIP TEAM (SSLT)

Each Yuba County Office of Education 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. The County Office School Safety Team functions at the Local Government level to facilitate the flow of information within and between levels of the system, and 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 facility or school grounds.

GENERAL EMERGENCY PROCEDURES:

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. Site Administrators or Program Managers 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 Safe School Plan Coordinator. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established **procedures.**

SCHOOL CRIME STATUS AND REPORTING:

All schools within Yuba County Office of Education comply with all Federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspension and truancy information to satisfy NCLB requirements. All calls to law enforcement are documented and reported as required. Discipline and truancy data can be found on School Site Report Cards as well as demographics of each school. None of the schools within Yuba County Office of Education are at risk of being classified as persistently dangerous schools.

PREVENTION AND INTERVENTION STRATEGIES THAT PROMOTE VIOLENCE-FREE AND DRUG-FREE SCHOOLS

Second Step

Second Step is a violence prevention curriculum implemented in kindergarten through third grades. Student participants in Second Step learn and practice vital social skills, such as empathy, emotion management, problem solving and cooperation. These essential life skills help students in the classroom, on the playground and at home.

Research indicates that children who are socially competent perform better academically. Second Step lessons give tools to help children become socially skilled and develop strong bonds to school. The engaging photo-lesson cards show adults and children expressing emotions and solving problems in real-life situations. Lesson cards include objectives, scripts, discussion questions, role-plays and other activities. Lively classroom **videos also spark discussion, enriching students' learning of important social and emotional skills.**

Parent Project (12-18 years old), Loving Solutions (6-11 Years old), and Positive Discipline (0-5 years old) parenting classes: Parenting classes are offered on a regular basis and are open to all parents in Yuba County. Referrals can be made by parents, school staff, Yuba County Child Protective Services and Yuba County Courts.

Positive Behavior Interventions and Supports (PBIS):

School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

- Behavioral Expectations Taught
 - Reward system for appropriate behavior
 - Clearly defined consequences for problem behavior
 - Differentiated instruction for behavior
 - Continuous collection and use of data for decision-making
- Universal screening for behavior support

COMMUNITY RELATIONSHIPS:

Law Enforcement: Yuba County Office of **Education has teamed with Yuba County Sheriff's Department, Marysville Police Department and Yuba County Probation Office** to promote positive relationships with law enforcement as well as prevent violence and criminal activity. Administrators meet with **Marysville Police Department and Yuba County Sheriff's Department to address concerns and work on strategies to decrease student discipline.** The goal of the partnership with YCSO and MPD are develop relationships with families, counsel students and enforce the rules of the school and laws of the community.

Yuba County Probation: **The P.A.S.S. Program through Yuba County Probation's primary goal has been to counteract factors interfering with student learning underperformance with a comprehensive and multifaceted approach.** This collaborative approach includes:

- Facilitating student and family access to effective services and special assistance as needed.
- Responding to, and where feasible, preventing school and personal crises.
- Supporting transitions by assisting students and their families as they negotiate school and grade changes, and daily transitions.
- Focus on increasing a partnership between home and school.
- Increasing community involvement and support to develop greater community involvement and support.

Safe School Climate Strategies

Component 1: People and Programs, create a “caring and connected” school climate

Goals and Objectives:

School Related Activities:

1. YCOE staff participates in on-going PBIS training.
2. A school wide policy discipline policy has been created that promotes positive behavior rather than negative.
3. Common vocabulary and forms are used by all staff at the three school sites using PBIS; Charter, Carden and TEM.
4. Training is given to students at all school sites that include bully prevention and positive behavior interaction.
5. PRIDE tickets are handed out to award positive behavior by the student on a daily basis.
6. Continuing since beginning in 2014/2015 school year all students and families will be provided a handbook to promote PBIS.

Student Related Activities:

1. Daily reward drawings for students using PRIDE tickets.
2. Recognition of students by displaying name on PRIDE wall in each classroom.
3. Student of the week.
4. Student of the month.
5. Homework pass and free dress privileges awarded to students at the end of the month using PRIDE tickets.

Parent and Family Related Activities:

1. Parents are invited to be PBIS team members.
2. Parents and Staff attend School Site Council meetings where PBIS is explained.
3. **Quarterly parent dinners prepared by the staff are held to build relationships with student’s families.**
4. An open door policy is maintained by the staff and administration for all families.
5. Fundraisers are held by student council or the PBIS student committee and parents are encouraged to participate.

Component 2: Create a physical environment that communicates respect for learning and for the 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.

School Related Activities:

1. Administration and staff monitor all areas of the school for student safety.
2. Implemented CATAPULT EMS to provide instant notification to staff, school administrators, county administrators and local law enforcement in the event of a lockdown, shelter in place or evacuation of students on our campus.
3. Monthly Emergency preparedness exercises are held to ensure knowledge of procedures.
4. All staff members will receive a staff binder at the beginning of the year which includes emergency procedures.
5. Monthly inspections of school site are completed by the administration to ensure safety issues are addressed.

Student Related Activities:

1. Through PBIS, students are given the opportunity to beautify their school.
2. Each month Students are picked using PBIS to enhance their school by school beautifying (planting, painting, general maintenance as part of construction technology class).

Safe School Leadership Team

In the event of an emergency situation, the Safe School Leadership Team should report to (designated location) to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following:

- (1) Secure the area,
- (2) Check for damage,
- (3) Assess injury situations,
- (4) Report findings through CATAPULT which will alert COUNTY SAFETY TEAM.

POSITION & NAME	PHONE
Principal:	
Assistant Principal:	
Teacher:	
Secretary:	

THREAT ASSESSMENT MANAGEMENT TEAM (TAMT) (Student Wellness Team)

When a school identifies an individual or group that may pose a potential harm to themselves or others, the facility or school will convene their Threat Assessment Management Team (TAMT).

The task of the TAMT is to assess the level of threat posed; determine what level of response the facility or school site will initiate; what YUBA COUNTY OFFICE OF EDUCATION resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Institution Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the 5150 process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's wellbeing when and if returned to school.

STAFF MEMBER	TITLE
	Principal
	Assistant Principal
	School Psychologist
	Student Support
	PASS Officer
	Student Discipline & Attendance

FIRST AID RESPONDERS

Each facility or site must have designated First Aid responders who are first to provide assistance when needed. Annually, identify those staff members who have current training in CPR and First Aid. In an emergency, any staff member may provide assistance. Insure there are an adequate number of people trained in first aid in addition to the crisis response team.

CPR	First Aid	Name	Title	Room / Phone #

Emergency Care for Injuries, choking and sudden illness (flipchart) is the guide for providing first aid.

The flipchart and first aid supplies are located [redacted]. Additional supplies are located [redacted].

Any time an employee is involved in a possible blood exposure incident, **it shall be reported as a Worker's Compensation incident.**

CPR Precautions

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with the first aid equipment in the school health office.

Unless the cope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual YUBA COUNTY OFFICE OF EDUCATION policy.

STUDENT RELEASE TEAM

This team is the ONLY team, which should release students to parent(s) or guardian(s). Team responsibilities may include:

- Updating student census lists on a regular basis.
- **Maintaining a “go box” with pens, forms, clipboards, etc., needed to establish a student release area.**
- Securing census lists and emergency cards when a crisis occurs.
- Maintaining location at the front of the emergency meeting area.
- Assigning team(s) dedicated to the release of students and another team(s) dedicated to locating information for staff and students.
- When authorized by the Site Administrator, Program Manager or Designee, the Release Team begins the process of reuniting students with parents or guardians.
- Team ensures students are released to authorized parent or guardian and documents release by using a sign out form.

STAFF MEMBER	TITLE	EMERGENCY TASK
	Attendance Clerk	Provide Student Information
	Office Staff	Release Team
	Site Administrator	Release Team
	Program Manager	Release Team

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

Site Administrator/Program Manager/Safe School Leadership Team

1. Acts as the liaison between the facility or school site and YUBA COUNTY OFFICE OF EDUCATION office and maintains communication with appropriate YUBA COUNTY OFFICE OF EDUCATION staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. Do not attempt to turn utilities back on yourself.
4. Ensures that teachers and staff are trained to carry out responsibilities during disaster and drill procedures; encourages staff to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
 - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Site Administrator/Program Manager (or authorized person) and the Superintendent.
 - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control and information in an orderly fashion.
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
7. Assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel, parents, Yuba County Office of Education staff and media to appropriate areas, and prohibit unauthorized persons from entering campus or facility.
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center
 - e. Administer first aid
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures
 - h. Check building utility systems and appliances for damage.
8. Schedules regular emergency drills and reviews the emergency plan with staff, students and parents to schedule regular site inspections for safety hazards.
9. Plans alternate classroom evacuation routes, if standard routes are obstructed.
10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

EVACUATION PLANS

Each site must have an evacuation plan that consists of two stages:

Stage ONE Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus. Location:

Stage TWO Relocation: At the direction of the Site Administrator/Program Manager or Designee, all students and staff are relocated to a determined location off campus at time of event. Coordinate with Operations department and Police and Fire Department. (Examples: Gas leak, fallen aircraft, flood, etc.)

Plans shall be based on the current "School Maps" obtained from the Maintenance Operations Department.

Evacuation Plan Checklist:

- Detailed evacuation routes
- Designated areas for each teacher and class
- Areas of supervision
- Transportation points (for busses and autos)
- Student Release Area
- Press Area

TEAMS:

- Crisis Response Team
- Student Release Team

OTHER:

- Emergency cards and census list (Always ready to be taken to student release area)
- Parent/ Guardian sign out log or forms
- Impaired mobility list (Location of these students throughout the school day)
- Classroom evacuation materials
- Communication Plan (How teachers will communicate to the Safe School Leadership Team)

FIRE DRILL & LOCKDOWN DRILL SCHEDULES

The Site Administrator or Program Manager shall hold fire drills at least once a month at the elementary and intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001 & AR 3516.1).

FIRE DRILL SCHEDULE

MONTH	DATE	TIME
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL		
SPRING		

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL		
SPRING		

Checklist for LOCKDOWN DRILL

- The district safety Director will send out a message to parents that a drill will happen the following week.
- School administrators will provide map and keys for law enforcement and/or district employees to check classrooms.
- School administrators will provide safety team with observer form to complete and be turned in at the end.
- Divide campus up so all classrooms can be checked
- Announce lockdown drill over PA (Follow safety procedures which included cards in windows)
- Initiate Catapult EMS CODE RED in DRILL MODE (do NOT include first responders and district safety team)
- After drill, resolve CODE RED using Catapult. Take it off DRILL MODE
- After drill, debrief with team. (Share with staff at next staff meeting or before).
- Send out message to parents on School Messenger:
 - a. Hello, this is _____ from _____. I am calling to inform you that our school participated in a lockdown drill **today to enhance student safety. We have been working closely with Yuba County Sherriff's Department and Marysville Police to improve procedures and guarantee all students and staff is prepared in the event of an actual emergency. Have a great day!**
- We will debrief at the next Safety Meeting scheduled in the board room.

HARD LOCKDOWN (CODE RED) PROCEDURE

A lockdown may be used as an emergency response when a facility or school is faced with extremely violent behavior, armed intruders, active shooters, a 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. Students and staff may evacuate the area if lockdown could be compromised.

In the event of a Lockdown, the Site Administrator 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! This is a hard lockdown! Code **Red!**" Catapult EMS will be activated to alert staff, law enforcement and County Office staff through a smart phone or tablet.
2. CALL 911
3. **The Site Administrator will maintain phone communication with the Superintendent's office.**
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
5. If emergency is away from campus, Site Administrator or designee may modify the Hard Lockdown to Soft Lockdown and allow teachers and staff to continue their regular school activities within the building.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safe location.
8. Stay in control of all site activities until emergency personnel arrive.

In the event of a Lockdown, TEACHERS and STAFF 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 OR off campus at a designated location.
2. Close all windows lock doors and turn off lights.
3. Turn off television, computer, Smartboard and anything else that illuminates the room.
4. Do not evacuate if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or email. Teachers and staff are able to use as necessary.
6. Students are to move away from doors and windows to hide from possible intruder.
7. Barricade doors with bookshelves, and any other furniture to make it more difficult for the intruder to enter the room.
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 using Catapult EMS.
10. When classroom is secure and students have been accounted, place the appropriate card in the window. (See Below)
11. If Hard Lockdown is modified to Soft Lockdown (principal will advise) teachers and staff may continue with their normal schedule within the classroom and interior of building.

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 Superintendent's Office, the Site Administrator, Program Manager 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.

SOFT LOCKDOWN (CODE RED) PROCEDURE

A soft lockdown is when there is a suspicious person(s) in the area who could pose a threat to our students, or police activity in the general area that could threaten the safety of students and staff. When a soft lockdown is initiated, teachers will lock their doors and instruction will continue. Students will not be allowed to use the restroom without permission from administration.

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

1. All-Call over intercom, **"This is a SOFT LOCKDOWN! Teachers please lock classroom doors!"** Catapult EMS will be activated by a safety team member to alert staff, law enforcement and district office staff through their smart phone or tablet.
2. CALL 911
3. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
4. 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.
5. Prohibit outdoor activities
6. Be prepared to evacuate to a safe location.
7. 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 a designated safe interior building.
2. Close all windows and lock doors.
3. Turn off television or music.
4. Do not evacuate your secure location if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and not use telephone, intercom system or email. Teachers are able to use as necessary.
6. Students can remain at their desks and do work quietly.
7. Teachers will use Catapult EMS for further instructions and communication with School Safety Team.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. Use Catapult EMS to account for students in your classroom.

After Emergency:

1. At the direction of the County Office, Site administrator or Designee will deactivate Lockdown event by announcing "ALL CLEAR."
Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

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.

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 Site Administrator, Program Manager 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 Superintendent's 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. Consider evacuating students to the nearest safe location.
4. 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, place the appropriate color card in the window.
7. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
8. Do not evacuate if a fire alarm is heard.
9. When able, report any missing, injured or extra students.
10. When able, check on status of buddy teachers.
11. 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.

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 Superintendent's Office, the Site Administrator, Program Manager 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. Yuba County Office of Education 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, give 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. Do not open the letter/package
3. If letter/package is open or torn, do not touch, smell or taste the substance
4. If you have handled the letter/package with your hands, arms, and any exposed parts of your body, wash with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door and place SAFE or HELP (from Integrated Crisis Station (ICS) signal on door.

Site Administrator, Program Manager or Designee will:

1. Activate Site Incident Command Post, who will:
 - a. Call 9-1-1 (Fire/Haz Mat)
 - b. Notify County Office
 - c. Implement portions of the Incident Command Team, as necessary
2. Keep area isolated until emergency unit arrives
3. With advice of Superintendent or Designee, 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, 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 on-site emergency personnel or school administrators.
6. When able initiate extra duties as assigned.

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.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place by **announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.**
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

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 and staff 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 in 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.

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.

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.

After Emergency:

1. At the **direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing “ALL CLEAR.” Teachers will not release students until “ALL CLEAR” is heard.**
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

BOMB THREAT (CODE)

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 to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

If a written threat is received:

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

Site Administrator, Program Manager or Designee will:

1. Activate the Site Incident Command Post which will:
 - a. Contact the fire and police departments.
 - b. Contact the County Office
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
4. Caution staff against picking up or touching any strange objects or packages.
5. Determine (with the County Office) 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.
6. If evacuation is necessary caution teachers and staff to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers eves of buildings, etc.

After Emergency:

1. **At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.**
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using School Messenger.
4. If student release is necessary, follow release plan.

AIRCRAFT ACCIDENT (CODE RED)

If you were witness to an airplane accident:

1. If able, call 9-1-1
2. Notify main office
3. Move students to nearest safe area

When accident occurs, Site Administrator, Program Manager or Designee will immediately:

1. Activate Site Incident Command Post which will:
 - a. Call 9-1-1
 - b. **Contact Superintendent's Office**
 - c. 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. Be ready to report and missing, extra, or injured students.
5. When able, check your **"buddy."**
6. When able initiate extra duties as assigned

After Emergency:

1. **At the direction of the Superintendent, the Site Administrator, Program Manager or Designee will announce, "All Clear."**
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. County Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to Incident Report that will be provided by Site Administrator, Program Manager or designee.

FLOOD (CODE RED)

When notification of imminent flooding occurs, Site Administrator, Program Manager or Designee will immediately:

1. Activate Site Incident Command Post which will:
 - a. **Contact Superintendent's 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.

After Emergency:

1. If buildings have flooded, they must be inspected before occupancy.
2. **At the direction of the Superintendent's Office, the Site Administrator, Program Manager or designee will deactivate even 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 nearest safe location.

The Site Administrator, Program Manager 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 Superintendent's Office**
 - c. 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 Superintendent's 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 Site Administrator, Program Manager 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 county 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, Site Administrator, Program Manager 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. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity.
3. Instruct employees to minimize strenuous physical activity.
4. Cancel any events requiring the use of vehicles.
5. Urge staff and students to minimize the use of vehicles.

IN THE EVENT OF AN EMERGENCY SCHOOL AND COUNTY SAFETY TEAM RESPONSIBILITIES

COUNTY ADMIN/ SUPPORT STAFF RESPONSIBILITIES:

1. Assess life/safety issues immediately.
2. Provide immediate emergency medical care.
3. Call 9-1-1.
4. Enter incident into Catapult EMS system if someone has not already.
5. All communication via school **radio should be limited to keep the airwave open. For example, if an area is "secure" the staff responsible for securing that area will report via radio, "Office clear."**

AREAS OF RESPONSIBILITY FOR SUPPORT STAFF/ ADMIN: *(The below areas are assigned to each staff member to secure and report to office on the radio when clear.)*

RESPONSIBILITY	STAFF MEMBER(S)	RESPONSIBILITY	STAFF MEMBER(S)
CATAPULT EMS / EMAIL		OTHER	
RADIO CONTACT/CLEAR AREAS		OTHER	
FRONT OFFICE			
COUNSELING OFFICE			
ATTENDANCE OFFICE			
CAFETERIA			
GYM			
OTHER			

OFFICE STAFF CONTROLLING CATAPULT EMS/ EMAIL WILL BE SECURED IN A DESIGNATED AREA: _____:

COUNTY OFFICE SAFETY TEAM RESPONSIBILITIES:

Francisco Reveles, Bobbi Abold, Leslie Cena, Cindy Sutfin, Violette Begley

The COUNTY SAFETY TEAM will meet immediately in Superintendent office to help with the following:

1. Alert all surrounding county program administrators and districts schools of incident.
2. Superintendent compose and/or approve ALL messages to media, board members, staff and all students affected.
3. Coordinate transportation routes if needed and/or provided transportation for evacuation if needed. All parents will be alerted of any change in transportation through School Messenger.
5. Convene School Crisis Management Team to implement procedures awaiting 9-1-1 response.
6. Inform arriving Police/EMS/Fire Department of situation and status
7. Superintendent will assign any other tasks to the District Safety Team.
8. District Safety Team members will help school site with release of students (if needed) when it is safe to do so.

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 Yuba County Office of Education employees will be required to work in this capacity in case a disaster occurs and as state of emergency is declared.

PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school need to be contacted via telephone.

[INSERT PHONE TREE HERE]

STAFF EMERGENCY PHONE NUMBERS

NAME: WORK PHONE: HOME PHONE: CELL PHONE:

Key Phone Numbers

Police, Fire, CHP, Ambulance	911	Yuba County OES	749-7520
Marysville Police (MPD)	749-6611	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	Yuba County Sheriff's Dept.	749-7777
Victim Witness	741-6275		

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 purposed 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 Yuba County Office of Education 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 the Yuba-Sutter Mental Health 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

The school Site Threat Assessment Team (STAT) is comprised of at least 3 individuals from the school site crisis team:

SITE THREAT ASSESSMENT TEAM:

- _____, Site Administrator
- _____, Program Manager
- _____, School Psychologist
- _____, Nurse

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.
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 and Safe School Plan Coordinator. 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 Superintendent or Designee will address as necessary:
 - Liability issues
 - School Safety Issues
 - Student disciplinary issues
 - Legal Issues
 - Special Education Issues
5. The Site Administrator or Program Manager will contact the Superintendent or Safe School Coordinator 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.

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, or 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.

- Less than 20% of school shooters communicated a direct or conditional threat to their target before the attack.
- More than 80% did not make a direct threat, but they did communicate their intent and or plans to others before the attack.
- Judgments about a **student's risk of violence should be based upon analysis of behaviorally relevant facts, not "traits" or "profiles."**
- An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- 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.**
- There should be liberal use of "common sense" throughout.

STEP ONE: REFERRAL

- Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

- Is it specific? Was there pre-planning? Were diaries, journals, websites used to record thinking?
- Is it direct, detailed? Does it have a motive, intent, time, and/or place? Were there attempts to recruit accomplices?
- 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

- 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 Superintendent and/or Assistant 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 or 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 _____ (School) during school hours by

_____ (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 the Yuba County Office of Education. (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 Yuba County Office of Education as ordered by the Superintendent. 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, 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 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:

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, 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 directed 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 Yuba County Office of Education 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 of 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 Human Resources.

DISCRIMINATION AND HARASSMENT POLICIES

Discrimination Policy

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 Superintendent 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 Superintendent prohibits intimidation or harassment of any student by any employee, student or other person in the Yuba County Office of Education **programs. 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 Director of Human Resources 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 Superintendent prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Superintendent 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 Superintendent expects students or **staff to immediately report incidents of sexual harassment to the student's teacher, Principal, Vice-Principal, Program Manager or Designee.** Any student who engages in the sexual harassment of anyone in or from the Yuba County Office of Education 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 program students developmentally and 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 Site Administrator, Program Manager or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the Site Administrator, Program Manager or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the Site Administrator, Program Manager or any other Yuba County Office of Education employee to **whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall** report directly 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 Director of Human Resources to monitor, address and prevent repetitive harassing behavior in its programs. 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 Yuba County Office of Education 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.