



Yuba County Career Preparatory Charter School



Comprehensive Safe School Plan
(Education Code Section 32280-32288)
2025 - 2026

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Table of Contents

MISSION AND VISION STATEMENT	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
MEDICAL EMERGENCIES AND 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	27
IMMIGRATION ENFORCEMENT	28
COVID-19 PANDEMIC REOPENING PLAN	29
CONTINUITY PLAN	30
PHONE TREE	33
STAFF EMERGENCY PHONE NUMBERS	34
THREAT ASSESSMENT & STUDENT WELLNESS PLAN	35
SITE THREAT ASSESSMENT TEAM	36
THREAT ASSESSMENT GUIDELINES	37
THREAT ASSESSMENT PROTOCOL	38
THREAT ASSESSMENT WORKSHEET	40
REMOVAL OF STUDENT FROM SCHOOL	41
SUSPENSION	43
EXPULSION	44
CHILD ABUSE REPORTING PROCEDURES	46
DISCRIMINATION AND HARASSMENT POLICIES	47

Mission and Vision

Mission

YCCPCS will empower learners as problem-solving, critical thinkers with the social, academic, and career technical skills necessary to be successful in the community, workplace, and continuing education. Collaborating closely with the entire learning community, YCCPCS commits to quality, independent learner-centered education.

Vision

To support self-directed, lifelong learning opportunities in a safe and positive environment in which all learners can work toward reaching their full academic and professional potential.

School Learning Outcomes (SLO's)

Members of the YCCPCS learning community will know, understand, and be able to: PERCEIVE themselves as supported and self-directed, engaged, lifelong learners who BELIEVE the essential skills they gain and the resources available will help them ACHIEVE on their chosen pathway of success.

YCCPCS PBIS School Wide Expectations

G.R.O.W.L.

Grow

Respect

Own

Work

Love

STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

EMERGENCY RESPONSE PLAN

PURPOSE:

The Yuba County Career Preparatory Charter School (YCCPCS) in conjunction with 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 YCCPCS. The plan details the flow of command from the Superintendent level to the school level.

LEVELS OF EMERGENCIES:

Level One Emergencies

- o 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

- o A moderate to severe emergency, somewhat beyond YCCPCS 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

- o 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 YCCPCS Advisory Committee and then the Yuba County Office of Education Board of Trustees by March 1 of each year.

HAZARD ASSESSMENT:

A physical survey of the 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 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 twice annually.
- "Drop, Cover, and Hold" drills will be held twice per year.
- YCCPCS does not perform active shooter/assailant drills but does maintain a Workplace Violence and Injury Prevention Plan (AB 1858 and AB 2887)

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 YCCPCS and/or Yuba County

Office of Education to release their students to other adults in the event of an emergency or disasters. Notification of site emergencies will be made through ParentSquare.

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. 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, using CatapultEMS. 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 YCCPCS "ParentSquare" 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 CatapultEMS.

SAFE SCHOOL TEAM (SSLT)

YCCPCS will have a Safe School Team (SST) 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 Team (SST) 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 SST to successfully handle critical incidents. The SST 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:

YCCPCS complies 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. YCCPCS is not at risk of being classified as a persistently dangerous school.

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

Restorative Practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making.

The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

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 social/emotional support

Multi-Tiered Systems of Support (MTSS):

School-wide system of supports have been designed to support academics and social emotional needs of students. The system is in a continuous cycle of improvement and reevaluated each academic year as students' needs change. Yuba County Office of Educations (YCOE) Youth Advocacy and Social Emotional Learning (SEL) Department's mission is to provide guidance and advocacy for our students. Offering youth a system of supports aimed to provide safety, life-altering relationships, and a healing path to fulfill their potential.

COMMUNITY RELATIONSHIPS:

Law Enforcement: YCCPCS has teamed with Marysville Police Department, Marysville Fire 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 YCPO and MPD are developing 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.

Yuba County Gang Task Force Committee: YCCPCS administrators meet with Yuba County Probation, Yuba County Sheriff's Department and Marysville Police Department quarterly to discuss gang trends, gang activity in the community and to offer gang awareness training to school staff, parents, etc.

Safe School Climate Strategies

GOAL: Our students' physical, emotional, social, vocational and academic needs are identified and met.

- ✓ Survey staff, students and teachers annually.
- ✓ Healthy Kids Survey every other year and CoVitality two times a year.
- ✓ Counseling services available through referrals to school psychologist, Victim Witness, Sutter-Yuba Mental Health, Yuba County Assessment Team (YCAT).
- ✓ Schedule Care Team meetings for students at-risk for academic achievement, behavioral, social emotional and/or mental health concerns.
- ✓ Align resources to meet the student's individual needs.

GOAL: Continue to promote a safe educational environment conducive to student learning.

- ✓ CatapultCMS Anonymous Community Reporting button is found on the "Landing Page" of every student and staff Chromebook as well as on the YCCPCS webpage.
- ✓ Multi-Tiered Systems of Support (MTSS) is implemented at YCCPCS. Including the importance of building relationships with students and families so we can be preventive and supportive.
- ✓ Positive Behavior Intervention and Supports (PBIS) 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. The ultimate goal is to have fewer days of suspension, higher attendance and academic success for our students as they are present to learn.
- ✓ All YCCPCS employees have had training in what MTSS is, Suicide Prevention, Trauma Informed Practices, identification of Human Trafficking, PBIS, and Social Emotional Learning (SEL).
- ✓ Implement CatapultEMS to provide instant notification to staff, YCOE administrators and local law enforcement in the event of a criminal incident including procedures related to individuals with a gun on campus, lockdowns, shelter in place or evacuation of students at our schools.
- ✓ Continued collaboration with Marysville Police Department, Yuba County Sheriff's Department, Yuba County Probation, and YCOE administrators to ensure safety procedures, concerns and school site needs are addressed.
- ✓ Attendance and Discipline data is shared with all stakeholders over the years to compare trends.
- ✓ Student Attendance and Review Board (SARB) provides services to our families that have students that are considered truant.

In keeping with a safe school environment, the school dress code shall be enforced when student's attire is considered to be extreme and could cause distraction, disruption, or be unsafe. Shoes must be worn at all times for safety reasons.

- Buttons, backpacks, or any clothing that shows obscene words or pictures, slurs, sexually suggestive statements, or language that promotes illegal activities including the use of alcohol, marijuana, tobacco, and other drugs.
- Gang attire or paraphernalia related to gangs such as bandanas, belt buckles, shirts, socks, pants, or shoelaces that have a direct connection to any gang.
- Any accessories that might be harmful to other students and pose a threat to the physical well-being to any student such as, but not limited to, spiked bracelets, dog collars, chains attached to wallets, etc.

Safe School Team

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

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

POSITION & NAME	PHONE
Site Administrator/Director: Cynthia A. Soares	530-749-4006 or 530-812-5165
Teacher: Tammy Graham	530-749-4036
Family Support Specialist: Jackie Escobar	530-749-4012
Operations Manager: Anel Campos-Raya	530-749-4002
Special Education Coordinator: Robert Koller	530-749-4010
Family Support Specialist: Ali Garrett	530-749-4021

THREAT ASSESSMENT MANAGEMENT TEAM (TAMT) (Student Care 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) or Care Team.**

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 YCCPCS or 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 Care 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
Cynthia A. Soares	Site Administrator Director
Stephanie Ortiz	School Counselor
Robert Koller	Teacher
Jackie Escobar	Family Support Specialist

FIRST AID RESPONDERS

Each facility or site may 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. Ensure 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 #
		Anel Campos-Raya	Administrator	530-749-4002
		Robin Derby	Certificated Staff	530-749-4016
		Jackie Escobar	Classified Staff	530-749-4012
		Tammy Graham	Certificated Staff	530-749-4036
		Robert Koller	Certificated Staff	530-749-4010
		Dena Shorey	Classified Staff	530-749-4003
		Jeff Watkins	Certificated Staff	530-749-4008
		Maylee Vang	Classified Staff	530-749-4000

MEDICAL EMERGENCIES

In the event of sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds, YCCPCS has a Automated External Defibrillator (AED) and identified staff have been trained to use the device to deliver an electrical shock. Other staff are directed to immediately contact Emergency Services 911.

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

First aid supplies and Narcan are located in each CTE class, the library and additional supplies are located in the supply room. School personnel designated to administer any medication will receive appropriate training prior to administration. Training includes, recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication.

Epinephrine auto-injectors are available to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction.

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 library and the front desk.

Student medication is stored in the Director's secretary office. Sharps Containers are located in the Vet Tech room and the upstairs restroom.

Unless the scope 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 YCCPCS and 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:

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

STAFF MEMBER	TITLE	EMERGENCY TASK
Jackie Escobar	Family Support Specialist	Release Team
Ali Garrett	Family Support Specialist	Release Team
Lisa Villalpando	Attendance Clerk	Provide Student Information

YCCPCS

Student Release Form

[illegible]

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 YCCPCS 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 emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School 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, YCCPCS/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.

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 the 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**).

EVACUATION SCHEDULE

MONTH	DATE	TIME
August		
September	9/24/25 Fire Drill for Elementary	8:45 am
October	10/16/2025 Evacuation Drill	10:25 am
November	11/19/2025 Fire Drill for Elementary	8:45 am
December		
January	01/14/2026 Fire Drill for Elementary	8:45 am
February		
March	3/18/2026 Fire Drill for Elementary	8:45 am
April		
May		

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL		
SPRING	TBD	

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL	10/16/2025	10:16 am
SPRING		

OPIOID PREVENTION and LIFE-SAVING RESPONSE

SEMESTER	DATE	TIME
FALL	9/16/2025 Opioid training & prevention	6:00 pm
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 maps and keys for law enforcement and/or district employees to check classrooms.
- School administrators will provide the safety team with an 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 CatapultEMS CODE RED in DRILL MODE (do NOT include first responders and district safety team)
- After drill, resolve CODE RED using CatapultEMS. Take it off DRILL MODE
- After drill, debrief with the team. (Share with staff at the next staff meeting or before).
- Send out message to parents on Parent Square:
 - 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 Marysville Police to improve procedures and guarantee all students and staff are prepared in the event of an actual emergency. Have a great day!
- We will debrief at the next Safety Meeting scheduled.

YCCPCS has a procedure for identifying a refuge shelter for all students and staff to use in the event of an evacuation order and notifying the fire department responsible for the school site. The school is not located in high or very high fire hazard severity zones, as identified by the State Fire Marshal. It maintains a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff. The plan details a decision process for determining whether an evacuation is appropriate. The evacuation procedures are coordinated with the fire department (AB 2968).

YCCPCS LOCKDOWN DRILL OBSERVATION FORM

Observer Name: _____ School: _____ Date: _____

ROOM #	Doors/Windows Locked?	Lights Out?	Students and staff are hidden and out of view.	Additional Comments
	Please check Y or N for each column			
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	

FOR STAFF USE ONLY

TIME INCIDENT ENTERED INTO SYSTEM:	% of STUDENTS ACCOUNTED FOR:	% OF STAFF ACCOUNTED FOR:	TIME INCIDENT CLOSED IN SYSTEM:

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!"** CatapultEMS will be activated to alert staff, law enforcement and County Office staff through a smartphone or tablet.
2. **CALL 911**
3. 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 an 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 the lights.
3. Turn off the 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 it as necessary.
6. Students are to move away from doors and windows to hide from possible intruders.
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 to report any missing or extra students using Catapult EMS.
10. 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 the building.

In each school location, during emergency situations, YCCPCS staff and teachers will use the CatapultEMS system to communicate with the School Safety Team.

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

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

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

Indicate "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

Indicate the classroom has been **evacuated**.

After Emergency:

1. At the direction of the County 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. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
1. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

SOFT LOCKDOWN (CODE YELLOW) 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 smartphone or tablet.
2. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
3. If an emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
4. Prohibit outdoor activities
5. Be prepared to evacuate to a safe location.
6. Stay in control of all site activities until emergency personnel arrive.

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

1. If outside, move students to a designated safe interior building.
2. Close all windows and lock doors.
3. Turn off the 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 it 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 the 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.

In each school location, during emergency situations, YCCPCS staff and teachers will use the CatapultEMS system to communicate with the School Safety Team.

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

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

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

Indicate "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

Indicate the classroom has been **evacuated**.

After Emergency:

1. At the direction of the County Office, Director 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 YELLOW in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
2. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

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 situations (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 the 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 the classroom is secure and students have been accounted for, report to CatapultCMS
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. 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.

In each school location, during emergency situations, YCCPCS staff and teachers will use the CatapultEMS system to communicate with the School Safety Team.

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

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

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

Indicate "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

Indicate the classroom has been **evacuated**.

After Emergency:

1. At the direction of the County Office, Director 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/YELLOW in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
3. YCCPCS/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 the door and place SAFE or HELP signal on the door.

Site Administrator, Program Manager or Designee will:

1. Activate Site Incident Command Post, who will:
 - a. Call 9-1-1 (Fire/HazMat)
 - 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 the 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 Director'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 on CatapultEMS.
5. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
6. When able to 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 County Office, Director 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. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
4. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

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 protection 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 the 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 your 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 the 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 County Office, Director 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 in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
5. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

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 the main office.
6. Follow instructions given by the principal or designee.

If a written threat is received:

1. Notify the main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle the original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by the 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 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 the 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 trash cans, drain spouts, lockers eaves of buildings, etc.

After Emergency:

1. At the direction of the County Office, Director 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. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
6. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

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 an 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 the 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 the 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 the accident, move students to the nearest safe location.
3. If inside and classroom is unsafe evaluate students using safest route to assembly area
4. Be ready to report 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 County Office, Director 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. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
7. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

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 the 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 the plan. Follow instructions of the 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 County Office, Director 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. Send a message out to parents using ParentSquare.
4. Student release is necessary, follow the release plan
8. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

FIRE/EXPLOSION (CODE RED)

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If able, call 9-1-1
3. Notify the main office.
4. If able, evacuate students to the 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 the Incident Command team that can assist in small fires, immediate medical issues.
2. If evacuation is necessary, check for the safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If the alarm is used, verify the 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 the safest evacuation route to the assembly area.
2. Place the appropriate color card on the door. (See below)

In each school location, during emergency situations, YCCPCS staff and teachers will use the CatapultEMS system to communicate with the School Safety Team.

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

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

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

Indicate "Shelter in Place" and that there are no circumstances that need to be immediately addressed.

Indicate the classroom has been **evacuated**.

After Emergency:

1. At the direction of the County Office, Director 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. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
9. YCCPCS/Yuba County Office of Education may provide psychological services to assist in the counseling of staff and students.

AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality reports 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 a 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

YCCPCS/ SUPPORT STAFF RESPONSIBILITIES:

1. Assess life/safety issues immediately.
2. Provide immediate emergency medical care.
3. Call 9-1-1.
4. Enter the incident into the CatapultEMS system if someone has not already.
5. All communication via school radio should be limited to keep the airwaves 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 the office when clear.)*

RESPONSIBILITY	STAFF MEMBER(s)	RESPONSIBILITY	STAFF MEMBER(s)
CATAPULTEMS / EMAIL	Dena Shorey		
FRONT OFFICE	Jack Chao		
ATTENDANCE OFFICE	Lisa Villalpando		
CAFETERIA	Maylee Vang		
Auto	James Warnock		
Welding and outside wing	Melanie Sparks		

OFFICE STAFF CONTROLLING CATAPULTEMS/ EMAIL WILL BE SECURED IN A DESIGNATED AREA

COUNTY OFFICE SAFETY TEAM RESPONSIBILITIES:

Rob Gregor, Joe Lodigiani, Amy Nore, Jessica Geierman, Kristin Nottle-Powell, Mary Hang

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

1. Alert all surrounding county program administrators and district schools of the incident.
2. Superintendent composes and/or approves ALL messages to the media, board members, staff and all students affected.
3. Coordinate transportation routes if needed and/or provide 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 the school site with release of students (if needed) when it is safe to do so.

Practices post COVID-19 Pandemic

Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.

- Upon coming onto campus, all visitors and staff are asked to clean their hands with hand sanitizer. Custodian has changed his work schedule: He arrives approximately half way through the workday (for staff/teachers) and disinfects high touch surface areas. He works past the workday of staff/teachers and as part of his daily routine; he is disinfecting high touch services a second time before he leaves the building along with his other sanitation processes.
- Every teacher has hand sanitizer at their desk, after anyone sits at their workstation they have disinfectant and a washable rag to wipe down the area.
- The custodian keeps disinfectant bottles around the building, full with several washrags at each station and washes rags nightly.
- Between any cohort group, teachers, students or custodian will be cleaning the room.

Healthy Hygiene Practices: The availability of handwashing stations with hand sanitizer, and how their use will be promoted and incorporated into routines.

- Hand sanitizer stations are located at reception; each teacher has a bottle on their desk, and are in every classroom, office, and room in the building.
- There are signs around the building reminding people to wash their hands, socially distance, and wear facial coverings.

Identification and Tracing of Contacts: Actions staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

- All staff and visitors must sign in and visitors sign out when they come on the site.
- When we have a confirmed case of someone who has been on site, the information is provided to the Principal and the Principal notifies the YCOE designated staff person in charge of tracing.
- The YCOE designated staff person decides next steps, often including contacting the confirmed case or someone who has been exposed to a confirmed case.

Opioid Prevention/Response

Senate Bill 10 or Melanie's Law, aimed at preventing and responding to youth fentanyl overdoses through mandated school safety plans requiring prevention, response, training, education and awareness.

Naloxone (Narcan) training has been provided to YCCPCS and available to all families and students. There is Naloxone available throughout the site for use to respond to a known or suspected opioid overdose. If there is an individual onsite who is suspected of an opioid overdose, staff would administer Naloxone and immediately call 911. Once emergency response has arrived and/or individual is stabilized, parents/guardians will be notified.

Every public school in California provides training to school employees on opioid prevention and life-saving response and ensures that all students and adults understand the growing risk of youth fentanyl exposure, and have access to the resources needed to prevent and respond to fentanyl poisoning and overdoses.

Immigration Enforcement

When the school confirms the presence of immigration enforcement on the schoolsite parents/guardians of pupils and school employees will be notified immediately via our parent communication platform, ParentSquare.

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 a state of emergency is declared.

PHONE TREE/ParentSquare

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree/ParentSquare/Catapult notification 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.

Phone Tree numbers are available upon approval by YCCPCS

YCCPCS Continuity Plan in case of school closure

YCCPCS offers an Independent Study K-12 program. K-8 students are offered onsite daily synchronous instruction opportunities and a weekly appointment with their Supervising Teacher. Our 9-12th grade independent study students are offered a weekly appointment or cohort class with their Supervising Teacher, CTE classes, and a few other in-person classes when the student chooses to enroll. During community emergencies, including school buildings required to close, our teachers and staff are prepared to serve our students. The following plan would be followed:

1. **Virtual Learning Platforms and Digital Resources:** All students and teachers have access to a reliable virtual learning platform where instructional materials, assignments, and communication occurs seamlessly. Including but not limited to BrightThinker, NGPF, and Google Classroom. We have curated a collection of digital resources and tools that support independent learning, including online textbooks, educational websites, and multimedia resources.
2. **Communication Protocols:** We have established clear communication protocols for teachers, students, and parents/guardians. This may include regular updates via student and parent emails, ParentSquare our messaging application, and designated online Google Classrooms. Teachers will confirm student appointments have live links on their Google Calendar and their appointments will be held virtually at their same designated time.
3. **Assignment Distribution and Submission:** Assignments will continue to be distributed to students through their BrightThinker or Google Classroom. Students submit completed work electronically through the platform they are already using for their coursework. These platforms allow for easy submission and feedback.
4. **Support for At-Risk Students:** Additional support for students who may face challenges with online learning will be provided by classified support staff. They will be available for virtual tutoring sessions, counseling services via video conferencing, or other personalized interventions.
5. **Parent/Guardian Engagement:** We will continue to maintain our regular communication with parents/guardians through ParentSquare to keep them informed about their child's progress and to address any concerns they may have regarding online learning.
6. **Professional Development:** YCCPCS professional development will continue, we will ensure teachers are proficient in using virtual learning tools and platforms. Offer ongoing professional development opportunities to enhance their online teaching skills.
7. **Evaluation and Feedback:** We will consistently evaluate the effectiveness of this continuity plan and gather feedback from families, students, and staff to make necessary adjustments.

EMERGENCY PHONE NUMBERS

Key Phone Numbers

Police, Fire, CHP, Ambulance	911	Yuba County OES	749-7520
Marysville Police (MPD)	749-3908	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 purposes 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 YCCPCS/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 a minimum of three individuals from the school site crisis team:

SITE THREAT ASSESSMENT TEAM:

- o Cynthia A. Soares, Site Administrator
- o Robert Koller Program Manager
- o Stephany Ortiz, School Counselor
- o Anel Campos-Raya, Director of Operations

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 students will return to campus, a meeting will be held with parents and administrators to implement:
 - A Site Contract or Suspended Suspension
 - 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 counselor, 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

- o Threat is vague and indirect
- o Information contained within the threat is inconsistent, implausible or lacks detail
- o Threat lacks realism
- o Content of the threat suggests the person is unlikely to carry it out. It could be impulsive, a form of teasing, or a 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.

- o 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.
- o There may be a general indication of a possible place and time, though these signs still fall well short of a detailed plan.
- o 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—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
- o 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.

- o The threat is direct, specific and plausible.
- o 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.
- o 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. Zooth 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.

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

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

STEP ONE: REFERRAL

- o Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

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

STEP THREE: 4-PRONGED ASSESSMENT

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

STEP FOUR: OTHER INTERVIEWS

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

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

- o 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

- o 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

- o 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 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 an 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

LAW ENFORCEMENT CALL LOG

[illegible]

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
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Parent/ Guardian	Address	Phone
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Name of Peace Officer	Agency	Badge #
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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 parents 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 a school to a peace officer for the purpose of removing the minor from school premises, school officials 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 student 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 activities, 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 contract, he/she must find that 1) other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:**

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

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

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

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

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

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

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

Imitation Firearm: 48900 (m) Possessed an imitation firearm....."imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a 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 endangerment 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 Site Administrator

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 reprisals, or implied threats of reprisal following a negative response.