

Marysville Joint Unified School District

Comprehensive Safe School Plan
(Education Code Section 32280-32288)
2014-15

Marysville Charter Academy for the Arts

School

58-72736-5830138

CDS Code

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

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

PURPOSE:

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

LEVELS OF EMERGENCIES:

Level One Emergencies

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

Level Two Emergencies

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

Level Three Emergencies

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

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

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

HAZARD ASSESSMENT:

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

STAFF TRAINING:

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

EMERGENCY DRILLS:

In accordance with state law:

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

EVACUATION ROUTES:

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/ EMERGENCY FILE:

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

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

COMMUNICATION:

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

KEY EMERGENCY CONTACT:

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

SAFE SCHOOL LEADERSHIP TEAM (SSLT)

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

Operation Area, Regional and State

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

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

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

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

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

GENERAL EMERGENCY PROCEDURES:

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

Safe School Leadership Team

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

- (1) Secure the area,
- (2) check for damage,
- (3) assess injury situations,
- (4) and report findings the Coordinator of Student Discipline and Attendance.

OFFICER	POSITION & NAME	PHONE
Incident Commander	Principal: Tim Malone	530-749-6156 530-713-9375
	Alternate: Christy Spade	530-749-6156 530-237-7035
Planning/ Intelligence	District Office: Superintendent or Designee	(530) 749-6144 (530) 218-1573 Cell
	Alternate: Assistant Superintendent or Designee	(530) 749-6901 (530) 218-6868
Operations (Evacuation Plan)	Principal: Tim Malone	530-749-6156 530-713-9375
	Alternate: Christy Spade	530-749-6156 530-237-7035
Logistics	Assistant Principal: Tim Malone	530-749-6156
	Alternative: Gabriel Coomes	530-749-6157
Administration/ Finance	Financial Secretary: Kathy Cartwright	530-749-6107
	Alternate: Bonny Vipperman	530-749-6155

THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)

(Student Wellness Team)

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

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what district 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 MJUSD 5150 process, this team becomes a **Student Wellness Team**. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Tim Malone	Principal	Assistant Principal or Designee	Christy Spade, Assistant Principal
Scott Adrian	School Psychologist	Toni Vernier, Director of Pupil Services	Jed Nunnes, Director of Pupil Services
Gabriel Coomes	Law Enforcement	Jolie Carreón, Coordinator of Student Safety	
Brenda Brown	Sheryl Lawrie and Anne Farrara District Nurses	Toni Vernier, Director of Pupil Services	Jed Nunnes, Director of Pupil Services

FIRST AID RESPONDERS

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

CPR	First Aid	Name	Title	Room / Phone #
[X]	[X]	Sheryl Lawrie and Anne Farrara	District Nurses	530-682-7055
X	X	Tim Malone	Principal	Office/530-749-6156
X	X	Gabriel Coomes	Security	Office/530-749-6157
X	X	Brenda Brown	Secretary	Office/530-749-6148
X	X	Todd deVlaming	Teacher	G103/530-749-3103

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

The flipchart and first aid supplies are located in the office.. Additional supplies are located in ASYCC and each classroom.

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 health office.

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 District policy.

STUDENT RELEASE TEAM

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

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

STAFF MEMBER	TITLE	EMERGENCY TASK
Brenda Brown	Attendance Clerk	Provide Student Information
	Attendance Clerk	Provide Student Information
Bonny Vipperman	Office Staff	Release Team
	Office Staff	Release Team
Christy Spade	Counselor	Release Team
	Counselor	Release Team
	Librarian	Release Team
Antonio Chavez	Custodian	Release Team
Gabriel Coomes	Security	Release Team
	Security	Release Team

Marysville Joint Unified School District
Student Release Form

STUDENT NAME	Room #	TEACHER	DATE	TIME	PARENT / GUARDIAN SIGNATURE

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.

Principal / Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers 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 Principal (or authorized person) and the Superintendent (or information in an orderly fashion).
 - 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, district staff and media to appropriate areas, and prohibit unauthorized persons from entering campus.
 - 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.

The following guidelines should be adhered to:

- Include a sign-in sheet for all media to complete. (PC 627.2)
- **Only the Superintendent or designee is authorized to release information.**
- Designate a person to record incidents for documentation purposes including debriefing.

EVACUATION PLANS

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

Stage ONE Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus. Location: Softball field on the east side of the campus.

Stage TWO Relocation: At the direction of the Principal or Designee, all students and staff are relocated to a determined location off campus at time of event. Coordinate with transportation 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 Facilities 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)

2014-15 FIRE DRILL & LOCKDOWN DRILL SCHEDULES

The principal 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. **Board Policy 6114.1**

FIRE DRILL SCHEDULE

MONTH	DATE	TIME
August	8-26-14	9:25
September	9-25-14	11:10
October	10-22-14	11:10
November	11-18-14	9:25
December	12-15-14	12:00
January	1-22-15	11:10
February	2-18-15	9:50
March	3-19-15	1:15
April	4-15-15	9:25
May	5-20-15	11:10

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL	11-19-14	11-19-14
SPRING	2-11-15	2-11-15

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL	10-16-14	10-16-14
SPRING	5-1-15	5-1-15

IMMINENT DANGER / HARD LOCKDOWN PROCEDURE

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

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

1. Imminent Danger Signal (All-Call over intercom, "**LOCKDOWN, Please lock all classroom doors!**")
2. **CALL 911**
3. The Principal will maintain phone communication with the district office.
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
5. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
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** will carry out some or all of the following depending on the event:

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

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

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

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

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

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

After Emergency:

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

(SOFT) LOCKDOWN PROCEDURE

A “soft” lockdown is when there is a suspicious person(s) in the area that could pose a threat to our students or police activity in the general area that could threaten the safety of students and staff. When 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 “Soft” Lockdown, the **Principal or Designee** will carry out all or some of the following:

1. ALL CALL: “Teachers please check your email.” Principal may choose to ring bell three times to get teachers’ attention.
2. **CALL 911**
3. The Principal will send out an email to district office staff and other administrators using the “EMERGENCY” grouping.
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
5. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
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** will carry out some or all of the following depending on the event:

1. If outside, move students to designated safe interior buildings.
2. Close all windows and lock doors.
3. Turn off television
4. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
5. **When able, report any missing or extra students through email or text messaging as determined by your administrator.**
6. When classroom is secure and students have been accounted for, place the **yellow** card in the window.

After Emergency:

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

FIREARM / SHOOTING

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

1. Call campus security and call 9-1-1
2. Notify main office
3. Evacuate nearby students to the nearest safe location

Principal or Designee will:

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

Teachers will follow Lockdown Procedures:

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

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

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

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

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

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

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

After Emergency:

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

HOSTAGE / BARRICADED SUBJECT / THREATENING INTRUDER

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

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

1. Contact the Principal or Designee to determine if it is a lockdown situation
2. If unable to locate Principal or Designee, contact campus security or call 9-1-1
3. Notify main office
4. Evacuate nearby students to the nearest safe location

Principal or Designee will:

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

Teachers will follow Lockdown Procedures:

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

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

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

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

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

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

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

After Emergency:

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

3. If student release is necessary, follow release plan.

SHELTER IN PLACE PROCEDURES

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

Upon notification, the Principal or Designee will:

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

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

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

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

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

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

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

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

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

After Emergency:

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

BIOLOGICAL / CHEMICAL THREAT EMERGENCY

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

1. Has no return address or one that cannot be verified as legitimate;
2. Is of unusual weight 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 with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door and place SAFE or HELP (from Integrated Crisis Station (ICS) signal on door.

Principal or Designee will:

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

Teachers will:

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

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

DROP, COVER & HOLD AND PROCEDURES

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

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

If you are in a classroom:

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

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

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

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

If you are outside:

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

BOMB THREAT

If a threat is received by telephone:

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

If a written threat is received:

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

The Principal or Designee will:

1. Activate the Site Incident Command Post which will:
 - a. Contact the fire and police departments.
 - b. Contact the District Office
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. 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 district administrator) to:
 - a. Conduct a search, using police and fire departments, bomb squad and other support unities
 - b. Evacuate students during search.
 - c. Instruct students to leave belongings in classroom.
6. If evacuation is necessary caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers eves of buildings, etc.

AIRCRAFT ACCIDENT

If you were witness to an airplane accident:

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

When accident occurs, Principal or Designee will immediately:

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

Teachers will:

1. If outside, "drop, cover, and hold."
2. Following accident, move students to nearest safe location.
3. If inside and classroom is unsafe evaluate students using safest route to assembly area
4. Wear orange or green vest to signal classroom status.
 - a. Be ready to report and missing, extra, or injured students.
5. When able, check your "buddy."
6. When able initiate extra duties as assigned

After Emergency:

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

Teacher will:

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

After Emergency:

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

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

FLOOD

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

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

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.
2. Be prepared to report missing, extra or injured students.
3. When able, initiate additional duties as assigned.

After Emergency:

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

FIRE / EXPLOSION

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If able, call 9-1-1
3. Notify main office.
4. If able, evacuate students to nearest safe location.

The Principal or Designee will:

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

Teachers will:

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

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

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

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

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

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

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

After Emergency:

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

AIR POLLUTION

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

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

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

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

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

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad, etc.
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.

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

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

PHONE TREE

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

Contact Bryan Williams at 530-682-0539 for a message to all students, parents, school staff and possibly district office staff.

[INSERT PHONE TREE HERE]

DISTRICT EMERGENCY PHONE NUMBERS

NAME	HOME PHONE	CELL PHONE	WORK PHONE
Gay Todd, Superintendent	530-674-8969	530-218-4924	530-749-6102
Ramiro Carreón, Asst. Supt.	530-674-9089	530-218-1573	530-749-6144
	530-272-2829	530-913-5882	530-749-6115
Jolie Carreón, Coordinator of Safety (Access to all student records)	530-674-9089	530-218-6868	530-749-6901
Bryan Williams, Director Technology (School Messenger Access)	530-751-5080	530-682-0539	530-749-6135
Scott Lane, Director of Transportation	530-639-2974	530-682-1294	530-749-6199
Toni Vernier, Director of Pupil Services (Psychologist & Nurse Services)	530-402-1140	530-682-1889	530-749-6182
Ed Lawther, Director of Grounds	530-743-1917	530-682-0621	530-749-6185
Amber Watson, Director of Nutrition	408-759-2970	530-845-1067	530-749-6178
Kathy Cartwright, Director of Purchasing	530-743-1917	530-749-6107	530-645-8752

Key Phone Numbers

Police, Fire, CHP, Ambulance	911	Yuba County OES	749-7520
Marysville Police (MPD)	749-6611	PG & E	1-800-743-5000
Rideout Emergency Center	749-4511	American Red Cross	673-1460
Rideout Hospital	749-4300	Fremont Hospital	751-4000
Toxic Chemical Control	1-800-424-8802	Yuba County Sheriff's Dept.	749-7777
Victim Witness	741-6275		

THREAT ASSESSMENT & STUDENT WELLNESS PLAN

Education Code 48900.7~ Terroristic Threats

- (a) In addition to the reasons specified in Sections 48900, 48900.2, and 48900.3 and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent's designee or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
- (b) For the 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 school district property, or the personal property of the person threatened or his or her immediate family.

California Welfare and Institutions Code 5150

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

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

SITE THREAT ASSESSMENT TEAM

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

SITE THREAT ASSESSMENT TEAM:

- Tim Malone, Principal
- , Assistant Principal
- Scott Adrian, School Psychologist
- Sheryl Lawrie, District Nurse
- , PASS Officer / Student Services Coordinator

DISTRICT THREAT ASSESSMENT TEAM AT MJUSD

- Gay Todd, Superintendent
- Ramiro Carreón, Assistant Superintendent of Personnel
- Ryan DiGiulio, Assistant Superintendent of Business Services
- Jolie Carreón, Coordinator of Student Discipline & Attendance
- Toni Vernier, Director of Pupil Services

THREAT ASSESSMENT PROCEDURE

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

THREAT ASSESSMENT GUIDELINES

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

Threat Assessment Levels

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

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

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

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

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

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

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

THREAT ASSESSMENT PROTOCOL

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

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

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

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

STEP ONE: REFERRAL

- Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

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

STEP THREE: 4-PRONGED ASSESSMENT

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

STEP FOUR: OTHER INTERVIEWS

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

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

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

LEVEL 2: MEDIUM

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

LEVEL 3: HIGH

- o Almost always the school should immediately inform Law Enforcement for possible 5150 or arrest and notify Gay Todd, Superintendent and/or Jolie Carreón, Coordinator of Student Discipline & Attendance. **RESPONSE: Suspension, Recommendation for Expulsion, Criminal Prosecution.**
-

TERMS AND FACTORS

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

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

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

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

FACTIONS IN THREAT ASSESSMENT

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

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

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

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

THREAT ASSESSMENT WORKSHEET

Name:

School:

Date:

Step 1: REFERRAL

- Referred to administrator / STAT?

Step 2: TYPE OF THREAT

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

Step 3: FOUR PRONGED ASSESSMENT

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

Student / Parent Interview

Access to weapons? _____ Yes _____ No

If yes, please explain:

Actual preparations? _____ Yes _____ No

If yes, please explain:

Does the student seriously intend to carry out the threat?

Target of Threat Interview

Is it likely to be acted on?

Step 4: EVALUATION

- Parent Conference / School Discipline and or Services (suspension, expulsion)
- Refer to Law Enforcement
- Refer to Mental Health for 5150 evaluation
- Refer for IEP or Behavior Plan

REMOVAL OF STUDENT FROM SCHOOL
During School Hours

The student was removed from _____ during school hours _____
(School) (Department / Title)

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

Student's Name	Birthday	Age
----------------	----------	-----

Parent/ Guardian	Address	Phone
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Name of Peace Officer	Agency	Badge #
-----------------------	--------	---------

Basis for Action (Check One)

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

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

Date: _____ **Time:** _____

Signature of Principal/ Designee: _____

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

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

Second Step

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

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

Too Good for Drugs

Too Good for Drugs is a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco and other drug (ATOD) use among students.

Too Good for Drugs has a separate, developmentally appropriate curriculum for each grade level in kindergarten through 9th grade. Each curriculum builds on earlier grade levels, an instructional design which enables students to learn important skills sequentially and retain them year after year. Too Good for Drugs is implemented in 4th through 9th grades in MJUSD.

Too Good for Drugs builds five essential life skills:

- Goal setting
- Decision making
- Bonding with pro-social others
- Identifying and managing emotions
- Communicating effectively

COMMUNITY RELATIONSHIPS

Marysville Joint Unified School District has teamed with Yuba County Sheriff's Department, Marysville Police Department and Yuba County Probation Office to promote positive relationships with law enforcement as well as prevent violence and criminal activity.

The P.A.S.S. Program through Yuba County Probation began its collaboration with MJUSD in 1986. The 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.

Administrators meet monthly with Marysville Police Department and Yuba County Sheriff's Department to address concerns, schedule assemblies, and work on strategies to decrease student discipline. The goal of the partnership with YCSO and MPD are develop relationships with families, counsel students and enforce the rules of the school and laws of the community.

SUSPENSION

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

Teacher's Notice of Pupil Suspension

School Name: _____ Date: _____

To: Principal and Parent

Pursuant to Section 48900 of the Education Code, _____, has been suspended from _____ on _____ 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 _____

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

Signature of Teacher

Date

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

EXPULSION

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

LEVEL FOUR DISCIPLINE - Mandatory Expulsion

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

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

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

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

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

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

LEVEL THREE DISCIPLINE - Quasi-Mandatory Expulsion

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

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

Knife, Explosive or Dangerous Object: 48915(a)(1)(B) & 48900(b) Possession of any knife or other dangerous object of no reasonable use to the pupil

Controlled Substance: 48915(a)(1)(C) & 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)(1)(D) Robbery or extortion

Assault or Battery: 48915(a)(1)(E) Assault or battery upon any school employee

LEVEL TWO DISCIPLINE – Mandatory Suspension

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

The principal **shall** recommend suspension of a pupil for any of the following acts committed at school or a school activity.

If the principal recommends expulsion or a suspended expulsion contract, he/she must find that 1) other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEVEL ONE DISCIPLINE – Permissive Suspension

Pursuant to California Education Code Section 48900.5, suspension, including supervised suspension as described in Section 48911.1 shall be imposed only when other means of correction fail to bring about proper conduct. The alternative means to suspension provided must be age appropriate and designed to address and correct the student's specific misbehavior.

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

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

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

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

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

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

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

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

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

Bullying Definition: any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, as defined, including, but not limited to, sexual harassment, hate violence, or harassment, threats, or intimidation, that has the effect or can reasonably be predicted to have the effect of placing a reasonable pupil, as defined, in fear of harm to that pupil's or those pupils' person or property, causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health, causing a reasonable pupil to experience substantial interference with his or her academic performance, or causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Revised 10/2014

CHILD ABUSE REPORTING PROCEDURES

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

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

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

Child abuse or neglect includes the following:

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

Child abuse or neglect does not include:

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

Initial Telephone Report

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

Written Report

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. Forms are located in every school office. **Send Form to: 5730 Packard Ave., Marysville 95901 and a copy to Pupil Services**

DISCRIMINATION AND HARASSMENT POLICIES

Discrimination Policy

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

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

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

Student Sexual Harassment Policy

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

DEFINITION

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

INSTRUCTION / INFORMATION

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

1. Behaviors that constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the person(s) to whom a report of sexual harassment should be made.

COMPLAINT PROCESS

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

any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Director of Personnel or the Superintendent or designee.

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

DISCIPLINARY MEASURES

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

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

RECORD KEEPING

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

PROHIBITED SEXUAL HARASSMENT CONDUCT

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

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

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

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposely cornering or blocking normal movements
10. Displaying sexually suggestive objects
11. Continuing to express sexual interest after being informed that the interest is unwelcome
12. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

HEALTHY KIDS SURVEY RESULTS 2012-2013

Survey Question:	08-09 7 th	10-11 7 th	2013 7 th	STATE AVG. 7 th	08-09 9 th	10-11 9 th	2013 9 th	STATE AVG. 9 th	08-09 11 th	10-11 11 th	2013 11 th	STATE AVG. 11 th
During your life did you ever.....												
Smoke a cigarette?	15	10	4	7	26	26	20	20	31	26	23	34
Chew tobacco or snuff?	9	8	3	4	15	13	10	6	17	17	18	10
Drink alcohol (glass)?	34	28	21	24	49	56	49	47	67	60	66	66
Use inhalants?	16	10	7	11	14	14	10	14	14	14	11	15
Smoke marijuana?	16	14	10	9	28	37	33	25	34	39	48	42
During the past 30 days, did you.....												
Smoke a cigarette?	9	6	3	6	13	12	7	11	14	12	11	17
Chew tobacco or snuff?	7	4	1	3	6	7	2	5	6	8	7	6
Drink alcohol (glass)?	20	15	9	15	25	30	22	24	34	30	36	42
Use inhalants?	8	5	3	5	5	6	3	7	7	5	3	7
Smoke marijuana?	9	9	5	7	16	19	20	15	16	22	20	24
During your life, have you ever.....												
Been drunk or sick after drinking?	19	12	6	11	29	31	23	28	47	45	42	45
Been high from using drugs?	14	13	9	8	27	33	27	22	31	36	41	37
During the past 30 days, did you....												
Drink 5 drinks in a couple of hours?	10	7	3	6	17	19	13	16	23	22	24	29
During your life, have you ever been drunk/ high?	10	6	3	6	19	23	16	13	19	25	23	25

During the past 30 days, did you smoke cigarettes?	6	5	3	3	7	3	3	7	5	5	5	7
PERCEIVED HARM: Are people at risk harming themselves using....	08-09 7th	10-11 7th	2013 7th	STATE AVG. 7th	08-09 9th	10-11 9th	2013 9th	STATE AVG. 9th	08-09 11th	10-11 11th	2013 11th	STATE AVG. 11th
Cigarettes (1-2 packs a day)	67	68	70	83	80	84	99	90	89	89	89	93
Alcohol (5 or more drinks once)	67	67	72	83	80	84	88	89	88	88	89	89
Marijuana (once or twice a week)	65	63	67	82	78	76	78	85	85	80	76	85
During the past 12 months at school, have you...												
Been harassed because of race, ethnicity, gender, sexual orientation or disability?	34	28	37	31	34	30	27	27	24	28	25	22
Been in a physical fight?	33	30	24	32	19	20	18	25	14	15	11	23
Been afraid of being beaten up?	30	28	24	29	22	23	24	22	14	12	9	13
During the past 12 months on school property, did you carry any weapon (gun, knife, etc)?	16	14	6	10	15	16	10	13	14	11	9	13
You feel "very safe" when you are school.	20	19	16	18	18	18	9	16	21	19	19	20
Do you consider yourself a member of a gang?	14	8	5	9	7	10	7	8	10	10	9	8
Caring relationships with teacher or other adult	29	37	37	31	31	35	30	28	42	40	42	29
High expectations from teacher or other adult	44	53	60	45	48	47	43	39	52	49	53	38
Opportunities for meaningful participation at school	11	12	16	16	17	13	12	13	18	21	19	15
School Connectedness	39	45	52	39	42	33	37	34	48	38	44	31

SAFE SCHOOL CLIMATE STRATEGIES (District)

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

Goals and Objectives: The goals and objectives of the project are in complete alignment with the goals and objectives of Marysville Joint Unified School District and the State of California.

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

Related activities:

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

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

Related activities:

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

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

Related Activities:

1. Staff will attend Parent Teacher Student Organization and School Site Council meetings.
2. Back-to-School and Open House Nights will be held to acknowledge student expectations and accomplishments.
3. An “Open door” policy will be maintained to promote communication with families.
4. Monthly School newsletter to highlight student and classroom accomplishments.
5. Science Fair will be held to promote family involvement with academics.
6. Dinner Fundraisers sponsored by the PTSO will be held.

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

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

Objective 2.1: Create a safe environment for students.

Related activities:

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

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

Related activities:

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

SAFE SCHOOL CLIMATE STRATEGIES (Marysville Charter Academy for the Arts)

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

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

Obj. 1.1: Conduct a needs assessment to determine what needs our students have and how they are/are not being met.

Related Activities: survey parents, teachers, and students

Resources: paper and printing supplies, on-line survey

Persons Responsible: administration

Timeline: students, parents, teachers surveyed annually

Obj. 1.2: Make available information on direct services provided by MCAA and referrals to service providers within the community.

Related Activities: report information on services through the bulletin, newsletter, and web site.

Resources: paper and printing supplies

Persons Responsible: administration

Timeline: continue with periodic updates

Obj. 1.3: Establish links with local organizations and businesses interested in offering MCAA students opportunities for community projects.

Related Activities: contact past sponsors and continue to develop relationships with organizations that need student assistance.

Resources: telephone, transportation

Persons Responsible: principal, counselor, school secretary, school site council

Timeline: ongoing

Obj. 1.4: Teachers and students will be provided with training on recognizing signs of depression and potential suicide.

Related Activities: contact a suicide prevention program so they can come to our site and speak to our staff and students.

Resources: paper and printing supplies, cost of presenter

Persons Responsible: administration, counselor

Timeline: annually

Obj. 1.5: Meet with all students and their parents on academic contract and behavior contracts in order to find ways to make these students successful.

- Related Activities:
1. Make tutoring available for these students
 2. CAHSEE preparation classes for these students who are in the 10th grade.
 3. Retired math teacher available to help with students struggling in Pre-Algebra and Algebra I.
 4. Schedule SST for these students, if necessary.

Resources: CAHSEE preparation materials, retired math teacher

Responsible persons: Principal, counselor, math and English teachers

Timeline: Each semester

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

Goals and Objectives: Our school unites our student body and physically reflects creativity, teamwork, individual responsibility, and safety.

Obj. 2.1: Communicate proper behavior and the importance of good grades and citizenship.

Related Activities: 1. Utilize community meetings to communicate the importance of good grades and citizenship.
2. One-on-one meetings with a counselor who will communicate why grades and citizenship are important when applying for colleges and for jobs.
3. Guest speaker and/or student leadership will hold discussions, at least once per year, concerning bullying and the importance of doing well in school.
4. Students will be made aware of the dangers of drugs and alcohol through the efforts of student leadership and an outside agency.

Resources: College entrance criteria, bullying workshops, counselor training, guest speaker

Responsible Persons: student leadership advisor, principal, counselor

Timeline: All of the above at least once per year.

Obj. 2.2: Publicly acknowledge students who are on the honor roll and those who have perfect attendance.

Related Activities: 1. Each honor roll and perfect attendance student will receive a certificate of recognition.
2. Students with perfect attendance will receive a \$25.00 gift card.
3. Honor roll and perfect attendance students' will be acknowledged by displaying their names in the parent newsletter.

Resources: certificates, gift cards, newsletter, print shop

Responsible Persons: principal, attendance/counseling secretary

Timeline: once or twice per year

Obj. 2.3: Maintain security kits for each classroom in preparation for any emergency.

Related Activities: Print action plan cards, rosters with phone numbers, emergency evacuation routes, and other safety protocol as necessary.

Resources: flashlight, card stock, paper and pen pouches or boxes

Responsible persons: administration

Timeline: monthly fire drills and emergency procedure practice

Obj. 2.4: Facilitate peer counseling that will work to provide conflict management and mentoring services to students and community outreach on positive lifestyles.

Related activities: conflict management and mentor training

Resources: conflict management training manual

Responsible persons: Daniel Tejada and Gabriel Coomes

Timeline: most components currently in place.

Obj. 2.5: Emergency procedures are coordinated with local law enforcement and emergency services agencies.

Related Activities: 1. Monthly meetings with local law enforcement
2. Lockdown drill and debriefing coordinated with law enforcement.
3. Fire drills are done once a month.
Resources: local law enforcement agencies, district personnel
Responsible Persons: principal, campus supervisor
Timeline: Most components are in place.

RECOMMENDATIONS AND ASSURANCES

The School Site Council (SSC) recommends this Comprehensive Safety School Plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site council or its delegates formed a school safety planning committee with the minimum of the following members:
 - The Principal or Designee
 - One certificated employee
 - One parent whose child attends the school
 - One classified employee
 - Other members if desired
3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Marysville Joint Unified School District Comprehensive Safe School Plan template have been met.
4. This school plan was adopted by the school site council on: 11-6-14

Attested:

Tim Malone, Principal

Michelle Stewart, SSC Chairperson

Atkins, Ruth	530-329-4145
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Brown, Zenobia	530-370-2659
Browning, Becky	530-605-9069
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DeBoard, Marilyn	530-370-2517
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deValming, Todd	530-941-2690
Duckels, Christine	530-933-9264
Ellsmore, Emily	530-913-7747
Fourcroy, John	530-864-9372
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Jarnigan, Larry	530-315-4053
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Malone, Tim	530-713-9375
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Vang, Paul	530-632-9917
Vipperman, Bonny	530-237-7368
Yocum, Larry	530-520-6034