

Comprehensive School Safety Plan SB 187 Compliance Document

2014-2015
School Year

School: Fairfield Elementary School
CDS Code: 57726786056253
District: Davis Joint Unified School District
Address: 26960 County Road 96
Davis, CA 95616
Date of Adoption:

Approved by:

Name	Title	Signature	Date
Nicole Smith	Principal		
Mary Ryan	Teacher		
Jonathan Defty	Teacher		
Tim Cutler	Parent		
Caitlin McCalla	Parent		
Lara Reising	Parent		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at The teacher's classroom.

Safety Plan Vision

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school and district officials work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each site maximize safety by reducing panic and facilitating effective action during the CRITICAL FIRST TEN MINUTES of a crisis.

School officials must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to STAY CALM since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

Components of the Comprehensive School Safety Plan (EC 32281)

Fairfield Elementary School Safety Committee

Principal: Nicole Smith

Assessment of School Safety

Regular review and assessment of the current safety needs will be conducted regularly.

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

Appropriate strategies and programs will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of the following:

- A. Child abuse reporting procedures consistent with Penal Code 11164
- B. Routine and emergency disaster procedures
- C. Policies

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Board Policy and Administrative Regulation 5141.4 Child Abuse Reporting Procedures

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

Disaster Plan (See Appendix C-F)

BP and AR 0450 Comprehensive Safety Plan

BP and AR 3516 Emergencies and Disaster Preparedness Plan

AR 3516.3 Earthquake Emergency Procedure System

BP and AR 4158 Employee Security

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

BP and AR 4158 Employee Security

BP and AR 5144 Discipline

BP and AR 5144.1 Suspension and Expulsion/Due Process

BP and AR 5144.2 Suspension and Expulsion/Due Process, students with disabilities

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

AR 4158 Employee Security

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

(E) Sexual Harassment Policies (EC 212.6 [b])

BP and AR 1312.1 Complaints Concerning District Employees

BP and AR 1312.3 Uniform Complaint Procedures

BP and AR 5145.7 Sexual Harassment

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

BP and AR 5132 Dress and Grooming

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

BP 5142 Safety

AR 5142.1 Identification and Reporting of Missing Children

BP and AR 5142.2 Safe Routes to School Program

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

Component:

Component 1: Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Update Safety Plan	Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas)	Laura Juanitas	2014/2015
Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students.	Update Procedures	Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas)	Laura Juanitas	2014/2015
Update red safety cards and evacuation maps for all rooms to increase awareness of safety procedures for all staff and students.	Order and update safety cards and evacuation maps	Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas)	Laura Juanitas	2014/2015
Ensure student safety by practicing emergency drills with students and staff on a regular basis.	Conduct emergency drills: Fire, Shelter in Place/Lock Down, Teacher Down, Emergency Communication.	Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) Public Information Officer (Maria Clayton)	Mary Ryan and Jonathan Defty	2014/2015
Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation.	Maintain in school office: large Red SAR (search and rescue) duffel bag, and Red First Responder (clam shell) Kit for each member of the Crisis Team. Maintain one Red Emergency Backpack for each classroom and workspace (i.e. staff room, library).	Current School Safety Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas)	Marc Hicks	2014/2015
Increase student safety by adding additional safety locks to doors that lock from the outside.	Add safety locks to rooms that open out.	M & O	Mel Nelson	2014/2015
Update and maintain bell, PA, and fire alarm systems	Test and maintain systems at regular intervals.	M & O	Mel Nelson	2014/2015

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase emergency communication to parents/guardians.	Implement Emergency Communication test at regular intervals	Current School Safety Plan DJUSD Crisis Communications Plan District Safety Coordinator (Marc Hicks) District's Safety Manager (Laura Juanitas) Public Information Officer (Maria Clayton)	Nicole Smith	2014/2015

Component:

Component 2: School Climate

Element:

Creating a positive atmosphere for learning.

Opportunity for Improvement:

Increase school connectedness and encourage participation in the school community. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others. Fairfield is unique because it has a strong cooperative environment with parents.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase school connectedness	Recruit parent volunteers for PTA and coordinator positions		Mary Ryan/Jonathan Defty	2014/2015
Increase Parent Communication	Update school and teacher websites; weekly school newsletter		Mary Ryan/Jonathan Defty	2014/2015
Working with Stakeholders in updating the LCAP for the school site.	Community Meetings		Kitty Hudson-Cawley	2014/2015

Component:

Component 3: Personal Characteristics of Student and Staff

Element:

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

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide professional growth opportunities for teachers, administrators, and other school personnel.	Provide Professional Growth Opportunities	Director of Curriculum and Instruction (Stephanie Gregson)	Nicole Smith	2014/2015

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

Fairfield Elementary School Student Conduct Code

Philosophy and Purpose:

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

In this context, teachers and principals are legally considered “parent/guardians on location.” This defines the relationship between school staff and their students. Students are young people, still learning what is right and wrong and learning how to behave consistently as mature people; therefore, it is age-appropriate to not always behave maturely. After being taught and corrected, even disciplined young people typically need to be re-taught about how to behave correctly in school, just as parents/guardians have to teach, and re-teach their children how to behave at home.

School staff regard all of their students as their children/youth to teach and to guide. Thus, just as in a home with parents/guardians, all students at school deserve to be treated consistently with care, hope, and positive disciplinary attitudes. Clear and firm consequences are part of this effort by school staff to educate and to correct student behavior.

The rights of all students are always part of this philosophy. Students deserve to have a psychologically and physically safe environment at school. These rights also mean that students who are accused of wrong doing have a right to be heard and to be respectfully treated even if the school staff determine the student should be disciplined.

Rights And Responsibilities:

The rights inherent in a democratic society can be maintained only if each individual assumes responsibility for his or her own behavior. Students have both rights and responsibilities.

Student Rights

- To be safe
- To be respected and be treated with compassion regardless of actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, family structure, political beliefs, financial status, or association with a person or group with one or more of these actual or perceived characteristics
- To express opinions, ideas and feelings, keeping in mind the rights of others
- To hear and be heard
- To have property respected
- To be informed about what is expected of them
- To have privacy
- To be academically challenged

Student Responsibilities

- Take advantage of the academic opportunities offered, strive for high achievement, and support and participate in school activities
- Be knowledgeable regarding student rights and responsibilities
- Attend school regularly and punctually
- Follow the school rules
- Respect private and school property
- Be considerate and non-disruptive in classrooms, hallways, study areas, libraries, cafeteria and other eating locations, and buses

- Be clean and dressed in compliance with school rules of sanitation and safety, and in clothing appropriate to the educational environment
- Be considerate in relationships with students, teachers, and staff
- Be respectful of all students, teachers, and staff regardless of actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, family structure, political beliefs, financial status, or association with a person or group with one or more of these actual or perceived characteristics
- Keep language and gestures respectful and free of profanity or obscenities
- Avoid the use of alcohol, tobacco, and other drugs
- Never carry or have access to weapons or other dangerous objects

(For discipline matrix, see Guidelines for responsive discipline in secondary and elementary schools, Appendix G)

Conduct Code Procedures

To proactively help all students, the principal/designee meets with students at the beginning of the school year to review and discuss with students the importance of a positive school climate, the positive purposes of school discipline, and the importance of respectful and caring behavior. Part of this leadership effort is accomplished through a school wide assembly or by visits to individual classrooms. The presentation includes explanations of behaviors that are encouraged and those that are not appropriate. The categories of disrespectful behaviors or offenses outlined in the attached table provide examples of what is not allowed.

When a more serious misbehavior, as listed on the “Guidelines for Responsive Discipline in Elementary/Secondary Schools” is reported or observed, the principal, teacher or supervisor conducts an investigation. This fact-finding process may include interviewing students alleged to have been involved (both the alleged offender/s and the alleged offended); interviewing witnesses if needed or appropriate, collecting written or physical evidence related to the incident and reviewing the records of the involved students. This process would include the consideration of past incidents and other relevant circumstances about the students primarily involved.

Explanations: consequences of student misbehavior

Detention:

Detention is the assignment of a student to a supervised area for a specified time before or after school, during recess, or during lunch. Supervision must be assigned to a certificated employee. The student shall be given adequate time to use the restroom, get a drink, or eat lunch.

Truancy Prevention:

School and District administrators review student attendance on a regular basis. Students with 3 unexcused absences or 3 tardies of more than 30 minutes are sent an initial letter declaring the student truant. A truancy conference will be scheduled with the School Principal and/or additional school interventions will be implemented. If a student has an additional unexcused absence or tardy more than 30 minutes a second letter declaring the student truant will be sent home and a truancy conference will be scheduled. If a student has an additional unexcused absence or tardy more than 30 minutes, a third letter declaring the student habitually truant will be sent home which will generate a police department response. At this point the police department may involve the District Attorney, County Probation Department, and County Health and Human Services in a student's case. Students and parents may face criminal prosecution.

Search and Seizure Policy:

The Search and Seizure Policy governs the District's authority to search individual students and their property. School officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school.

Suspension:

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or a school administrator. A principal or designee may suspend a student from school for up to five consecutive days. A teacher may suspend for the remainder of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended if the student is being brought up for expulsion. There are two kinds of suspension: In-school suspension and home suspension. Students placed on home suspension are not permitted on or near any DJUSD campus, are to remain under the supervision of the parents/guardians during the period of the home suspension, and are NOT allowed to participate in ANY school activities during the entire suspension period. Students assigned in-school suspension will not be allowed to participate in any school activities during the period of in-school suspension. For both in-school and home suspension students may be required to complete assignments and tests which will be made available to them through an intermediary.

Expulsion:

Expulsion is the removal of a student from DJUSD for violating the California Education Code as ordered by the Board of Education. The expulsion is for a defined period of time, but an application for readmission must be considered within a specified time period. State law provides for full due process and rights to appeal an order of expulsion.

For additional discipline information see:

BP 5144 Discipline

AR 5144.1 Suspension and Expulsion/Due Process

AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)

Standards of Student Behavior Manual (located on DJUSD website under Student Support Services)

Guidelines for Responsive Discipline in Secondary and Elementary Schools (located on DJUSD website under Student Support Services)

(J) Hate Crime Reporting Procedures and Policies

Board Policy and Administrative Regulation 1312 Uniform Complaint Procedures

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

Review and Evaluation of Safety Plan

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

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

The school safety plan is reviewed, updated, and approved by site council by March 1 of each year.

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

Safety Plan Review Timeline

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Safety Committee to review plan, solicit input from staff	October 29, 2014	
Staff Safety Drills	Reviewed October 6, 2014	
Conduct Safety Drills	Begin October 7 - once a month fire drills and twice per year safety drills	
Debrief Safety Drills with staff (solicit parent and student input)	October 29, 2014	
School Site Council Meeting to discuss and approve safety plan (must be approved by March 1)	April 28, 2015	
Board Meeting to approve safety plan	May 2015	

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	9-911	All emergency services go through the Sheriff's department
School District	District Safety Coordinator, Marc Hicks	(530) 681-1738	
School District	Director Student Support Services, Laura Juanitas	(530) 574-0398	
School District	DJUSD 24 hour Emergency	(530) 681-0059	
Public Utilities	PG&E Emergency	1-800-743-5000	Call M & O secretary and she will call PG&E
School District	Administrative Assistant to Superintendent, Penny Pyle	757-5300 ext. 142	
School District	Administrative Assistant to Director of Student Support Services, Erin Grey-Merritt	757-5300 ext. 140	
School District	Maintenance and Operations	757-5385	Patwin Elementary School (757-5394) secretary to work with M & O to get porta potties and/or bottled water in a water outage
School District	Facilities	759-2182	
School District	Prevention & Crisis Manager: Natalie Zehnder or Jen McNeil	219-7932 or 400-7447	

Emergency Response Guidelines

When emergencies occur during school hours, the goal of all school employees is the safety of all students, teachers and school staff. This requires planning, preparation and practice to know and implement effective procedures during a crisis. Planning and preparation are essential to ensure that every staff member is familiar with their role in the procedures to be followed and has the tools on hand to accomplish them. Practice ensures employees can calmly and effectively carry out their assigned tasks in an orderly and timely manner.

The emergency plan will detail the procedures to be used during specific crisis situations as well as review the areas of responsibilities for each type of school employee. During an emergency, school employees will remain at school accomplishing their assigned tasks to ensure the safety of all students and personnel until released by the principal, the principal's designated supervisor, or the Incident Commander (when fire fighters or police officers have assumed command of the incident).

It is vital that all staff members remain calm, communicate clearly with the person in charge, and work together to follow the procedures necessary to ensure the safety of all students and personnel.

Each School Site, the District Office, and M & O has a team of First Responders called the Incident Command Team. This team is used when the physical, emotional, and/or psychological safety of students and staff is threatened.

Their duties are to:

- Coordinate all functions of site security in the event of a crisis (crowd control, violence, physical plant safety)
- Assist in establishing inner and outer perimeters
- Set up staging area, if necessary
- Provide information, resources and assistance to the Incident Commander
- Attend to the physical and emotional needs of students and staff
- Initiate necessary first aid treatment and triage
- Notify Incident Commander of any injuries
- Assist in controlling access to the school in a crisis
- Assist with student release and accountability by helping to establish and maintain orderly procedures

All DJUSD campuses use a Fire Alarm, with the exception of DSIS (which uses a bullhorn) to indicate a fire or other evacuation incident.

All DJUSD campuses use the campus bell-system, PA system and/or bullhorn to indicate LOCK DOWN and SHELTER-IN-PLACE

Step One: Identify the Type of Emergency

If a staff member becomes aware of a crisis, it is very important that this information is communicated with the school office immediately. In an emergency it is important to set up an Incident Command Center to coordinate communication and facilitate implementing emergency procedures and coordination of emergency services. In most cases, the school office will call 911 when emergency services are required. It is important that all details known regarding an emergency are communicated calmly and clearly to the Incident Commander or designee.

NOTE: In cases of extreme danger it is not necessary to wait for the principal or designee to call for help. The first person to view the danger can call 9-911 from a classroom phone, and then alert the office by phone or walkie talkie.

Step Two: Identify the Level of Emergency

Following the identification of the emergency, the Incident Commander will determine the level of emergency and verify that 911 has been called (if necessary).

Step Three: Determine the Immediate Response Action

The initial response by staff and students to an emergency will ALMOST ALWAYS include one or more of these three responses:

1. EVACUATION: Signal is the fire alarm
(May be used for fire, bomb threat, gas leak, chemical leak in lab, etc)

Student Response:

- Leave belongings in room
- Move calmly to evacuation location
- Stay with your class at all times for roll call

Staff Response:

- Take RED emergency binder, RED emergency backpack, cell phone, keys
- Proceed immediately to evacuation site #1
- Take attendance/account for all
- Keep students in your assigned area or near you
- Return to building via instructions from an administrator or emergency official

2. SHELTER IN PLACE/LOCK DOWN: Signal is the bell or public address system DO NOT LET ANYONE IN OR OUT OF THE ROOM
(May be used for explosions, intruder, gunfire, earthquakes, and severe weather conditions such as a tornado)

Student Response:

If indoors or outdoors near room

- Help teacher move furniture to block the door
- Move away from windows and down onto the floor
- Find shelter behind or under furniture (tables, chairs)
- Stay calm and be patient
- Open the Emergency Backpack

If outdoors and away from the school

- Go to evacuation site #1
- Wait for school people or police to meet you and give instructions
- In case of tornado, stay out of vehicles and lie down in a ditch or low depression if possible

Staff Response:

If indoors or outdoors near room

- Gather students rapidly, and lock door if at all possible
- If door cannot lock, bar/barricade the door with available furniture and/or manpower
- Close windows, curtains, and blinds
- Move away from windows and down onto the floor
- Seek shelter behind or under whatever is available
- Consider moving students to more interior spaces
- Take attendance and give the Incident Commander the names of missing and/or extra students

If outdoors and away from the school

- Escort students to evacuation site #1 or staging area and keep contained
- Try to take roll
- Release students only to parents or authorities
- In case of earthquakes or severe weather, drop to the ground away from buildings, trees and power lines
- In case of tornadoes, stay out of vehicles and lie down in a ditch or low depression if possible

3. TEACHER DOWN:

(Used if teacher is not able to call for help him/herself)

Student Response:

Medical Emergency

- One student calls 9-911 from classroom phone

- One student runs to next room for help
- One student runs to the office to get help
- One student calls the office (number on wall by phone)
- Everyone stay calm and take responsibility

Staff Response:

Plan ahead for students to make the following responses

- One student calls 9-911
- One student runs to next room for help
- One student runs to the office to get help
- One student calls the office (number on wall by phone)
- Make plans for response if called out of room to attend to the "down teacher" signal

Step Four: Communicate the Appropriate Response Action

After calling 911 but before local emergency (police/fire) personnel arrive the Incident Commander (Principal or Designee) will:

- Set up a command post
- Contact First Responders
- Assign duties, determine the need for resources
- Using a site map, identify location of emergency and staging area
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Activate parent alert system, if necessary
- If crisis is chemical or biological in nature, and evacuation is required, direct students to an uphill site
- If evacuation is necessary, take emergency large RED SAR (search and rescue) duffle bag, RED first responder clam shells, and red backpacks (from each classroom), whole school roster, student medication binder, student medications, walkie talkie (if available), bull horn (if available)

Appropriate actions and response procedures are communicated to staff and individuals using the School Incident Command Organizational Chart and by following the instructions listed in the RED safety folders that are placed in every classroom and workspace.

DO NOT BREAK THE SEAL ON THE RED EMERGENCY BACKPACK UNLESS IT IS AN ACTUAL EVACUATION OR LOCK DOWN

In addition to information regarding procedures during EVACUATION, LOCK DOWN OR TEACHER DOWN, the following information is printed on the inside of the RED safety folders:

EMERGENCY RESPONSE PHONE NUMBERS

- Emergency: 9-911 from school phone
- District Safety Coordinator (Marc Hicks) 530-681-1738
- District 24 hr. Emergency: 530-681-0059

EVACUATION SITES (for each school or school facility)

- Location #1: Grass area off playground near back fence
- Location #2: Move north on Co Rd. 96 to a safe distance

INSTRUCTIONS FOR USE OF THE GREEN AND RED SIDE OF THE EMERGENCY FOLDER

The green and red side of the folder is used to indicate if all students on your roster are accounted for, if someone is missing from your class, or if someone needs medical attention.

Green side of folder: All students on your roster are accounted for and no medical attention is needed

Red side of folder: Student missing from roster or someone needs medical attention

Evacuation: Hold up the folder until a crisis team members comes to help

Lock down: Post the folder in your classroom window

COMMUNICATION DURING AN EMERGENCY INSTRUCTIONS

- Try to keep phone and email lines free except to communicate with emergency services
- Wait for instructions
- Instructions may come via landlines, email or cell phone
- Look on District's social media site for real time updates
- If authorities have prohibited cell phone use, collect the student's phones

If cell phone use has not been prohibited, do your best to control the message

- Remind students that we are prepared for an emergency
- Explain that the Police and Fire Departments are in charge
- Ask parents to go to the District website or District social media page for information

ROLES/EXPECTATIONS OF ADULTS, STUDENTS, AND EMERGENCY RESPONDERS

Adults

- STAY CALM
- Notify emergency services by any available method
- Notify adults who can assist
- Remove/protect students
- Assist students with injuries/immediate needs
- State your expectations to students and subordinates
- Follow instructions from emergency personnel (Firefighters, Police, EMT's)

Students

- STAY CALM AND PATIENT
- Assist adults
- Comply with emergency service providers' instructions
- Respect each other

Emergency Personnel

- Take control upon arrival
- Keep school leaders informed
- Call for all services needed
- Allow school leaders to assist with parents and students

Classroom Management during Emergencies

Students will display a range of emotions. Respond by:

- Tell them that you are prepared to take care of them
- Validate their feelings; it is ok to be scared
- Remind them that they have practiced many times for emergencies
- Assure them that strong, smart people are helping

Other considerations:

- SEVERE HEALTH ISSUES: should be noted in your folder
- TOILET: set up a trash can and any item that will give privacy
- FOOD: children may have to share any that is available
- PROVIDE COMFORT: Use jackets/extra clothes to make a comfortable resting area. Let students group with their friends for support
- STAYING CONNECTED: Use the buddy system
- COMMUNICATION: Cell phones/computers can be used if working; text if the phone doesn't work.

WHAT TO DO IN CASE OF A LUNCHTIME INCIDENT: Assess threat and adapt Evacuation or Shelter in Place Protocol

Student Response:

Medical Emergency

- Find an adult immediately

- Stay clear of the area
- Do not distract staff during the emergency

Other Situations

- If inside and it is safe: stay there and Shelter in Place
- If outside and it is safe: go to the safest room/location nearest you
- If unable to get to a room/shelter: drop to the ground and do not move

Staff Response:

Medical Emergency

- Contact someone to call 911 or make the call yourself and inform office
- Assist with campus supervision: helping keep clear the pathway for medical response personnel
- Continue to assist in keeping students clear of the area

Other Situations

- If inside a room: facilitate Shelter in Place
- If outside: open up a room and/or go to the safest room/location nearest you and facilitate Shelter in Place
- If unable to get to a room/shelter: drop to the ground and remain absolutely still

RELEASE OF STUDENTS AFTER A LOCK DOWN or EVACUATION

Elementary

From LOCK DOWN:

- Parents may be allowed to come to the classroom where the teacher would recognize parents/guardians
- Students may be moved from classrooms in groups to a meeting place where adults can identify themselves

From EVACUATION SITE:

- Law enforcement may move small groups to a reunification site where ID's can be checked
- Parents may be allowed to find their child

Secondary

From LOCK DOWN:

- Students may be sent by alpha order to separate locations for reunification
- Students may be released by classroom to a designated area

From EVACUATION SITE:

- Law enforcement may move small groups to a reunification site where ID's can be checked
- Parents may be allowed to find their child

The following information is placed inside the RED safety folders and must be updated regularly:

CLASS ROSTERS

Elementary: each teacher must put the class roster for their room in the folder (update if any changes to class roster)

Secondary: each teacher must put the class rosters for each period that meets in their room in the folder (update each quarter)

SCHOOL CRISIS TEAM ROSTER AND INCIDENT PHONE TREE (update yearly)

SITE EVACUATION MAP INDICATING EVACUATION SITE #1 AND SITE #2 (update yearly)

TRAUMA FAST ACTION CARD

Provides basic first aid information

Types of Emergencies & Specific Procedures

Aircraft Crash

SHELTER IN PLACE should be used as the initial action but this may be followed by instructions to EVACUATE the building.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

Animal Disturbance

SHELTER IN PLACE should be the initial action to an animal threat on campus (bees, dogs, etc)

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems to stop outside air intrusion

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

Armed Assault on Campus

LOCK DOWN should be the initial action to an armed intruder.

INTRUDER ON CAMPUS PROCEDURE

When an unknown person (intruder) is found on school property:

- Notify school office/Incident Commander
- Ask another staff person to accompany you before approaching the person
- Politely greet the person and identify yourself
- Ask the purpose of the visit, and inform person that all visitors must register at the office. If you think intruder's purpose is not legitimate, ask person to accompany you to office/exit.

If the intruder refuses to go to the office or leave, or you become aware that the intruder is armed:

- Walk away from the intruder and maintain visual contact from a safe distance, while another staff member notifies school office/Incident Commander/District Safety Coordinator
- Call 911 and provide a description of the intruder

- Provide last known location
- School office/Incident Commander will initiate an immediate school LOCK DOWN
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)

IF YOU DISCOVER A HOSTAGE SITUATION

- If hostage taker is unaware of your presence, do not intervene
- Notify the school office/Incident Commander
- School Incident Commander will initiate immediate LOCK DOWN and will notify District Office and District Safety Coordinator

School Incident Commander (or designee) will call 911 and:

- Provide description of the intruder, and whether intruder is known to be armed
- Provide last known location of intruder
- Describe actions being taken to safeguard staff and students
- Advise of the location of the school Incident Command Post
- If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Contact site's First Responders
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Maintain LOCK DOWN until situation is resolved.

If taken hostage:

- Treat the hostage taker as normally as possible and follow his/her instructions.
- Do not panic and calm students if they are present.
- Be respectful to hostage taker, ask to speak and do not argue or make suggestions.
- If hostage taker becomes violent initiate "ACTIVE SHOOTER" action - RUN, HIDE, FIGHT!

Biological or Chemical Release

EVACUATION should be the initial action to a hazardous material release

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

ON-CAMPUS RELEASES WITHIN A BUILDING:

The School Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.

- If possible, exterior doors should be closed (but not locked), and air moving systems shut down as the building is evacuated
- If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building

The School Incident Commander should initiate a SHELTER-IN-PLACE action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.

The School Incident Commander (or designee) will call 911 and:

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post upwind and out of the immediate danger area
- Contact site's First responders
- Direct staff to secure the area around the chemical spill
- Confirm with First Responders that roll has been taken of those evacuated and that all students are accounted for
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)

- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible

Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:

- Could a Search and Rescue Group safely look for missing students?
- Should other buildings be evacuated?
- Should evacuees be moved to a safer indoor location and SHELTER-IN-PLACE?
- Are any evacuees contaminated, and should they be separated from others?
- Can First-Aid be started on injured persons without contaminating others?
- Should an Off-Campus EVACUATION be started?

The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff

- Staff will implement EVACUATION or SHELTER-IN-PLACE procedures as directed

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS

The most appropriate initial action for this type of release is SHELTER-IN-PLACE action and ensure all students and staff outside buildings are quickly moved indoors.

- The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors, and turn off fans and air conditioners

The School Incident Commander (or designee) will call 911 and:

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post
- School Incident Commander will initiate immediate SHELTER-IN-PLACE
- Notify appropriate School District officials if needed (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Should consider initiating an immediate parent notification, but parents should NOT come to the school and risk being exposed to the chemical release
- Will ensure that any buses en-route to the school with students are re-directed to the school's off-campus evacuation site to await further instructions

School will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:

- Continue SHELTER-IN-PLACE
- Notify parents and initiate Student Release procedures
- Initiate an immediate "Off-Campus EVACUATION" procedure
- Issue an "ALL CLEAR" signal and resume normal school operations

Bomb Threat/ Threat Of violence

EVACUATION should be used as the initial action.

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is extremely rare for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff, and visitors.

Bomb threats may be written, emailed, posted online or communicated verbally, but the vast majority are made by telephone. Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller.

BOMB THREAT PROCEDURE

There is a slight risk that an explosive device could be detonated by radio waves. When the threat level is perceived as "high", unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

The School Incident Commander or designee will:

- Call 911 and provide threat details (supposed bomb location, supposed detonation time, etc)
- Provide location of School Incident Command Post
- Describe best access for emergency responders - driveway/gate
- If possible, remain on line to provide updates
- Contact site's First Responders
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible

When EVACUATING, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.

- Establish a command post at least 400 feet from campus buildings
- Establish Unified Command with arriving emergency response officials, and defer to emergency response officials for next course of action
- Announce "All Clear" if and when it is deemed safe to do so

Bus Disaster

Since DJUSD does not maintain our own bus services the Bus Accident Procedures will be initiated by the bus company.

School Incident Commander (Principal or designee) will:

- Dispatch a school representative to the accident location
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Ensure any special health information or medication for any injured student is sent to the hospital
- Make parent notifications (District Office can assist)

School representative at the scene will:

- Assess level of support needed and convey this to the School Incident Commander
- Report to School Incident Commander the names of student passengers, their conditions, and location(s) where injured were taken

District Office will:

- Work with Site to arrange that district or site official(s) are available to meet injured student(s)/staff at the hospital
- Alert Prevention and Crisis Managers who can assess counseling needs of victim(s) or witness(s) and implement postvention crisis plan procedures
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible

Disorderly Conduct

LOCK DOWN should be the initial action to disorderly conduct.

School Incident Commander will:

- Determine the level of response required for the incident (call 911)
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- If necessary, contact site's First Responders
- If necessary, initiate student release procedures

- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

Earthquake

SHELTER-IN-PLACE should be the initial action to an earthquake. However, evacuation may need to occur if there is concern that the building is damaged. Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries.

School Incident Commander will:

- If necessary, call 911 to report damage and/or injuries
- If necessary, contact site's First Responders
- If necessary, after the shaking stops, initiate an EVACUATE BUILDING alert
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- If necessary, initiate parent notification and Student Release procedures
- If necessary, establish an Incident Command post
- Be prepared to assist with building access for emergency responders
- Consider need to dismiss school due to power loss, building damage or other factors
- As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy

Explosion or Risk Of Explosion

EVACUATION should be the initial action to an explosion or risk of explosion.

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons.

School Incident Commander will:

- Determine the level of response required for the incident
- Call 911 and describe current situation, including damage and estimated number of injured
- Describe best access for emergency responders (driveway/gate) and be prepared to assist
- If possible, remain on line to provide updates
- Ensure fire alarm has been sounded
- If needed, announce changes in EVACUATION routes due to incident location
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Meet arriving fire and police personnel
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

Fire in Surrounding Area

SHELTER-IN-PLACE should be the initial action to a fire in surrounding area

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Prepare incident status report for emergency response personnel if needed
- Be prepared to proceed to EVACUATION if ordered to by emergency responders

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

Fire on School Grounds

EVACUATION should be the initial action to a fire on school grounds.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

Flooding

SHELTER-IN-PLACE should be the initial action in the event of flooding.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions

SEVERE WEATHER PROCEDURE

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, tornado, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a "Severe Weather Watch" has been issued by the National Weather Services:

- Monitor NOAA Weather Stations (National Weather Services, Weather Channel, etc.)
- Bring all persons inside buildings
- Be prepared to move students from mobile classrooms into permanent buildings
- Close facility doors, windows and blinds or curtains
- Severe weather safe areas are under desks, in hallways and interior rooms away from windows
- Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows

If a "Severe Weather Warning" has been issued in the school area, or if severe weather is being observed at or near the school:

- School Incident Commander will initiate a SHELTER-IN-PLACE
- School Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to release

After passage of the storm:

- School Incident Commander will deploy staff to do a preliminary damage assessment of campus buildings and facilities to identify issues that need to be immediately addressed before students and staff are released to move about.
- Based on this assessment the School Incident Commander will either continue the SHELTER-IN-PLACE, give the "All Clear" signal and resume normal school operations, or initiate the "Off-Campus EVACUATION" procedure

Loss or Failure Of Utilities

Loss of electricity is the most common utility problem. However, a loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and although inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last. When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students and staff:

- Gas leaks may require only a spark to set off an explosion
- A broken water pipe may cause extensive flood damage to buildings and property
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning
- Electrical failure may also result in loss of well water and sewage disposal
- Broken electrical lines or components may pose a shock hazard to staff or students

The initial response to any problem with utility systems on campus is to CALL M & O IMMEDIATELY and they will try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus. The head janitor also knows how to shut off gas/water for the entire campus. The school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response binder.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. The School Incident Commander and other key school personnel must know how to shut off the gas in the event of an emergency.

UTILITY LOSS OR DAMAGE EMERGENCY PROCEDURES

Gas Leak - Indoor:

- Upon detecting gas odor, staff shall initiate EVACUATION of the affected building
- If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark
- DO NOT turn off lights or other electrical equipment which may cause a spark

- Leave doors open to provide ventilation of the building
- Turn off HVAC system to entire campus

The School Incident Commander will call 911:

- Give location of gas leak - what building and what's leaking, if known
- Describe best UPWIND access point for emergency responders (driveways/gates)
- Request 911 operator to call Gas Company since they have rapid access
- Indicate that EVACUATION is underway and stay on the line to provide updates
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Determine whether to evacuate other buildings since SHELTER-IN-PLACE may be appropriate if the leak is small and contained to another building
- Do not reenter the affected building(s) until fire or utility officials say it is safe

Gas Leak - Outdoor:

- Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
- Move everyone UPWIND, at least 100 feet (more if leak is major)
- Post staff to prevent entry to the area (including vehicles)
- If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark
- DO NOT turn off lights or other electrical equipment which may cause a spark
- Leave doors open to provide ventilation of the building
- Turn off HVAC system to entire campus

The School Incident Commander will call 911:

- Give location of gas leak - what building and what's leaking, if known
- Describe best UPWIND access point for emergency responders (driveways/gates)
- Request 911 operator to call Gas Company since they have rapid access
- Indicate that EVACUATION is underway and stay on the line to provide updates
- Determine whether to evacuate buildings since SHELTER-IN-PLACE may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and upwind of leak.
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Do not reenter the affected building(s) until fire or utility officials say it is safe

Electrical System Damage or Failure:

If there is smoke or threat of fire EVACUATE the building(s)

- Close, but do not lock doors
- Notify the School office/Incident Commander

The School Incident Commander will call 911:

- Give location and nature of the electrical problem
- Describe best access point for emergency responders (driveways/gates)
- Request 911 operator to call Electrical Company since they have rapid access
- Indicate if EVACUATION is underway and stay on the line to provide updates
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Direct staff to attempt to shut down electrical at main shut-off or building shut-off
- Do not reenter the affected building(s) until fire or utility officials say it is safe

If problem is outdoors, School Incident Commander will be responsible for shutting down power and calling an electrician. If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break:

If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building and notify the School Office/School Incident Commander.

The School Incident Commander will:

- Direct staff to attempt to shut down water at main shut-off or building shut-off
- Assess situation and determine if EVACUATION is needed-
- Notify appropriate School District officials (District Safety Manager, Laura Juanitas and District Safety Coordinator, Marc Hicks)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Work with M & O to have the water/sewage removed
- Do not allow anyone to reenter the buildings(s) until fire, utilities, or M & O say it is safe
- If problem is outdoors, direct staff to isolate the area and stand watch until the leak is shut down

Motor Vehicle Crash

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

Psychological Trauma

In case of psychological trauma, the situation would be evaluated and then the appropriate steps would follow. The Prevention and Crisis Counselor should be involved in the initial assessment and then additional counselors will be involved as needed.

Suspected Contamination of Food or Water

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

Unlawful Demonstration or Walkout

The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe. Initial action can be SHELTER-IN-PLACE, or EVACUATION as needed.

Attachments

EMERGENCY COMMUNICATION PROTOCOL

For District Office Personnel

- 1) Inform the Superintendent about Emergency
- 2) Connect with School Site, Laura Juanitas and Marc Hicks (and Maria Clayton x193)
- 3) Text members of Small Cabinet about the Emergency
- 4) Inform DO Front Desk of the situation—give Edit Clagg, Customer Service Rep, talking points on the issue

SAMPLE TALKING POINTS

- Your student is safe.
 - We are aware of the situation and have implemented emergency precautions
 - The affected campus is in lockdown in accordance with our emergency procedures
 - We have notified parents of the situation and are requesting they not come to campus, since no one is permitted in or out during a lockdown
 - We are working with the Davis Police Department
 - All students are safe and in the care of trained staff.
 - We will keep parents and the community updated as we have information and will send an all clear message to parents when the lockdown is lifted
 - You can also stay updated by visiting the DJUSD website or following the Davis Joint Unified School District Facebook page
- 5) Notify key personnel in each DO department, i.e., department secretary since they are most likely to field a phone call that doesn't go through customer service.
 - 6) Ensure SchoolMessenger notice goes out to parents of affected site(s). May need to provide technical assistance to principal or site staff. Remember there is a mobile app if electricity.

DO Staff with SchoolMessenger access and training

- Maria Clayton
- Bill Storm
- Penny Pyle
- Matt Best

SAMPLE MESSAGE

"Your student is safe. You are receiving this message because you have a student or are the emergency contact for a student at <INSERT SCHOOL>. The School District has been notified of police activity in the area. We have implemented emergency precautions and have put XXX in lockdown. Please do not come to campus, since no one is permitted in or out during a

lockdown. You will receive an all-clear message when the lockdown has been lifted. Look for current information on the district website homepage and Facebook page which we will update as we have information. The safety of our students and staff are our highest priority.

- 7) Post updates to District Homepage
- 8) Post updates to District Facebook
- 9) Inform any CDC or other entity on the school grounds
- 10) Inform other district sites if necessary
- 11) Inform partners (Eg. City, St. James, etc.)
- 12) Confirm an ALL CLEAR SchoolMessenger Message goes out to those affected parents
- 13) Debrief

Fire Drill Procedures

- At the signal (bell/bullhorn), teachers direct students in an orderly departure from the room to the EVACUATION AREA (PE grassy area on the east field), via the assigned evacuation route. In all cases, select the safest route, not just the assigned route.
- One designated teacher near each building exit will inspect the exit to see if it is a safe evacuation route. If it is not, the teacher directs the classes to alternate routes.
- The teacher picks up the red emergency folder and red backpack (located in all rooms), cell phone and keys and insures that all students have evacuated. Close the doors.
- Teachers will lead their students quietly and in a straight line to the EVACUATION AREA where they sit by class.
- Teacher will take attendance/account for all.
- Emergency folder is held up showing either green side (everyone is accounted for) or red side (someone in group is missing and/or injured).
- Return to building via instructions from an administrator or emergency official.

Please note:

- Students need to leave the buildings in an orderly fashion and in line.
- Students should leave their belongings in the classroom.
- Students should line up in the hallway next to wall and remain there quietly until the teacher is ready to leave.
- Teacher should lead the students in a line quietly out of the building and to the EVACUATION AREA.
- Please take a few moments to remind students that both the real thing and a drill should be taken with the same seriousness no matter how many times the drill occurs.

Emergency Duffel Bag Inventory List

Site: _____

<u>Item</u>	<u>Quantity Required</u>	<u>Quantity Needed</u>
3M dust mask	4	
4-in1 Tool	1	
AA Batteries	8	
Door wedges	2	
Roll duct tape	1	
Roll flagging tape	1	
Hardhats, rachet	2	
Headlamps	2	
Industrial flashlights	2	
Pairs knee pads	2	
Dark crayon marker	1	
Pry bar with covers	1	
Reflective vests	2	
Pairs safety goggles	2	
Emergency stretcher	1	
Water packets, 4.2 oz`	4	
Roll 50 ft. webbing	1	
Window punch	1	
Pairs leather gloves	2	
Emergency light sticks	4	
SAR carry bag	1	

RED EMERGENCY BACKPACK INVENTORY LIST

<u>ITEM</u>	<u>#</u>
1. Flashlight	1
2. "D" Batteries	4
3. Pro Med Emergency First Responder Kit (white box sealed in plastic)	1
4. Whistle	1
5. Safety Light Stick	1
6. Emergency Survival Blankets	4
7. Emergency Drinking Water	4
8. List of Emergency Phone Numbers	1

In small front zip pocket of backpack:

1. Duct tape	1 roll
2. Mini paks of Starburst candy	3
3. Plastic garbage bags	2

DAVIS JOINT UNIFIED SCHOOL DISTRICT

EMERGENCY NUMBERS

POLICE	530-747-5400 (911 in an emergency)
FIRE	530-757-5684 (911 in an emergency, alternate emergency no. 530-756-3400)
PG&E	1-800-743-5002
PUBLIC WORKS	530-757-5686
POISON CONTROL	1-800-876-4766

SITE NAME	ADDRESS	PHONE	FAX
District Office	526 B St.	530 757-5300	530 757-5319
Children's Center	1400 E. 8 th St.	530 757-5340	530 757-5341
Davis School for Indep. Study	526 B St.	530 757-5333	530 757-5382
Davis Senior High School	315 W. 14 th St.	530 757-5400	530 757-5492
DaVinci Charter Academy	1400 E. 8 th St.	530 757-7154	530 757-7159
King High	638 B St.	530 757-5425	530 757-5440
Emerson Jr. High	2121 Calaveras Ave.	530 757-5430	530 757-5434
Harper Jr. High	43555 E. Covell (4000 E. Covell)	530 757-5330	530 757-5350
Holmes Jr. High	1220 Drexel Dr.	530 757-5455	530 757-5435
Birch Lane Elementary	1600 Birch Ln.	530 757-5395	530 757-5413
Cesar Chavez Elementary	1221 Anderson Rd.	530 757-5490	530 757-5427
Fairfield Elementary	26960 County Rd. 96	530 757-5370	530 757-5412
Korematsu Elementary	3100 Loyola Dr.	530 757-5358	530 757-5362
Montgomery Elementary	1441 Danbury Ct.	530 759-2100	530 759-2103
North Davis Elementary	555 E. 14 th St.	530 757-5475	530 757-5477
Patwin Elementary	222 Shasta Dr.	530 757-5383	530 757-5417
Pioneer Elementary	5215 Hamel St.	530 757-5480	530 757-5482
Valley Oak Special Education Preschool	1400 E. 8 th St.	530 759-2127	530 757-5472
Willett Elementary	1207 Sycamore Ln.	530 757-5460	530 757-5428

DISTRICT SAFETY COORDINATOR, Marc Hicks	530 681-1738
DIRECTOR OF STUDENT SUPPORT SERVICES, Laura Juanitas	530 757-5300 X140,115
PREVENTION AND CRISIS MANAGER	530 757-5400 X133
ADMINISTRATIVE ASSISTANT TO SUPERINTENDENT	530 757-5300 X142
MAINTENANCE & OPERATIONS	530 757-5385 X101
FACILITIES	530 759-2182

AFTER HOURS DJUSD EMERGENCY PHONE NUMBER: 530 681-0059

TRAUMA FAST ACTION CARD

The Trauma Fast Action Card was written to augment our Trauma Series first aid kits. We suggest that you learn the contents of your first aid kit prior to use. We also recommend that you thoroughly understand the steps and procedures outlined in this Fast Action Card prior to any emergency. This is a quick reference guide only. It is not to be used in place of proper first aid instructions. Contact your local Red Cross, or fire department for information on first responder or first aid training. The following procedures were written and reviewed by EMS personnel.

1. Initial Scene Assessment: The most important initial step to take in any emergency is to ensure that the scene is safe. An initial assessment for needs or hazards that may endanger the rescuer or patient must be performed prior to treatment. Hazards such as fire, electrical, terrain, structural, and gun fire pose a threat. NOTE: You may have to move the patient to safety prior to treating. After determining the scene is safe, don protective gear (protective gloves, etc.), perform a patient assessment, and activate 911.

2. The Primary Survey: The primary survey is used to establish priorities of care for potentially life-threatening conditions. The basic steps for this survey are known as the A-B-C's.

- A. **AIRWAY:** Ensure the patient's airway is open and the patient is breathing. If patient is not breathing, open the airway and perform artificial respiration. Check for a pulse at the patient's throat. If no pulse is felt, begin CPR. If the patient is unconscious or if spinal injury is suspected, immobilize patient's neck.
- B. **BREATHING:** Check respiratory status of patient by evaluating rate, depth, and symmetry of chest movement. Remove vest or other gear, cut away clothing to expose chest and determine extent of injuries. Look for deformities, bruising, broken ribs, or open chest wounds. Check back for additional wounds.
- C. **CIRCULATION:** Assessment of patient's circulation includes checking skin color, moisture, and temp. Evaluate pulse for quality, rate and regularity. For trauma patients, a head-to-toe visual survey must be performed to inspect and control severe bleeding.

3. Life Threatening Injuries: After conducting the primary survey and determining the extent of injuries, all life-threatening situations will require immediate attention. The following injuries should be treated immediately until patient can be delivered to EMS personnel:

BLEEDING AND LACERATIONS:

- 1. Cut away clothing and expose the wound.
- 2. Cover the wound with the Bloodstopper dressing and secure it with the attached "tails". Apply direct pressure to the wound site.
- 3. For serious gunshot wounds, or deep lacerations, pack the wound with gauze bandage and apply the Bloodstopper over gauze.
- 4. If bleeding continues, reinforce the original dressing by wrapping it with the elastic bandage. Note: elastic bandage has Velcro attachment tabs at end of wrap for securing.
- 5. If bleeding continues, apply direct pressure to nearest pressure point.

CHEST WOUNDS:

A. Penetrating (open) wound:

- 1. Cut away clothing and expose the chest. Check back for additional wounds.
- 2. Apply the petrolatum gauze dressing directly to the wound and secure three sides with gauze bandage and/or elastic bandage. Note: petrolatum gauze acts as a seal for a sucking chest wound and may develop into a tension pneumothorax (increased pleural pressure). Monitor patient for difficulty in breathing.
- 3. Lay patient on the wounded side to assist in breathing.
- 4. If patient develops increased difficulty breathing, a decreased level of consciousness, or becomes blue, lift the edge of the dressing to allow pressure to vent.

CHEST WOUND (continued)

B. Impaled object:

1. Cut away clothing and expose the chest.
2. **DO NOT REMOVE THE IMPALED OBJECT!!!**
3. Apply the petrolatum gauze dressing to the wound around the object.
4. Stabilize the object, if possible, by placing the elastic bandages around the object and secure it by wrapping the chest with the gauze bandage.
5. If object is on the front or back of the chest, lay the patient onto his side closest to the wound to assist breathing.
6. If patient develops increased difficulty breathing, a decreased level of consciousness, or becomes blue, lift the edge of the dressing to allow pressure to vent.

C. Blunt (closed) trauma:

1. Cut away clothing and expose the chest.
2. Observe the chest for deformity, or bruising. If a part of the chest moves in and out when the patient breathes, suspect a flail chest (loose segments).
3. Stabilize the loose segment by padding the area with the Bloodstopper, the 5"x9" combine dressing, or secure it with a gauze bandage.
4. Lay the patient on the affected side to assist in breathing.

ABDOMINAL INJURIES:

A. Penetrating (open) wounds:

1. Cut away clothing and expose the chest and abdomen. Check the back for additional wounds.
2. Control bleeding with direct pressure, dress open wounds with gauze dressing, 5"x9" combine dressing, or the Bloodstopper.
3. Secure the dressing with the gauze bandage.
4. Position patient on his back with his knees flexed.
5. Be alert for vomiting. If patient vomits, turn him onto his side.
6. **DO NOT GIVE ANYTHING BY MOUTH!!** It may cause vomiting.

B. Exposed internal organs:

1. Cut away clothing and expose the chest and abdomen.
2. Control bleeding with direct pressure, dress open wounds with gauze dressing, 5"x9" combine dressing, or the Bloodstopper.
3. **DO NOT TOUCH THE EXPOSED ORGAN!!**
4. Open the Bloodstopper wrapper completely, and save in one big piece. Cover the exposed organs with the wrapper keeping the inside of the wrapper against the organs.
5. Secure the wrapper with the gauze bandage.
6. Position the patient on his back with his knees flexed.
7. Be alert for vomiting. If patient vomits, turn him onto his side.
8. **DO NOT GIVE ANYTHING BY MOUTH!!** It may cause vomiting.

BURNS TO BODY:

1. Move the patient away from the source of the burn
2. Extinguish any flames.
3. Cool the burn with cool, clean water.
4. Cut away clothing to expose the burned area. If the clothing is stuck to the wound, cut around it. **DO NOT ATTEMPT TO REMOVE STUCK CLOTHING!!**
5. Remove any jewelry from the extremities that are burned.
6. If available, cover wound with Burn Jel dressing or similar product.
7. Cover the burn area with the Bloodstopper or 5"x9" combine dressing.
8. Using the gauze dressing, loosely wrap the covered area to secure dressing in place and to protect the wound from contaminants.

NOTE: These are emergency first aid instructions that could help save a life. However, proper medical assistance should be considered for all life-threatening injuries. This guide is only a reference and should not be used as a substitute for emergency medical care when it is available. Always activate your EMS service when such injuries occur.

ACTIVE SHOOTER OR DANGER ON CAMPUS

An active shooter emergency involves one or more persons using a firearm, engaging in a random or systematic shooting spree. The vast majority of shootings in this country are over in a matter of minutes, involve persons known to one another, and are confined to a particular area. An Active Shooting incident does not follow this template. It may last minutes or hours, range over a large and constantly changing area, and threaten everyone within close proximity of the shooter(s).

Persons may or may not receive advance warning of an active shooter. A witness, personal observation or the sound of gunshots may be the only alert you receive, leaving a little time to react. The sound of gunshots, unlike special effects in movies and television, may sound muffled and make a “pop, pop, pop” noise. It is reasonable to assume that a series of such noises are gunshots and you should begin to take necessary precautions.

The traditional response to this type of incident has been to shelter in place and wait for the police to arrive. While this type of response is not completely wrong, case studies of several active shooter incidents have shown that using only this response has resulted in an increase in casualties.

1. Alert- Can be anything.

- Gunfire
- Witness
- PA Announcement
- Phone alert

2. Lockdown- This is a semi-secure starting point from which you will make survival decisions. If you decide not to evacuate, secure the room.

- Lock the door.
- Cover any windows in the door if possible.
- Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
- Barricade the door with anything available (desks, chairs, etc.).
- Look for alternate escape routes (windows, other doors).
- **CHECK YOUR EMAILS FOR UPDATES**
- Call 911.
- Move out of the doorway in case gunfire comes through.
- Silence or place cell phones on vibrate. Instruct anyone in your class to put cell phones out where you can be sure they are not tempted to call home, text people, etc. **DO NOT!** Jump on Facebook, Twitter, etc.
- Once secured, do not open the door for anyone. Police will enter the room when the situation is over. Don't open doors for anyone other than identified emergency responders.
- Gather weapons (coffee cups, chairs, books, pens, etc.) and mentally prepare to defend yourself or others.
- Put yourself in position to surprise the active shooter should they enter the room.

3. Inform- Using any means necessary to pass on real time information

- Given in plain language.
- Can be derived from 911 calls, video surveillance, etc.
- Who, what, where, when and how information.
- Can be used by people in the area or who may come into it to make common sense decisions.
- Can be given by “Flash Alerts”, PA Announcements or Police Radio speakers.

4. Counter- This is the use of simple, proactive techniques should you be confronted by the Active Shooter.

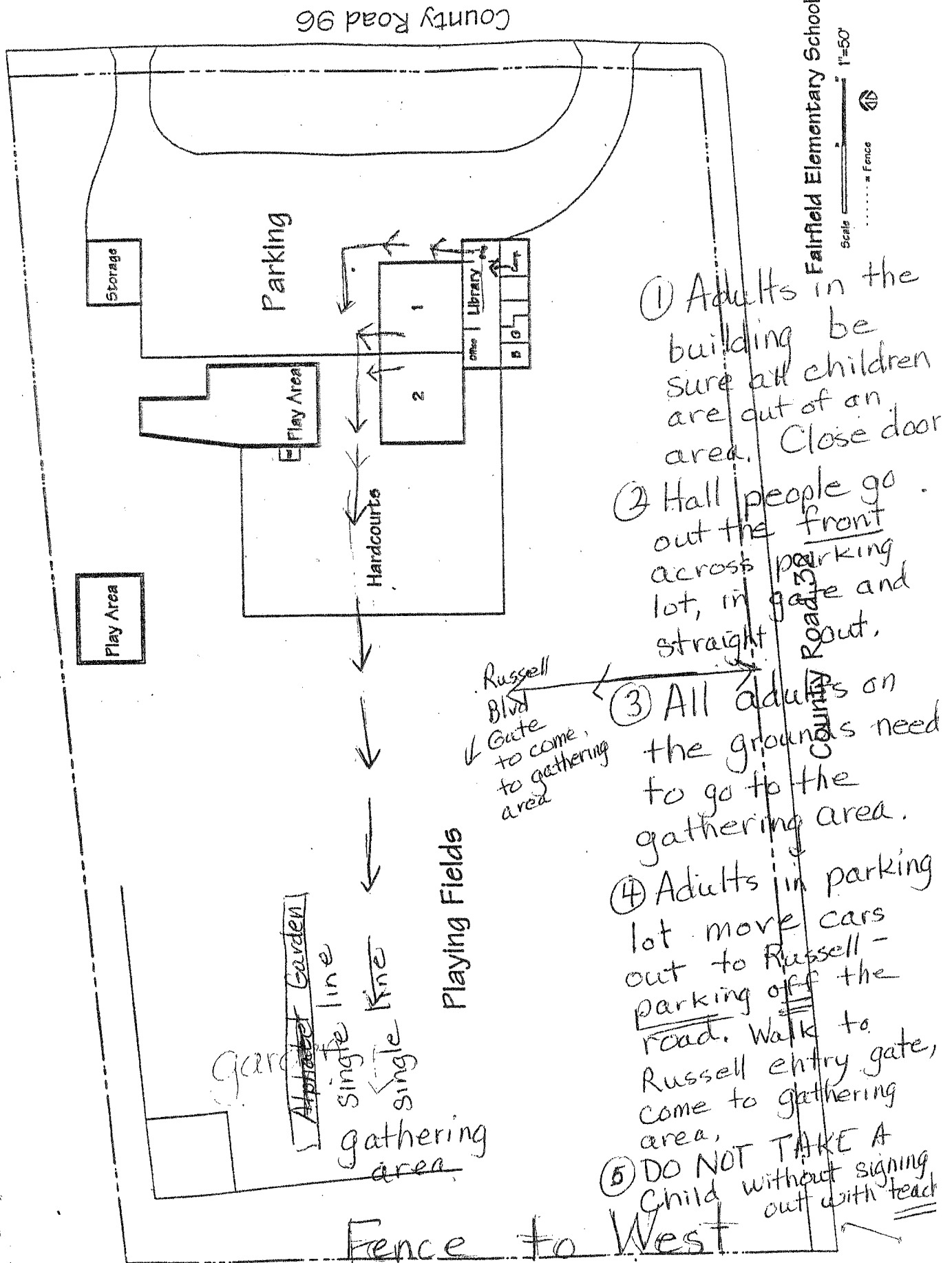
- Anything can be a weapon.
- Throws things at the shooters head to disrupt their aim.
- Create as much noise as possible.

- Attack in a group (swarm).
 - Grab the shooters limbs and head and take them to the ground and hold them there.
 - Fight dirty-bite, kick, scratch, gouge eyes, etc.
 - Run around the room and create chaos.
 - If you have control of the shooter, call 911 and tell the police where you are and listen to their commands. when officers arrive on scene.
5. **Evacuate-** Remove yourself from the danger zone as quickly as possible.
- Decide if you can safely evacuate.
 - Run in a zigzag pattern as fast as you can.
 - Do not stop running until you are far away from the area.
 - Bring something with you to throw in case you would encounter the Active Shooter.
 - Do not attempt to drive from the parking lot or from an area of activity.

Secondary Issues

- Responding Police will have their weapons drawn and ready for use. They do not know exactly who the Shooter is and will probably point weapons at you. Remain calm and follow any directions they may give you. You may be asked questions, patted down, and given orders to exit.
- Responding Police are there to stop the Active Shooter as soon as possible. They will bypass injured people and will not help you escape. Only after the shooter is stopped will they begin to provide other assistance.
- If you come into possession of a weapon, do NOT carry or brandish it! Police may think you are the Active Shooter. If possible, put it in a trashcan and carry it with you. If you come across Police, calmly tell them what you are carrying and why. Follow their commands.
- Be prepared to provide first aid. Think outside the box. Tampons and feminine napkins can be used to stop blood loss. Shoe laces and belts can be used to secure tourniquets. Weighted shoes can be tied around a person's head to immobilize it. Remember it may be several hours until you can safely move an injured person. The actions you take immediately to treat them may save their life.
- If you are in lockdown for a long period of time, give consideration to issues such as bathroom use, keeping people calm, etc.
- Discuss before hand with people in your office or classes where you will meet up should you have to evacuate and make it a place easily accessible and far away from the scene.
- Talk to your students and co-workers before hand to know if they have any special skills. Consider strategic placement of these people in a classroom or office setting. You may have current or ex-military personnel, medically trained persons, or even people trained in martial arts that can provide assistance in this type of incident.
- Consider setting up classrooms and offices to make it harder for an Active Shooter to enter and acquire targets.

Fire Exits



① Adults in the building be sure all children are out of an area. Close door

② Hall people go out the front across parking lot, in gate and straight

③ All adults on the grounds need to go to the gathering area.

④ Adults in parking lot move cars out to Russell - parking off the road. Walk to Russell entry gate, come to gathering area,

⑤ DO NOT TAKE A Child without signing out with teach

Emergency Communication Drill

Purpose

The purpose of an emergency communication drill is threefold:

1. To ensure our parent community understands how, and in what form, they will be messaged in the event of a real emergency.
2. To identify gaps in emergency data that can then be addressed before a real crisis strikes, by using the School Messenger reporting function and the feedback you receive from your school community. (For example, if you find that School Messenger is not calling the right contact, or if the system is trying to text a home phone number, these are issues we need to resolve.)
3. To raise awareness in our parent community of our district's safety practices and how it is critical that parents be vigilant in keeping schools updated with emergency contact information.

Emergency Communication Drills are to be conducted in concert with annual Safety Drills.

Details

An Emergency Communication Drill shall consist of an emergency drill message sent out by you or your designated staff member via our School Messenger system. The message should be sent out to student emergency contacts by email, phone (and SMS text), using that system. A sample emergency drill message is attached.

Remember that School Messenger will pull emergency numbers and emails from the student information system, "Q," which is populated by our student emergency card data. If your school site has not uploaded all emergency data, the drill message will not reach those contacts. As such, you may wish to schedule your Emergency Communication Drill after your emergency contact data has been uploaded.

ATTACHMENT

SAMPLE EMERGENCY BROADCAST

(to be sent via 3 School Messenger modes: email, text and phone)

Your Student is safe. This is a TEST of the Davis Joint Unified School District (DJUSD) Emergency Communications system. Your student's school, XXXX, is holding an emergency DRILL today. If this were an actual emergency, this message would contain important instructions for you and your family. Please keep your emergency contact for **phone**, **email** and **texting** updated at your school site. Like the Davis Joint Unified School District Facebook page to access real time updates in an urgent situation and to have access to districtwide regular news and events.

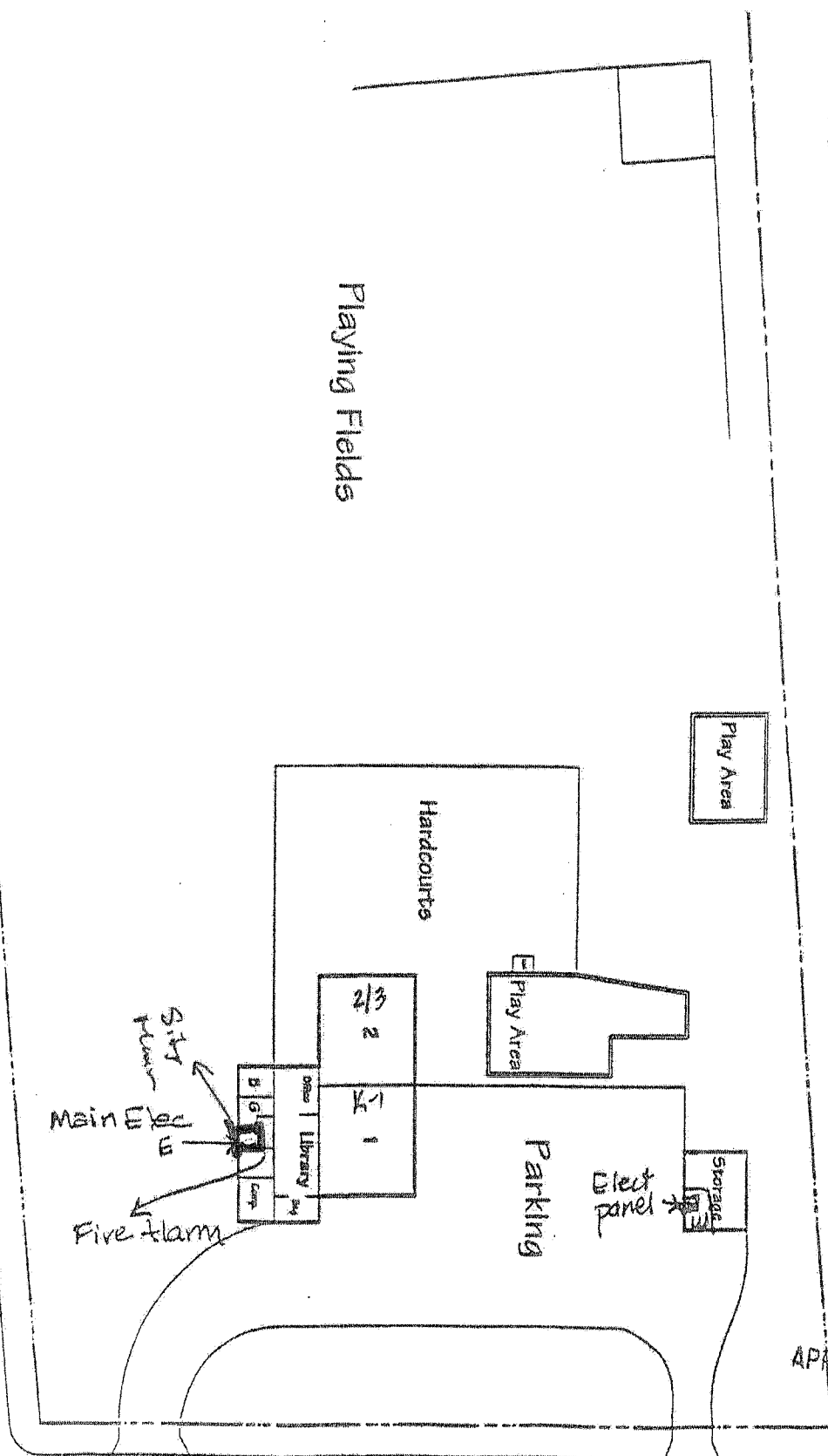
County Road 32

26960 Co Rd 96
 Davis, CA 95616
 530-757-5370

Fairfield Elementary School

Scale 1"=50'

• Fence



County Road 96

E= ELECTRICAL SHUT-OFF

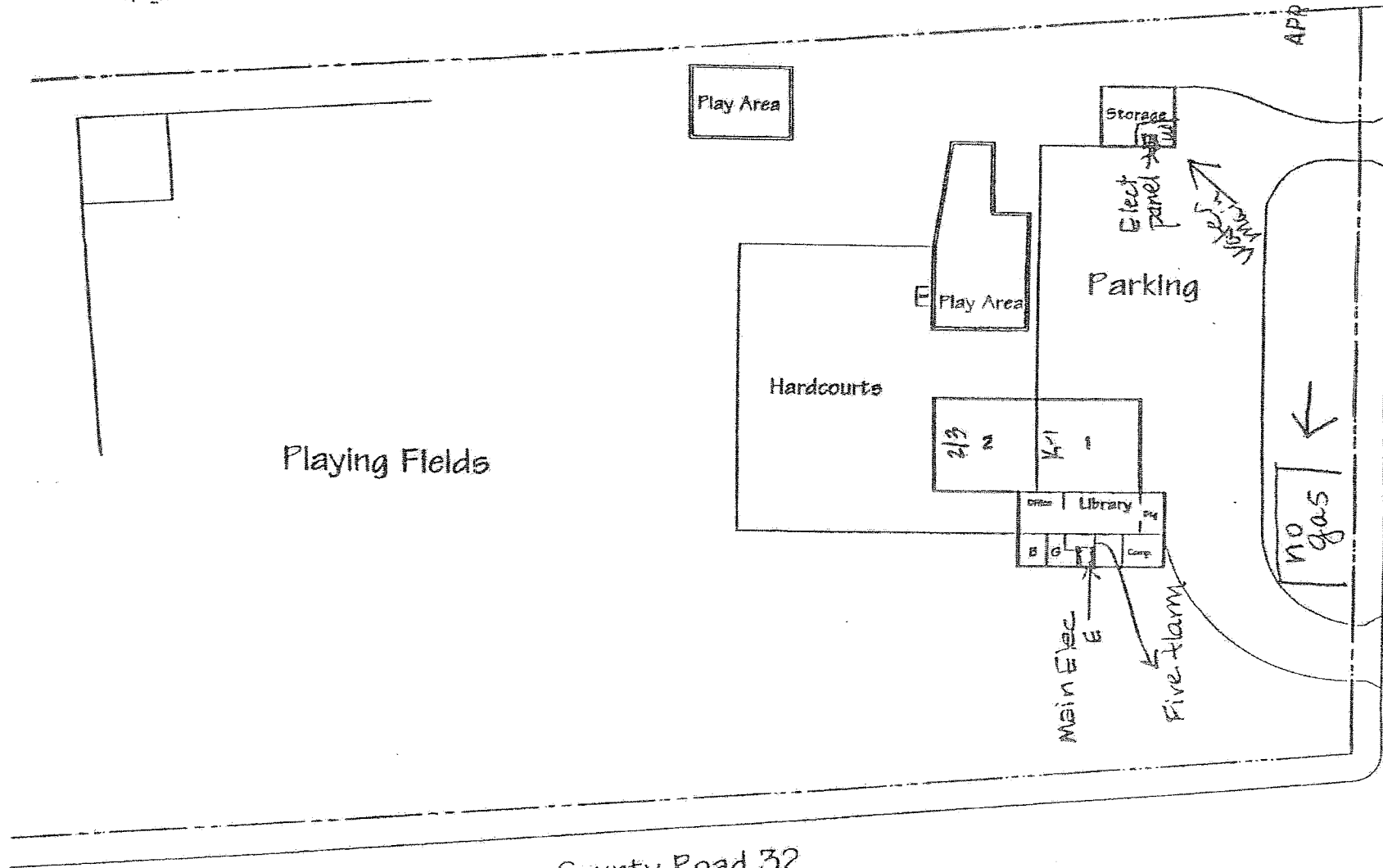
W= Water Shut-OFF

NO GAS SERVICE TO SCHOOL

MAY 12 2008

APR 30 2004

MAY 12 2008



County Road 32

26960 Co Rd 96
 Davis, CA 95616
 530-757-5370

Fairfield Elementary School

Scale 1"=50'

Fence

County Road 96
 E = ELECTRICAL SHUT-OFF W = Water Shut-off
 NO GAS SERVICE TO SCHOOL

SAFETY AWARENESS

Davis Joint Unified School District (DJUSD) is committed to raising awareness about safety across the district. This guide is meant to share some of the roles and expectations for adults and students during urgent situations.

ROLE OF A PARENT DURING A CRISIS

Before an emergency: Make sure your emergency contact numbers are updated and on file in the school office.

During an emergency: Do your best to remain calm. Your example will cue others to respond similarly.

Your best source for updated information is official DJUSD communication. Due to the high number of calls, phone calls may not be answered right away. Parents will be notified by our School Messenger emergency communication system. Additional timely information may be available on the District website (www.djUSD.net), DJUSD Facebook (<https://www.facebook.com/DavisJointUnifiedSchoolDistrict>) page or on a hotline, depending on the situation.

Try to avoid speaking with the media. Media involvement may hinder our goal to reduce the emotional and sensational aspects associated with a crisis.

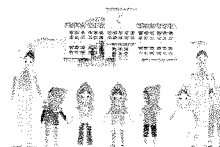
Crisis counseling will be made available to your student and to you, if needed. Visit the DJUSD website for the most current information regarding how to access resources.



RELEASING STUDENTS (following a crisis)

In the event of an emergency, specific instructions will be sent to emergency contacts through the emergency communication system.

NOTE: Until you receive the message that your student will be released to go home, please do not come to campus. This is for your safety as well as your student's safety.



GENERAL PROCEDURES:

ELEMENTARY RELEASE

From **LOCK DOWN:**

- Parents may be allowed to come to the classroom where the teacher would recognize parents/guardians, or
- Students may be moved from classrooms in groups to a meeting place where adults can identify themselves.

From **EVACUATION SITE:**

- Law enforcement may move small groups to a reunification site where ID's can be checked.

SECONDARY RELEASE

From **LOCK DOWN:**

- Students may be sent by alpha order to separate locations for reunification.
- Students may be released by classroom to a designated area.

From **EVACUATION SITE:**

- Law enforcement may move small groups to a reunification site where ID's can be checked.

EMERGENCY COMMUNICATIONS

In the event of an emergency, parents are notified by our School Messenger Emergency Communications System.

- Take care to update your emergency contact information at your school site.



- Consult **reliable** sources for information during and following a crisis, including emergency messaging from the schools, the DJUSD website, DJUSD Facebook and any district hotlines that might be set up.

- Do not perpetuate rumors. This includes use of calls, texts, email and social media.

EVACUATIONS

(Used for fires, bomb threats, gas leaks, etc.)

- Classes/buildings have routes posted.
- If there is a bomb threat, do not move or touch unidentified objects.
- 100% of students and staff must be accounted for after an evacuation.
- Return to classrooms only after "all clear" signaled by staff.
- You will be notified by emergency messaging of the incident and how to be reunited with your child, if necessary.

WHEN TEACHER CAN'T RESPOND

Procedure posted in every classroom. Drills conducted at some school sites.

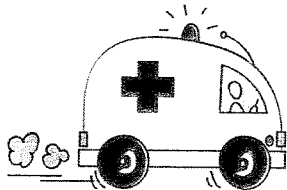
- Students call 9-911 from classroom phone and seek help from other classrooms and the office.

LOCKDOWN/SHELTER IN PLACE

(May be used for explosions, intruders, potentially violent situations, earthquakes and severe weather conditions such as a tornado.) Drills are conducted regularly.

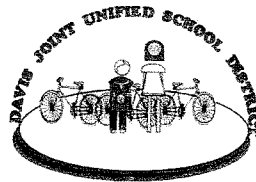
If indoors or near school

- Students and adults are brought inside classrooms and other designated areas.
- Doors and windows are closed and locked immediately. Students and staff may not move about on campus (except with police escort).
- In a lockdown, curtains, if available, are pulled; lights turned off. Students are to stay out of sight of windows and doors. They may take cover behind barriers such as bookcases, partitions, or desks.
- Once secure, no one leaves or enters the room during a lockdown.
- Students should stay calm and be patient. Instruction may continue if deemed appropriate.



If outside, far away from school:

- Students go to a specific evacuation site and wait for school official or police to give instruction.
- In the case of severe weather like a tornado, students must stay out of vehicles and lie down in a ditch or depression if possible.



ROLE OF A STUDENT IN A CRISIS

Students are instructed in and practice how to respond in a crisis situation at school. **Help us help them by reviewing the following procedures with your student.**

- Stay calm and listen to instructions from teachers, administrators or crisis responders.
- In the absence of adult direction, decide where it is safest to be and remain there.
- If a violent situation occurs, notify the nearest school staff member.
- During and after the crisis, to the extent that is safe, keep your belongings with you, do not pick anything up, and do not go back for anything until receiving clearance.
- Calm and reassure fellow students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Crisis counseling services will be available for you. Please contact an administrator or counselor about resources.
- Do not perpetuate rumors. This includes calls, texts, email and/or social media.

Davis Joint Unified
School District

SCHOOL EMERGENCIE S Parent Guide



This guide is intended to maximize safety by facilitating effective and appropriate response during a school emergency.



Davis Joint Unified School District

Standards of Student Behavior

INTRODUCTION TO THE STANDARDS OF STUDENT BEHAVIOR

Philosophy and Purpose

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

In this context, teachers and principals are legally considered "parent/guardians on location." This defines the relationship between school staff and their students. Students are young people, still learning what is right and wrong and learning how to behave consistently as mature people; therefore, it is age-appropriate to not always behave maturely. After being taught and corrected, even disciplined young people typically need to be re-taught about how to behave correctly in school, just as parents/guardians have to teach, and re-teach their children how to behave at home.

School staff regard all of their students as their children/youth to teach and to guide. Thus, just as in a home with parents/guardians, all students at school deserve to be treated consistently with care, hope, and positive disciplinary attitudes. Clear and firm consequences are part of this effort by school staff to educate and to correct student behavior.

The rights of all students are always part of this philosophy. Students deserve to have a psychologically and physically safe environment at school. These rights also mean that students who are accused of wrong doing have a right to be heard and to be respectfully treated even if the school staff determine the student should be disciplined.

Rights And Responsibilities

The rights inherent in a democratic society can be maintained only if each individual assumes responsibility for his or her own behavior. Students have both rights and responsibilities.

Student Rights

- To be safe
- To be respected and be treated with compassion regardless of actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, family structure, political beliefs, financial status, or association with a person or group with one or more of these actual or perceived characteristics
- To express opinions, ideas and feelings, keeping in mind the rights of others
- To hear and be heard
- To have property respected
- To be informed about what is expected of them
- To have privacy
- To be academically challenged

Student Responsibilities

- Take advantage of the academic opportunities offered, strive for high achievement, and support and participate in school activities
- Be knowledgeable regarding student rights and responsibilities
- Attend school regularly and punctually
- Follow the school rules
- Respect private and school property
- Be considerate and non-disruptive in classrooms, hallways, study areas, libraries, cafeteria and



Davis Joint Unified School District

Standards of Student Behavior

- other eating locations, and buses
- Be clean and dressed in compliance with school rules of sanitation and safety, and in clothing appropriate to the educational environment
- Be considerate in relationships with students, teachers, and staff
- Be respectful of all students, teachers, and staff regardless of actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, family structure, political beliefs, financial status, or association with a person or group with one or more of these actual or perceived characteristics
- Keep language and gestures respectful and free of profanity or obscenities
- Avoid the use of alcohol, tobacco, and other drugs
- Never carry or have access to weapons or other dangerous objects

Procedures

To proactively help all students, the principal/designee meets with students at the beginning of the school year to review and discuss with students the importance of a positive school climate, the positive purposes of school discipline, and the importance of respectful and caring behavior. Part of this leadership effort is accomplished through a school wide assembly or by visits to individual classrooms. The presentation includes explanations of behaviors that are encouraged and those that are not appropriate. The categories of disrespectful behaviors or offenses outlined in the attached table provide examples of what is not allowed.

When a more serious misbehavior, as listed on the "Guidelines for Responsive Discipline in Elementary/Secondary Schools" is reported or observed, the principal, teacher or supervisor conducts an investigation. This fact-finding process may include interviewing students alleged to have been involved (both the alleged offender/s and the alleged offended); interviewing witnesses if needed or appropriate, collecting written or physical evidence related to the incident and reviewing the records of the involved students. This process would include the consideration of past incidents and other relevant circumstances about the students primarily involved.

Since there are times when the fact-finding process may feel like a negative consequence to students, asking about and supportively correcting a student's misperceptions about the purpose of this process can help avoid such misunderstanding. For example, if student victims are interviewed during their recess or privilege time, they may feel that they are being punished. Or, if the classroom seat of the innocent or aggrieved student is moved, that student may feel s/he is being punished and unfairly treated. Staff will support the victim in understanding how the process, including staff actions, supports the victim.

Despite strong efforts, sometimes the fact-finding process cannot be conclusive. For example, students may report very different stories about the incident, and interviews of students may or may not be reliable or appropriate. In all cases of more serious misbehaviors, parents/guardians of the students directly involved are notified about the incident, the fact-finding process, and any consequences their own children receive.

Alleged unlawful harassment or hate crimes and physical assaults with intent to hurt are referred to the school administrator for investigation and consequences when appropriate. The referral includes any information the staff member has learned. The teacher or principal should address the sensitive issues surrounding such incidents with the whole class in an appropriate way and at an appropriate time. Anti-bias lessons and book-talks using books that discuss pertinent issues are examples of ways to address the issues with groups of students.

Educating Students

It is our goal that all students are given the support they need to expand and enrich their competency in intrapersonal skills, decision-making, reasoning, problem-solving and good citizenship. Using a variety of



Davis Joint Unified School District

Standards of Student Behavior

means, students are taught self-control and to demonstrate a respectful regard for others. Strategies include classroom presentations of concepts that are infused through their normal curriculum program, large and small group discussions, and individualized support.

The following charts frequently refer to "counsel student." This is a typical instructional part of all consequences. The degree and type of "counsel" is determined by the principal/designee. "Counsel" may include activities that successfully restore respectful relationships and/or conflict resolution/management work with the principal, counselor or psychologist. In some cases, it may be appropriate for students to participate in a staff-facilitated, face-to-face, restorative justice meeting. Such efforts intend to create better understanding and a positive relationship among the students at school. However, face-to-face mediation efforts or restorative justice processes may not be appropriate in situations where a student is persistently harassing others. In such situations, a face-to-face restorative justice session can reinforce the power position of the offending student and encourage the wrong psychological patterns. Parent/guardians would be involved in determining whether or not restorative justice meetings should occur.

Suspension and Alternatives to Suspension

The more clarity students have about what constitutes misbehavior, and that any misbehavior will be known and correctly responded to in a timely way, the more likely it is that students will behave correctly. Consistency in the application of progressive consequences, rather than inconsistent use of dramatic consequences, is much more likely to result in positive behaviors.

Suspension is one of the most severe consequences that can be used for misbehavior. It is a legal declaration that the student has lost, for a short duration, his/her right to a free and public education. The accumulation of suspensions can lead to the most serious consequence, expulsion from the district.

As the law itself emphasizes, reasonable alternatives to suspension should be exhausted before suspension is used, because the purpose of school is to educate and students need to be at school for that purpose to be served. Suspension is the consequence after all other reasonable means of correction have failed (E.C. 48900.5). Any listing of "suspension" as a consequence on the "Guidelines for Responsive Discipline in Elementary/Secondary Schools" automatically means that an appropriate alternative consequence to suspension could be used. However, when suspension is called for and an alternative consequence is determined by the principal/designee to be reasonable and appropriate, the student's record shall show that while a formal suspension was considered, an alternative consequence to a suspension was used.

Student Concerns

Students are strongly encouraged to communicate with teachers, staff, and administrators when they feel harassed, threatened, intimidated, or bullied by another student, or by staff. Students may speak with school personnel as well as submit the Student Complaint Form, but it is extremely important that they communicate. The Student Complaint Form can be obtained from any school office or online at <http://www.djusd.net/feedback>. Communication is the key to helping students effectively address concerns and find resolutions with assistance from dedicated individuals at their school site.



Davis Joint Unified School District

Standards of Student Behavior

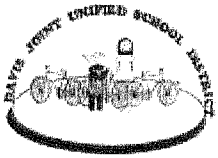
GUIDELINES FOR RESPONSIVE DISCIPLINE IN ELEMENTARY SCHOOLS

Minor misbehaviors are handled at an immediate, informal level. The following are guidelines of the district's formal set of progressive consequences in response to serious or repeated misbehaviors. In cases where the level of offense is unusually severe, the administrator may move more quickly to more serious consequences. Consequences apply to any violation accomplished by electronic means as defined in the Student Responsible Use of Technology Agreement.

OFFENSE	CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES	CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES
LEVEL 1 <ul style="list-style-type: none"> Name calling: personal attacks about family, body, intelligence, gender, etc. Disruption of school or classroom activities: referred by teacher or staff member for behaviors that interfere with learning {E.C. 48900 (k)} Defiance of authority: ranges from breaking school rules to defiance directed at school staff {E.C. 48900 (k)} Disrespect of property (vandalizing or theft): school or private {E.C. 48900 (g)} Disrespect: foul language or obscene gestures {E.C. 48900 (i)} Physical roughness with no intent to hurt: rough play 	<ul style="list-style-type: none"> Counsel student Formal apology (verbal or written) Loss of recess or related privileges/time Contact/notify parent/guardian 	<ul style="list-style-type: none"> Counsel student Formal apology (verbal or written) All day loss of social recesses OR related privileges/time out Behavior contract or reflection writing Removal from class Contact or conference with parent/guardian
LEVEL 2 <ul style="list-style-type: none"> Repeatedly committing a Level 1 offense¹ Comments that insult or degrade a person because of his/her actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender², gender identity, gender expression, family structure, political beliefs, financial status, or association with a person or group with one or more of these actual or perceived characteristics. (Always referred to office.) Including comments made through an electronic device. {E.C. 48900 (r); E.C. 48900.4} Harassment: Repeated unwelcome comments of a sexual nature {E.C. 48900.4} Threatening/Intimidation {E.C. 48900 (r); E.C. 48900.4} 	<ul style="list-style-type: none"> Counsel student Formal apology (verbal or written) Loss of recess or time out Contact or conference with parent/guardian 	<ul style="list-style-type: none"> Counsel student Formal apology (verbal or written) Behavior contract or reflection writing Removal from class Suspension Conference with parent/guardian

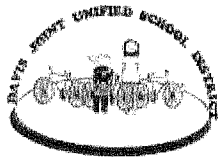
¹ Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.

² Gender is defined as "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth." {5CCR§ 4910 (K).}



Davis Joint Unified School District
Standards of Student Behavior
GUIDELINES FOR RESPONSIVE DISCIPLINE IN
ELEMENTARY SCHOOLS
 (Continued)

OFFENSE	CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES	CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES
LEVEL 3 <ul style="list-style-type: none"> Repeatedly committing a Level 2 offense ¹ Physical aggression with an intent to hurt: Push, hit, kick, strike with object (if causes injury or is directed at a staff member, could result in highest level of consequence) ² {E.C. 48900 (a) (1)} Possessed/sold/furnished a dangerous object. {E.C. 48900 (b)} 	<ul style="list-style-type: none"> Counsel student Formal apology (verbal or written) K-3 students: lose recess/time out 4-6 students: removal from class Contact or conference with parent/guardian Suspension 	<ul style="list-style-type: none"> Counsel student Formal apology (verbal or written) Behavior contract K-3 students: Removal from class or suspension 4-6 students: Suspension (single to multiple day) Conference with parent/guardian Suspension/Expulsion
<p>¹ Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.</p> <p>² Self-Defense: The student reasonably believed he/she was in imminent danger of bodily injury and immediate use of force was necessary to defend against that danger, the student used no more than reasonable force to defend against that danger, and there was no obvious opportunity to retreat.</p>		



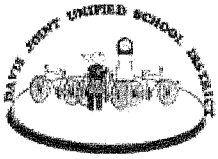
Davis Joint Unified School District

Standards of Student Behavior

GUIDELINES FOR RESPONSIVE DISCIPLINE IN SECONDARY SCHOOLS

All of the following are considered to be willful disruption of school activities or otherwise defiance of school personnel engaged in the performance of their duties {E.C. 48900(k)}. Consequences apply to any violation accomplished by electronic means as defined in the Student Responsible Use of Technology Agreement.

OFFENSE	CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES	CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES
Level 1 <ul style="list-style-type: none"> Failing to follow classroom procedures. Cheating Littering or spitting Failure to follow school rules about the use of items such as bicycles, skateboard, any electronic device Wearing clothes inappropriate for school (see Dress Code and Gang Policy ¹) Showing affection in a way inappropriate for school Gambling Misbehaving at a school sponsored activity Behavior which a reasonable person would relieve insults and/or degrades a person ¹ Rough play, fake fighting ² 	<ul style="list-style-type: none"> Parent/guardian notification Counseling by the student's teacher, counselor, or an administrator Reflective writing/discussion written apology to staff, class, student, and /or parent/guardian detention 	<ul style="list-style-type: none"> Counseling by the student's teacher, counselor, or an administrator Conference with the parent/guardian Face-to-face mediation if appropriate Referral to community resources Referral to counseling/training program Loss of school activity/privileges Suspension
Level 2 <ul style="list-style-type: none"> Repeatedly committing a Level 1 offense ³ Being rude and argumentative to school staff Using foul language or obscene hand gestures or symbols Forgery of notes or signatures Throwing food, water balloons, or other objects Participation in unauthorized games, which could lead to personal injury or harm Writing or drawing on school property 	<ul style="list-style-type: none"> Parent/guardian notification Counseling by the student's teacher, counselor, or an administrator Reflective writing/discussion Written apology to staff, class, student, and /or parent/guardian Detention Loss of school activity privileges Assigned to an alternative correctional study program Suspension 	<ul style="list-style-type: none"> Counseling by the student's teacher, counselor, or an administrator Conference with the parent/guardian Face-to-face mediation if appropriate Referral to community resources Referral to counseling/training program Loss of school activity/privileges Suspension
¹ Denotes that parent/guardian notification is required. ² If harm occurs, higher consequences may be imposed. ³ Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.		



Davis Joint Unified School District

Standards of Student Behavior

GUIDELINES FOR RESPONSIVE DISCIPLINE IN SECONDARY SCHOOLS

(Continued)

OFFENSE	CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES	CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES
Level 3 <ul style="list-style-type: none"> Repeatedly committing a level 2 offense ¹ Behavior which a reasonable person or group would believe insults or degrades a person because of his/her physical appearance, financial status, or family structure (such as adoption, single parent, etc.) ¹ {E.C. 48900 (r); E.C. 48900.4} Using intimidating or oppressive language or behavior {E.C. 48900.4} Unauthorized use or possession of school/district forms Plagiarism/Cheating Possession or use of tobacco {E.C. 48900 (h)} Habitual profanity or vulgarity {E.C. 48900 (i)} Unauthorized photographing, audio and/or visual recording Bullying, harassment by means of an electronic act directed to student or staff {E.C. 48900 (r)} Lying by omission, commission, or prevarication Pervasive, willful defiance of valid school authority {E.C. 48900 (k)} Violating the District Gang Policy {BP/AR 5136} 	<ul style="list-style-type: none"> Parent/guardian notification Counseling by the student's teacher, counselor, or an administrator Reflective writing/discussion Written apology to staff, class, student, and /or parent/guardian Detention Loss of school activity privileges Assigned to an alternative correctional study program 1-3 days suspension for a first offense 	<ul style="list-style-type: none"> Counseling by the student's teacher, counselor, or an administrator Conference with the parent/guardian Face-to-face mediation if appropriate Referral to community resources Referral to counseling/training program Loss of school activity/privileges 2-5 days suspension
¹ Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.		



Davis Joint Unified School District

Standards of Student Behavior

GUIDELINES FOR RESPONSIVE DISCIPLINE IN SECONDARY SCHOOLS

(Continued)

OFFENSES AGAINST THE CIVIL RIGHTS OF A PERSON

Violations in this level are inherently more serious than Level 3. Thus, the school administration is usually expected to enact more serious consequences for violations in this level than a similar word or action might warrant in Level 3 when a person's protected civil rights are not violated.

OFFENSE	CONSEQUENCES FOR 1st TIME OR LESS SERIOUS OFFENSES	CONSEQUENCES FOR SERIOUS OR REPEATED OFFENSES
Level 4A <ul style="list-style-type: none">Behavior which a reasonable person or group would believe insults or degrades a person because of his/her actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender¹, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics. {E.C. 48900 (r); E.C. 48900.4}	<ul style="list-style-type: none">Parent/guardian notificationCounseling by the student's teacher, counselor, or an administratorReflective writing/discussionWritten apology to staff, class, student, and /or parent/guardianDetentionLoss of school activity privilegesAssigned to an alternative correctional study program1-3 days suspension for a first offense	<ul style="list-style-type: none">Counseling by the student's teacher, counselor, or an administratorConference with the parent/guardianFace-to-face mediation if appropriateReferral to community resourcesReferral to counseling/training programLoss of school activity/privileges2-5 days suspension
OFFENSE	MANDATORY CONSEQUENCES	
Level 4B <ul style="list-style-type: none">Repeated violation of category 4ABehavior which a reasonable person or group would believe <u>intimidates, harasses, or threatens physical force of harm to a person</u> because of his/her actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender¹, gender identity, gender expression, family structure, political beliefs, financial status, or association with a person or group with one or more of these actual or perceived characteristics. Usually, this would include but not be limited to those words and behaviors from a person which demonstrates hostility toward the victim's actual or perceived characteristics. {E.C. 48900 (k); E.C. 48900.4}	<p>These three consequences shall apply to any violation of Level 4 B.</p> <ul style="list-style-type: none">Conference with parent/guardian, and2-5 days suspension or possible recommendation for expulsion if other means of correction have failed in the past due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others; andPupil is prohibited from attending all co-curricular and extra-curricular activities, practices, and contests beginning on the first day of suspension and continuing for a minimum of one week, but no more than nine weeks. A week is defined as seven consecutive calendar days. <p><i>Law enforcement may be notified.</i></p> <p><i>These are the mandatory consequences for the listed behavior. The site administrator may lessen these consequences only for significant, extenuating circumstances. Justification shall be put in writing and forwarded to the superintendent within two days of the decision.</i></p>	
<p>¹ Gender is defined as "a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at Birth. [5 CCR § 4910 (k)]</p>		

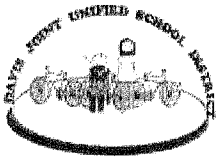


Davis Joint Unified School District

Standards of Student Behavior

GUIDELINES FOR RESPONSIVE DISCIPLINE IN SECONDARY SCHOOLS (Continued)

OFFENSE	MANDATORY CONSEQUENCES
<p>Level 5</p> <ul style="list-style-type: none"> Repeatedly committing a level 3 or 4 offense ¹ Engaging in harassment, threats, or intimidation directed against a pupil or group of pupils {E.C. 48900 (r); E.C. 48900.4} Sexual harassment {E.C. 48900.2} Participating in initiation and hazing activities as defined in Board Policy and Penal Code 245.6(b) {E.C. 48900 (q)} Willfully use force or violence upon the person of another, except in self defense ² {E.C. 48900 (a) (2)} Starting or engaging in a fight {E.C. 48900 (a)} Causing, attempting to cause, or threatening to cause physical injury to another person {E.C. 48900 (a)} Committing an obscene act {E.C. 48900 (i)} Aiding or abetting the infliction or attempted infliction of physical injury to another person {E.C. 48900 (t)} Vandalizing school property or private property {E.C. 48900 (f)} Stealing or knowingly receiving stolen school or private property {E.C. 48900 (g)} Possession of, using, furnishing, or being under the influence of any controlled substance {E.C. 48900 (c)} Tampering with a fire alarm and/or participating in a bomb threat {E.C. 48900.7} Making terrorist threats against school officials, school property, or both {E.C. 48900.7} Possessing, offering, or arranging to sell any drug paraphernalia {E.C. 48900 (j)} 	<p>These three consequences shall apply to any violation of Level 5:</p> <ul style="list-style-type: none"> Conference with parent/guardian; and 1-5 days suspension or possible recommendation for expulsion if other means of correction have failed in the past or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others; and Pupil is prohibited from attending all co-curricular and extra-curricular activities, practices, and contests beginning on the first day of suspension and continuing for a minimum of one week, but no more than nine weeks. A week is defined as seven consecutive calendar days. <p><i>Law enforcement may be notified.</i></p> <p>These are the mandatory consequences for the listed behavior. The site administrator may lessen these consequences only for significant, extenuating circumstances. Justification shall be put in writing and forwarded to the superintendent within two days of the decision.</p>
<p>¹Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.</p> <p>²Self Defense: The student reasonably believed he/she was in imminent danger of bodily injury and immediate use of force was necessary to defend against that danger. The student used no more than reasonable force to defend against that danger, and there was no obvious opportunity to retreat.</p>	



Davis Joint Unified School District
Standards of Student Behavior
GUIDELINES FOR RESPONSIVE DISCIPLINE IN
SECONDARY SCHOOLS
(Continued)

OFFENSE	MANDATORY CONSEQUENCES
Level 6 <ul style="list-style-type: none"> Repeatedly committing a Level 5 offense ¹ Hate crimes ² committed or attempted against a person or his/her property {Penal Code 422.6 and E.C. 48900.3} Possession of any knife, explosive, or other dangerous object of no reasonable use to the student {E.C. 48915 (a) (2)} Assault or battery, as defined by Section 240 and 242 of the Penal Code upon any school employee {E.C. 48915 (a) (5)} Possession of an imitation firearm {E.C. 48900 (m)} Causing serious physical injury to any person, except in self-defense ³ {E.C. 48915 (a) (1)} Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code {E.C. 48915 (a) (3)} which may include prescription drugs Unlawfully offering, arranging to sell, or selling the prescription drug SOMA {E.C. 48900 (p)} Robbery or extortion {E.C. 48915 (a) (4)} 	All consequences shall apply to any violation of Level 6 <ul style="list-style-type: none"> Conference with parent/guardian; and 5 days suspension and recommendation for expulsion unless the principal or superintendent finds that expulsion is inappropriate due to the particular circumstance. Such circumstance(s) shall be put in writing and forwarded to the Superintendent within 2 days of the decision not to recommend expulsion. Law enforcement will be notified.
<p style="text-align: center;">IN COMPLIANCE WITH EDUCATION CODE 48915, THE FOLLOWING OFFENSES WILL RESULT IN 5 DAYS OF SUSPENSION, MANDATORY RECOMMENDATION FOR EXPULSION, MANDATORY EXPULSION AND THE NOTIFICATION OF LAW ENFORCEMENT.</p>	
LEVEL 7 <ul style="list-style-type: none"> Possession, selling or otherwise furnishing a firearm {E.C. 48915(c)(1)} Brandishing a knife at another person {E.C. 48915(c)(2)} Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code {E.C. 48915(a)(3)} which includes prescription medications Committing or attempting to commit a sexual assault or committing a sexual battery {E.C. 48915(c)(4)} Possessing an explosive as defined in 18 USC 921 {E.C. 48915(c)(5)} 	
<p>¹Repeatedly committing an offense at any level may result in a consequence of a more serious nature. These increased consequences may be listed as part of the next level.</p> <p>²Hate Crimes: A criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: disability, gender, nationality, race, ethnicity, religion, sexual orientation, or association with a person or group with one of more of these actual or perceived characteristics.</p> <p>³Self Defense: The student reasonably believed he/she was in imminent danger of bodily injury and immediate use of force was necessary to defend against that danger. The student used no more than reasonable force to defend against that danger, and there was no obvious opportunity to retreat.</p>	