

# **RED BLUFF HIGH SCHOOL**

1260 Union Street • Red Bluff, CA 96080 • 530-529-8710

**RICH HASSAY, PRINCIPAL**

# **Comprehensive School Safety Plan 2020-2021**

## **RED BLUFF JOINT UNION HIGH SCHOOL DISTRICT**

1525 Douglass St. • Red Bluff, CA, • 530-529-8700

**TODD BROSE, SUPERINTENDENT**

# TABLE OF CONTENTS

<b>I. STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY</b>	<i>Pg.</i>	<i>Table of Contents Continued</i>	<i>Pg.</i>
<ul style="list-style-type: none"> <li>A. Emergency Response Plan               <ul style="list-style-type: none"> <li>1. Administration of the Plan                   <ul style="list-style-type: none"> <li>• Assumptions and Purpose</li> <li>• Levels of Emergencies</li> <li>• Plan Implementation</li> <li>• Hazard Assessment</li> <li>• Staff Training</li> <li>• Emergency Drills</li> <li>• Evacuation Routes</li> <li>• Parent Communication</li> <li>• Student Release/Emergency File</li> <li>• Communication</li> </ul> </li> <li>2. General Emergency Procedures                   <ul style="list-style-type: none"> <li>• Multi-Hazard Reference Guide</li> <li>• Lockdown Procedures                       <ul style="list-style-type: none"> <li>○ Campus Disorder</li> <li>○ Firearm/Shooting</li> <li>○ Hostage/Barricaded Subject</li> <li>○ Threatening Intruder</li> </ul> </li> <li>• Shelter In Place Procedures                       <ul style="list-style-type: none"> <li>○ Air Pollution</li> <li>○ Biological/Chemical Threat</li> <li>○ Chemical Spill/Toxic Emissions</li> <li>○ Severe Wind/Weather</li> <li>○ Stinging Insects</li> <li>○ Utility Failure/Temperature Stress</li> </ul> </li> <li>• Evacuation Procedures</li> <li>• Drop, Cover &amp; Hold Procedures                       <ul style="list-style-type: none"> <li>○ Aircraft Accident</li> <li>○ Bomb Threat</li> <li>○ Earthquake</li> <li>○ Flood</li> <li>○ Fire/Explosion</li> </ul> </li> </ul> </li> <li>3. School Evacuation Map</li> <li>4. Incident Command System Structure                   <ul style="list-style-type: none"> <li>• District &amp; School Assignments</li> <li>• Emergency Telephone Numbers</li> </ul> </li> <li>5. Emergency Forms                   <ul style="list-style-type: none"> <li>• Yearly Letter to Parents</li> <li>• Bomb Threat Checklist</li> <li>• Verification of Emergency Drills</li> <li>• Building and Site Hazard Assessment</li> <li>• Classroom Hazard Inspection</li> <li>• Student Release Authorization Form</li> <li>• Student Release Log</li> </ul> </li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>B. Curriculum that Emphasizes Prevention and Alternatives to Violence               <ul style="list-style-type: none"> <li>1. Character Counts!</li> <li>2. Second Step</li> <li>3. Gang Resistance Education and Training [G.R.E.A.T.] Program</li> </ul> </li> <li>C. Prevention and Intervention Strategies to Promote Drug-Free Schools               <ul style="list-style-type: none"> <li>1. Drug Abuse Resistance Education [D.A.R.E.]</li> <li>2. Too Good for Drugs</li> </ul> </li> <li>D. Community Relationships               <ul style="list-style-type: none"> <li>1. School Resource Officer Program</li> </ul> </li> </ul>	
<b>II. PROCEDURES FOR COMPLYING WITH EXISTING LAWS RELATED TO SCHOOL SAFETY</b>			
		<ul style="list-style-type: none"> <li>A. Child Abuse Reporting Procedures</li> <li>B. Suspension and Expulsion Policy               <ul style="list-style-type: none"> <li>1. Suspension</li> <li>2. Expulsion<sup>43</sup></li> </ul> </li> <li>C. Procedures to Notify Teachers of Dangerous Pupils</li> <li>D. Discrimination and Harassment Policies               <ul style="list-style-type: none"> <li>1. Discrimination Policy</li> <li>2. Student Sexual Harassment Policy</li> <li>3. General Harassment Policy</li> </ul> </li> <li>E. Red Bluff Joint Union High School District Dress</li> <li>F. Positive School Climate/Safe and Orderly Learning Environment</li> <li>G. Safe Ingress and Egress of Students, Parents/Guardians and Employees</li> <li>H. Parent Involvement Strategies</li> <li>I. School Discipline</li> <li>J. Hate Crime Reporting Procedures</li> </ul>	
<b>III. CURRENT STATUS OF SCHOOL CRIME</b>			
		<ul style="list-style-type: none"> <li>A. UMIRS Data</li> <li>B. California Healthy Kids Survey</li> </ul>	

# STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

## EMERGENCY RESPONSE PLAN

### Administration of the Plan

#### ASSUMPTIONS AND PURPOSE:

This plan assumes that the staff and students remaining on the school campus will be self-sufficient for at least 72 hours and may be required to provide food, shelter, and first aid for themselves during that time.

This Emergency Response Plan is designed to provide a framework for protecting students, staff and school facilities. The plan details the flow of command from the district level to the school level. It describes the different positions necessary to respond to an emergency and suggests responsibilities associated with each position. Section binders have been provided to assist staff members in the development and preparation stages.

#### LEVELS OF EMERGENCIES:

There are three levels of emergencies:

- **Level One Emergency**  
A localized emergency that school site personnel can manage by following their own emergency plan. Example: Power outage, campus disorder
- **Level Two Emergency**  
A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police department, etc.  
Example: fire, intruder on campus, bomb threat.
- **Level Three Emergency**  
A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired

#### PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

- Initiated by the Superintendent, principal or designee;
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;
- Reviewed annually for modifications.

#### HAZARD ASSESSMENT:

A physical survey of each campus for hazardous conditions will be performed each year under the direction of the principal or designee. In addition to the structural inspection each teacher and staff member will be required to conduct a survey of his/her classroom or office/office space. Appropriate forms will be completed and submitted to the school and/or district office for remedy.

#### STAFF TRAINING:

Understanding that training is the most effective way to ensure a safe response to a natural or man-caused disaster, all certificated and classified staff will be trained in accordance with the guidelines set out in this Emergency Response Plan. As the district or school climate changes, modifications may be necessary.

#### On an annual basis:

Allocate time to formulate and maintain the specific teams.

Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in

triage. Certifications will be kept up-to-date.

The Principal will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

### **EMERGENCY DRILLS:**

In accordance with state law:

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

Together with the Emergency Response Plan and Incident Command System training of staff members, certain components have been provided each teacher and staff member to use during drills or an actual event. They are:

- SAFE and HELP placards to be placed in designated windows or hung on doors to signal safety or the need for help;
- ORANGE and GREEN Alert Vests to be worn when evacuating a classroom or building to signal to the Incident Commander the status of the class.

All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

### **EVACUATION ROUTES:**

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

### **PARENT COMMUNICATION:**

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card which authorizes the district to release their students to other adults in the event of an emergency or disaster. A sample letter to parents and forms pertaining to policies and procedures have been included in this plan.

### **STUDENT RELEASE/EMERGENCY FILE:**

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

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

### **COMMUNICATION:**

During an emergency each site will report the condition of the site, i.e. injuries, damage to buildings. Sites will report directly to the Superintendent (District Emergency Operations Center Director) or designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district’s off-site Teleparent notification system.

If telephone or electrical services are interrupted, another means of communication must be available. A bullhorn, whistle, or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s). Communication from district to school sites may be established with the use of two-way radios, talk-around or via the microwave communication system already established at the district office and school sites.

## **General Emergency Procedures**

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. **Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions.** Minor adjustments may be necessary due to staff size but all modifications must be approved by the District Office. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures. (This information is also provided in the Emergency Response Guide, located in each classroom.) This section has been divided into three major areas:

### **How to and When to Lockdown:**

Campus Disorder  
Firearm/Shooting  
Hostage/Barricaded Subject  
Threatening Intruder

### **How to and When to Shelter In Place:**

Air Pollution  
Biological/Chemical Threat  
Chemical Spills

Severe Weather  
Stinging Insects  
Utility Failure/Heat Stress

### **How and When to Evacuate, Drop Cover and Hold**

Aircraft Accident  
Bomb Threat  
Earthquake  
Fire/Explosion  
Flood

The introductory page at the beginning of each section provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be submitted to the District Office each June.

The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System districts can be ensured that schools will respond effectively, efficiently, and safely and in a manner approved by the state and federal government.

The information has been formatted simply and at times may seem repetitive. However, when used by the Emergency Manager any subject can be taken from the plan book, reproduced and presented to the staff on a single page.

## **MULTI-HAZARD REFERENCE GUIDE:**

The Multi-Hazard Reference Guide is provided in this section. It is also posted in each classroom, teaching facility and administrative building. The Multi-Hazard Reference Guide identifies the specific sound, signal, and/or announcement heard in the event of an emergency, as well as a quick explanation and response to follow when hearing a specific signal.

The Red Bluff Joint Union High School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of "Lockdown" activates a Lockdown;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "All Clear" returns staff and students to a normal schedule.

# MULTI-HAZARD REFERENCE GUIDE

<p><b>SUDDEN SHAKING</b></p> <p><b>VIOLENT CRASH OR EXPLOSION</b></p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Duck, Cover, and Hold!</li> <li>• Stay under table and chairs until shaking or noise stops.</li> <li>• Stay away from windows.</li> <li>• Do NOT pry open doors/windows.</li> <li>• Check for safest evacuation route.</li> </ul> <p><b>If evacuating:</b></p> <ul style="list-style-type: none"> <li>• Wear ORANGE or GREEN vest to signal safe evacuation or need for help.</li> <li>• Hang HELP or SAFE placard on outside of door handle. Do not lock doors.</li> </ul>	
<p><b>WHEN YOU HEAR</b></p> <p><b>FIRE ALARM</b></p> <p><b>OR</b></p> <p><b>ANNOUNCEMENT</b></p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Stop! Check for safest route.</li> <li>• Go upwind from odor or smoke.</li> <li>• Evacuate to safest assembly area.</li> <li>• Need Help: Wear Orange Vest</li> <li>• All Safe: Wear Green Vest</li> </ul> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• Clipboard</li> <li>• Class Roster</li> </ul>	
<p><b>WHEN YOU HEAR</b></p> <p><b>“LOCKDOWN”</b></p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Close windows; lock doors.</li> <li>• Turn out lights.</li> <li>• Instruct students to sit on floor away from windows/ doors in small groups.</li> <li>• Do not release students; do not admit students.</li> <li>• Do not use telephones, cell phones, or intercom system.</li> </ul> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• SAFE or HELP placards to place in window</li> </ul>	
<p><b>WHEN YOU HEAR</b></p> <p><b>“SHELTER-IN-PLACE”</b></p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Close windows and doors.</li> <li>• Instruct students to only sit at desks.</li> <li>• Do not release students.</li> <li>• <i>Changes will be communicated.</i></li> </ul> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• SAFE or HELP placards to place in window</li> </ul>	
<p><b>WHEN YOU HEAR</b></p> <p><b>“ALL CLEAR”</b></p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Return to regular schedule.</li> </ul>	

## LOCKDOWN PROCEDURES

### EMERGENCY ACTION LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

### ANNOUNCEMENT:

1. Initiate the Catapult communication system/or;
2. Initiate siren/or;
2. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have an emergency situation and must Lockdown."

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Initiate the Catapult communication system. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Notify parents via social media and all call of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Implement LOCKDOWN procedures.
- Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement.
- Instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- All staff who are in possession of a radio will maintain the radio in possession and on channel 1.

### STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.



Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

## SOFT LOCKDOWN

Possible reasons for a Soft Lockdown to be initiated:

- Police Request due to police action in close proximity to the school
- Dangerous person in the vicinity
- Dangerous animal on school grounds

Soft Lockdown Procedures:

- Check outside classroom door or through windows to locate and pull students from the hallways into the classroom.
- Lock doors or pull LockBlock, turn off lights, close blinds.
- You MAY allow people into the room after locking and closing door.
- All staff who are in possession of a radio will maintain the radio in possession and on channel 1.
- Continue normal instruction.
- Be aware of the student(s) you have allowed to leave the classroom, for example to use the restroom, and be prepared to provide this information if asked.
- Do not allow students to leave the classroom until the soft lockdown is over.
- Check email occasionally for updates.
- A Soft Lockdown will be cleared using Catapult, telephone intercom, an all call and an email.

## CAMPUS DISORDER

A campus disorder is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

### Inside School

#### STAFF ACTIONS:

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### Outside of School

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

#### STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

## FIREARM/SHOOTING

### EMERGENCY RESPONSE SHOOTING

Immediate response to a rapidly changing incident is critical. In most cases, initiate LOCKDOWN procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Do not confront the shooter(s).
- Assess the situation:

+Is the shooter in the school?

+ Has shooter been identified?

+ Has the weapon been found and/or secured?

- Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. LOCKDOWN).
- Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- Ensure injured students and staff receive medical attention.
- If shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- Keep crime scene secure. Organize OFF-SITE EVACUATION, if necessary, or prepare to continue with classes.
- Isolate and separate witnesses.
- Gather information for police about the incident and everyone involved with it:

+Name of suspect(s)

+ Location of shooting

+ Number and identification of casualties and injured

+ Current location of the shooter(s)

- Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- Prepare letter for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school police officers.
- Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

#### STAFF ACTIONS:

- If gunfire is heard inside the school, implement LOCKDOWN immediately. Do not wait for the LOCKDOWN announcement.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.

- Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement LOCKDOWN or EVACUATION, as appropriate.
- Only evacuate once you have verbal confirmation.
- Provide first aid for victims, if needed.
- Account for all students.
- Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
- Assist police officers – provide identity, location and description of individual and weapons.

#### STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
- Lock the door or move furniture or trash can to bar access to the room.
- Remain quiet until further instructions are provided by the principal or law enforcement.

#### EMERGENCY RESPONSE WEAPON

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

#### STAFF ACTIONS:

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the principal/site administrator.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Provide first aid for victims, if needed.
- Account for all students.
- Assist police officers – provide identity, location and description of individual and weapons.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Depending on how the situation unfolds, initiate LOCKDOWN or EVACUATION, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:

+Name of student with weapon.

+Location of witness when weapon was seen.

+What did the student do with the weapon after it was displayed?

+What is the current location of the student with the weapon? Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.

- Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- Notify parents/guardians.
- Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
- Secure a detailed written statement from witnesses including staff.
- Provide post-event trauma counseling for students and staff, as needed.
- Provide informational updates to staff, students and their families during next few days to squelch rumors.

## HOSTAGE/BARRICADED SUBJECT

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:

+Number of hostage takers and description

+Type of weapons being used

+Number and names of hostages

+Any demands or instructions the hostage taker has given

+Description of the area

- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

### STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.
- Alert the principal/site administrator.
- Account for all students.

## THREATENING INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

- - California Penal Code Title 15, Chapter 1.1 § 627.2 To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate LOCKDOWN.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:

“What can we do to make this better?” “I understand the problem, and I am concerned.” “We need to work together on this problem.”

- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

### STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

## SHELTER IN PLACE PROCEDURES

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system: Example: "Attention please. We have a hazard in the community and are instituting Shelter in Place."

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

### TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report in to school secretary. Wait for further instructions.

### STUDENT ACTIONS:

- Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off.
- Those who are outside should immediately move to the protection of an inside room.
- Do not go outdoors until you receive further instructions.
- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.



## AIR POLLUTION

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

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

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.
- Urge staff and high school students to minimize use of vehicles.

### STAFF ACTIONS:

- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.

- Resume normal activities after the All Clear signal is given.

## BIOLOGICAL/CHEMICAL THREAT

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

STAFF ACTIONS Outside the building :

- Notify principal.
- Move students away from immediate vicinity of danger.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS Inside the building :

- Notify principal or site administrator. K Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. K Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist

- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing.
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

## CHEMICAL SPILL/TOXIC EMISSIONS

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

### PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information:

+School name and address, including nearest cross street(s)

+ Location of the spill and/or materials released; name of substance, if known

+ Characteristics of spill (color, smell, visible gases)

+ Injuries, if any

+ Your name and telephone number

- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school EVACUATION using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- If EVACUATION is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. -Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to
- Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

## SEVERE WIND/WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

### Severe Storm

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

### Windstorm

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

#### STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

## STINGING INSECTS

### EMERGENCY RESPONSE ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

#### STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

#### OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

## UTILITY FAILURE/TEMPERATURE STRESS

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- Notify utility company. Provide the following information:

+Affected areas of the school site

+Type of problem or outage

+Expected duration of the outage, if known

- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: Drinking Water: Food Service: Fire Suppression: \_\_\_\_ Other: \_\_\_\_

B. Plan for Loss of Electricity

Ventilation: \_\_\_\_ Emergency Light: Computers: Other:

C. Plan for Loss of Natural Gas

Heat: Food Service: Other:



## EVACUATION PROCEDURES

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Explosion or threat of explosion
- Bomb threat
- Post earthquake
- Chemical accident

### ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example: "Attention please. We need to institute an EVACUATION"

3. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

### PRINCIPAL/SITE ADMINISTRATOR:

- The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce ALL CLEAR to return to classrooms and resume school activities.
- Communicate via social media and all call a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- Teachers are to take their students to their designated Assembly Area.
- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another ACTION or the ALL CLEAR instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

- Teachers are to take their students to their designated Assembly Area.
- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.
- To evacuate individuals using crutches, canes or walkers
- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.
- To evacuate individuals using wheelchairs
- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

## DROP, COVER & HOLD AND PROCEDURES

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

### ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: "Attention please. We are experiencing seismic activity."

### STAFF AND STUDENT ACTIONS:

#### Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

#### Outside

- Instruct students to move away from buildings, trees, overhanging wires and DUCK, COVER and HOLD ON.
- Upon the command DUCK, COVER AND HOLD ON, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.

## AIRCRAFT ACCIDENT

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

### STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911). K Determine immediate response procedures, which may include EVACUATION or OFF-SITE EVACUATION.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

### STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do.

## BOMB THREAT

### EMERGENCY RESPONSE BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

#### PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

#### PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

#### Telephone Bomb Threats

1. Remain calm/courteous.
2. Read phone's visual display.
3. Listen, don't interrupt.
4. Keep caller talking. Pretend hearing difficulty.
5. Notice details: background noises, voice description.
6. Ask: When? Where? What? How?
7. Don't touch any suspicious objects.
8. Call 911
  - Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
  - Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

EMERGENCY RESPONSE BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_

\_\_\_\_\_

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

1. What time is the bomb set for?

\_\_\_\_\_

2. Where has it been

placed? \_\_\_\_\_

3. What does it look like?

\_\_\_\_\_

4. Why are you doing

this? \_\_\_\_\_

5. Who are you?

\_\_\_\_\_

Words used by caller: \_\_\_\_\_

\_\_\_\_\_

Description of caller: -Male -Female -Adult -Juvenile

Estimate age of caller: \_\_\_\_\_ Other notes:

\_\_\_\_\_

Voice characteristics: - Loud - Soft - Deep - High Pitched

- Raspy - Pleasant - Intoxicated - Nasal - Other

\_\_\_\_\_

Speech: - Rapid - Slow - Disguised - Normal

- Laughing - Slurred - Lisp - Stutter - Other

\_\_\_\_\_

Manner: - Calm - Angry - Irrational - Excited

- Coherent - Incoherent - Deliberate - Crying
- Emotional - Righteous - Laughing - Foul

Language: - Excellent - Good - Fair - Poor

Use of certain phrases:

\_\_\_\_\_

Accent: - Local - Foreign - Regional

Other

\_\_\_\_\_

Background Noises: - Airplane - Animals - Industrial Machines

- Static - Motors - Office Machines - Quiet - Music - Party Scene - Street Traffic - Trains - PA System - TV - Voices - Other \_\_\_\_\_





## EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

### Inside Building

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

#### STAFF ACTIONS:

- Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks.
- Do NOT re-enter building until it is determined to be safe.

### Outside Building

#### STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

### During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents.
- Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify District Office, who will inform public information media as appropriate.

## FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue STAND BY instruction. Determine if evacuation is required.
- Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Notify District Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

### STAFF ACTIONS:

- If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

### BUS DRIVER ACTIONS:

- If evacuation is by bus, DO NOT drive through flooded streets and/or roads.
- DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

## FIRE/EXPLOSION

### EMERGENCY RESPONSE EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

#### PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or
- Determine if Student Release should be implemented. If so, notify pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the

building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

staff, students and parents.

- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

#### STAFF ACTIONS:

- Initiate DROP, COVER AND HOLD ON.
- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

### EMERGENCY RESPONSE FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.

- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

#### STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

#### EMERGENCY RESPONSE FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

#### Within School Building

##### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement EVACUATION of the building.
- Immediately EVACUATE the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify District Office of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for OFF-SITE EVACUATION.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

##### STAFF ACTIONS:

- EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

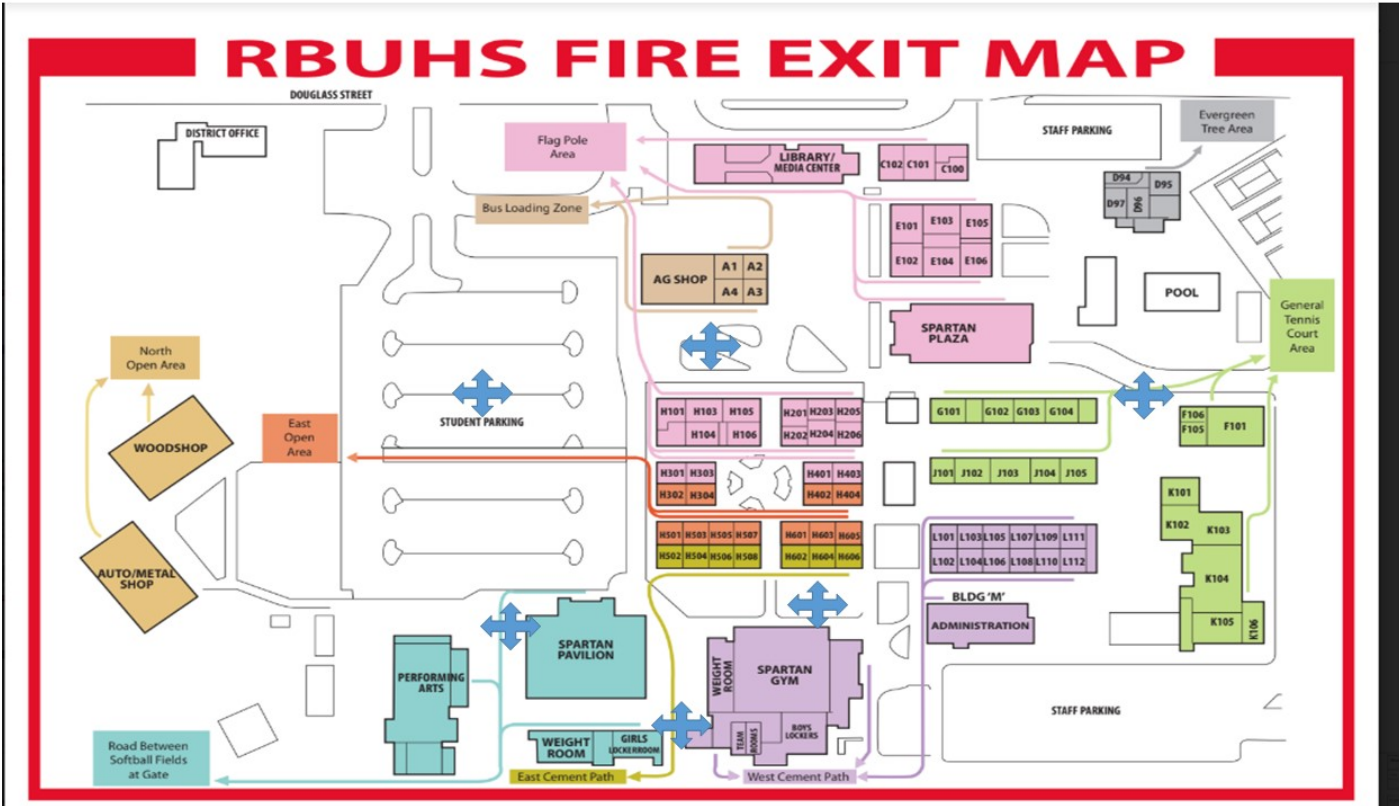
#### Near the School

##### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.



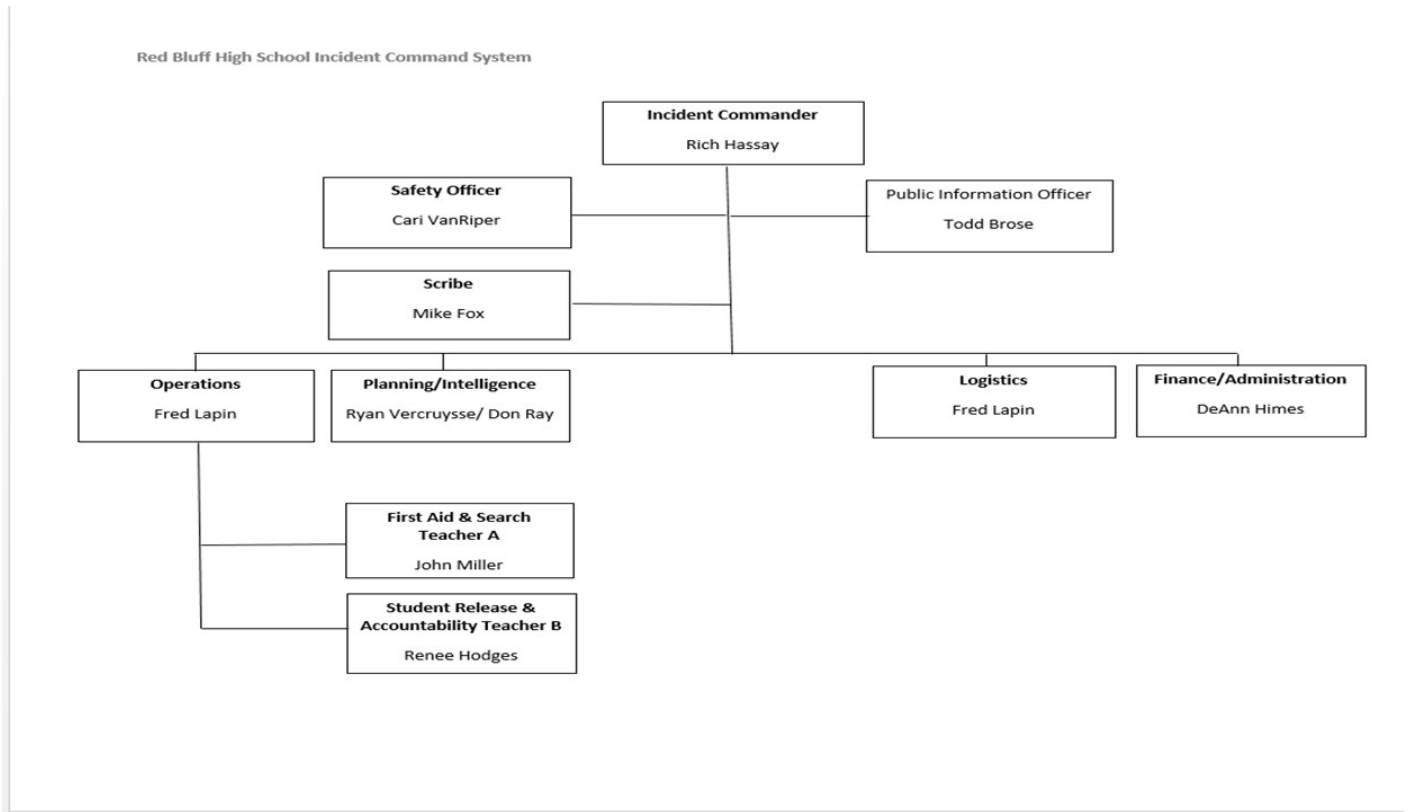
# School Evacuation Map for Red Bluff High School



Insert as Attachment

# Incident Command System Structure

## District Assignments:





## School Assignments:

Red Bluff High School

INCIDENT RESPONSE TEAM

2018-2019

Incident Commander: Richard Hassay, Principal

Incident Commander Assistant: Ryan Vercruysse, AP

Liaison/Intelligence: Don Ray, AP

Operations/Logistics: Fred Lapin, Director MOT

Operations/Logistics Support: Fred Lapin

Scribe(s): Mike Fox, TOA

Safety: Ryan Vercruysse and RBPD

Public Information: Todd Brose

Responsibilities of Incident Commander - (Rich Hassay or first on scene)

- Notify 9-1-1 and district office
- Take proactive action to stabilize the scene.
- Assess potential danger and unsafe conditions.
- Assume command; select and establish appropriate command post.
- Establish communication with appropriate officials to determine specifics of location and threat level.
- Classify threat level: Brief incident personnel.
- Invoke EMERGENCY AUTHORITY to assert immediate action plan to correct unsafe conditions.
- Supervise and direct the activities of all personnel.
- Provide regular updates of the scope and size of the incident to Incident Command personnel.
- Work with District Personnel to approve the release of all information to the news media.
- Refer pertinent information to Operations/Logistics.

De-escalate process: Coordinate reports to all Incident Command personnel.

Set objectives and approve plans for return to normal operations.

- Complete activity log, and after-incident reports for school debriefing.
- Prepare plan of incident for debriefing

Responsibilities of Incident Commander/Assistant(s)

- Communicate to staff as directed by the Incident Coordinator.
- Identify responding agencies to determine locations of all assisting personnel.
- Continually update incident action plans.
- Maintain activity logs, and complete after-incident reports.

Responsibilities of Scribe(s)

Comprehensive School Safety Plan

3/11/21

- Maintain ongoing command post journal.
- Maintain and display an updated map of the incident location and response.
- Update minutes from briefings.

#### Responsibilities of Operations/Logistics

- Work with responding agencies.
- Advise the Incident Coordinator of resources needed.
- Coordinate and process requests for additional resources.
- Issue operational orders to implement directives of the Incident Coordinator.
- Provide Incident Coordinator with frequent status updates.
- Provide information to appropriate emergency/responding agencies.
- Establish staging area for resource delivery.
- Maintain an activity log, and prepare after-activity reports for debriefing.
- Request resources with Public Information/district office and supporting agencies.
- Inform Incident Coordinator of resources being deployed.

#### Responsibilities of Operations/Logistics Assistant

- Maintain a visible chart of resources requested.
- Maintain staging area, and staging personnel.
- Establish and maintain communications between staging area and Operations/Logistics.
- Maintain a log of the agencies deployed, and the location of safety personnel

#### Responsibilities of Safety/Logistics

- Coordinate escort of students to guardians.
- Maintain log of students remanded to guardians.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Maintain a safe and clear entrance and exit to site.

#### Responsibilities of Liaison/Intelligence

- Identify agency representatives/emergency personnel upon arrival and alert Incident Coordinator.
- Maintain contact with responding agencies, and locations of assisting personnel.

#### Responsibilities of Public Information- Todd Brose

- Prepare information summary on media coverage for command post personnel.
- Provide an escort to media and other officials to designated meeting areas as necessary.
- Arrange for meetings between news media and incident personnel as directed by the Incident Coordinator.
- Obtain copies of all media released and post them in the command post for review.

## Emergency Telephone Numbers

This list will be updated on an annual basis and be provided to all key persons.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	530-529-8700
Fire Department	530-527-1126
Local Police Department	530-527-3131
Sheriff Department	530-529-7900
Hospital	530-529-8000
Nearest Emergency Assistance	911
California Highway Patrol	530-527-2034
English Radio Station: <i>KBLF 1490</i>	530-727-5253
Spanish Radio Station: <i>KBLF 1490</i>	530-527-5253
Clergy/Counselor:	
Electric Company <i>PG&amp;E</i>	1-800-743-5000
Water <i>City of Red Bluff</i>	530-527-4300
The Gas Company <i>PG&amp;E</i>	1-800-743-5000
The American Red Cross	530-244-8000

## Emergency Forms and Letters

### YEARLY LETTER TO PARENTS:

#### **Dear Parents:**

Providing for your student's safety when at school is a major responsibility of our staff. All schools and child development centers have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our phone notification system, as well as local radio stations: **KBLF 1490** and **KBLF 1490**.

#### **District Release Policy**

- No student will be dismissed from school unless a parent (or individual designated by a parent) comes for him/her.
- No student will be released to another person, even a relative or baby sitter, unless there is written permission to that effect or that particular person is listed on the student's *Emergency Card* in our files and is able to identify him/herself. If any of your contact information changes during the year, please visit the office to update the Emergency Card.
- All parents or designated persons who come for students must sign their student(s) out at the office, unless directed elsewhere on campus by posted signs.

**Please be assured, we are prepared to care for your student in emergency situations.** Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

#### **We ask for your help in the following ways:**

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Turn to the above radio stations for more information.
- Do not drive to the school. The school access routes and street entrances must remain clear for emergency vehicles. We will notify you through our Teleparent phone notification system when safe access is recommended.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at or visit them online at [www.redcross.org](http://www.redcross.org). More information can be found at [www.fema.org](http://www.fema.org)

If you have any questions or comments regarding our emergency preparations, please call the school office.

Sincerely,

Principal

**Estimados padres:**

Preparación para la seguridad de su estudiante cuando en la escuela, es una responsabilidad importante de nuestro personal. Todas las escuelas y centros de desarrollo del niño tienen un plan del desastre. Preparan al director y al personal para tomar decisiones pronto y responsables en cualquier situación que podría amenazar a la seguridad de los estudiantes.

La necesidad de cerrar las puertas, tener un lugar seguro, evacuar estudiantes, o que la escuela cierre antes de la hora regularmente. Esto podría presentarse de una emergencia relativamente de menor importancia tal como una interrupción prolongada de la energía o de un gran evento tal como un incidente violento en campus de la escuela, un terremoto, o tormenta severa. Durante estas épocas, la comunicación y/o el transporte pueden ser interrumpidos.

En caso de emergencia importante o de desastre, la información será dada sobre todo a través de nuestro sistema de la notificación del teléfono de **Teleparent**, así como estaciones de radio local: **KBLF 1490** de las noticias y **KBLF 1490**.

**La póliza de lanzamiento del distrito**

- No se despedirá a ningún estudiante de escuela a menos que un padre (o el individuo señalado por un padre) venga para él/ella.
- No se lanzará a ningún estudiante a otro del pariente o de bebé canguro de la persona, incluso, a menos que haya permiso de escritura a ese efecto o esa persona particular es mencionada en la tarjeta de la emergencia del estudiante que se encuentran en nuestros archivos y puede identificar él/ella misma. Si cualquiera de su información de contacto cambia durante el año, visite por favor la oficina para poner al día la tarjeta de la emergencia.
- Todos los padres o personas señaladas que vienen para los estudiantes deben firmar a sus estudiantes hacia fuera en la oficina, a menos que sean dirigidos a otra parte en campus por las muestras fijadas.

**Por favor sea confiado, nosotros estamos preparados para cuidar su estudiante en situaciones de emergencia.** Entrenan en las áreas de los primeros auxilios, búsqueda y localizan a los miembros de nuestro personal, y seguridad del estudiante para asegurarse de que todas sus necesidades de los estudiantes serán cubiertas. Comunicaremos con servicios de emergencia locales. Serán informados de nuestro estado actual y de la necesidad de recursos adicionales.

**Pedimos su ayuda de las maneras siguientes:**

- No llame a la escuela. Le entraremos en contacto con, en caso de necesidad. Es esencial que las líneas telefónicas estén mantenidas abiertas para las llamadas de emergencia. Dé vuelta a las estaciones de radio antedichas para más información.
- No conduzca a la escuela. Las rutas de acceso de la escuela y las entradas de la calle deben seguir siendo claras para los vehículos de la emergencia. Le notificaremos a través de nuestro sistema de la notificación del teléfono de Teleparent cuando se recomienda el acceso seguro.

Durante el año escolar, entrenarán a su niño en los procedimientos de emergencia necesarios. Cada uno aprenderá cómo reaccionar, donde montar, y qué a esperar en una situación de emergencia.

Sugerimos que usted encuentre con su familia inmediata y desarrollamos un plan de emergencia. Hay varias publicaciones libres disponibles para asistirle. Llame por favor el capítulo local de la Cruz Roja americana en o visítelas en línea en [www.redcross.org](http://www.redcross.org). Más información se puede encontrar en [www.fema.org](http://www.fema.org)

Si usted tiene algunas preguntas o comentarios con respecto a nuestras preparaciones de la emergencia, por favor llame a la oficina de escuela.

Sinceramente,

Principal

# BOMB THREAT CHECKLIST:

## BOMB THREAT PROCEDURES

*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.*

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

### If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

### If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

### If a bomb threat is received by e-mail:

- Call \_\_\_\_\_
- Do not delete the message.

### Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

\* Refer to your local bomb threat emergency response plan for evacuation criteria

### DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

### WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the DHS Office for Bombing Prevention at [OBP@dhs.gov](mailto:OBP@dhs.gov)



**Homeland Security**

2014

## BOMB THREAT CHECKLIST

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

TIME CALLER HUNG UP: \_\_\_\_\_

PHONE NUMBER WHERE CALL RECEIVED: \_\_\_\_\_

### Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

### Exact Words of Threat:

\_\_\_\_\_

\_\_\_\_\_

### Information About Caller:

- Where is the caller located? (background/level of noise) \_\_\_\_\_
- Estimated age: \_\_\_\_\_
- Is voice familiar? if so, who does it sound like? \_\_\_\_\_
- Other points: \_\_\_\_\_

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Moor	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Clear	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Static	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Loud	Other information: _____	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Slurred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

**VERIFICATION OF EMERGENCY DRILLS:**

A	B	C	D
<b>Fire</b>	<b>Lockdown</b>	<b>Earthquake</b>	<b>Administrator in Charge</b>
Date:	Date:	Date:	

**BUILDING AND SITE HAZARD ASSESSMENT:**

Date Issued:

**RBHS Building and Site Hazard Assessment**

**S= Satisfactory U= Unsatisfactory**

**Look for other unsafe conditions and report them so corrective action can be taken.**

Facility Name:

	<b>S</b>	<b>U</b>
1. All materials safely racked or stored		
2. Floors clean and free from tripping/slipping hazards		
3. Extension cords and cables secured		
4. Oil/solvent rags kept in closed metal containers		
5. Fire extinguishers/blankets properly maintained, mounted and charged		
6. Exit routes visibly placed by doors and all non-exit doors clearly marked		

**COMMENTS** *(Describe unsafe conditions not listed above)*


\_\_\_\_\_

**Inspected by** **Date**





**CLASSROOM HAZARD INSPECTION:**

Date Issued:

**RBHS Classroom | Hazard Assessment**

**S**= Satisfactory      **U**= Unsatisfactory

***Look for other unsafe conditions and report them so corrective action can be taken.***

Facility Name:

	<b>S</b>	<b>U</b>
1. All materials safely racked or stored		
2. Floors clean and free from tripping/slipping hazards		
3. Extension cords and cables secured		
4. Oil/solvent rags kept in closed metal containers		
5. Fire extinguishers/blankets properly maintained, mounted and charged		
6. Exit routes visibly placed by doors and all non-exit doors clearly marked		

**COMMENTS** *(Describe unsafe conditions not listed above)*


\_\_\_\_\_

**Inspected by**

**Date**

**STUDENT RELEASE AUTHORIZATION FORM:**

**RBJUHS DISTRICT STUDENT RELEASE/RUNNER FORM**  
*To Be Taken By Runner*

**1. COMPLETED BY PARENT/REQUESTOR AT RELEASE**

Student Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher (if known) \_\_\_\_\_  
Name of Person Picking up Student: \_\_\_\_\_  
Relationship to student: \_\_\_\_\_

**2. COMPLETED BY REQUEST STAFF**

Name on Release Form? (circle one) Yes No  
Photo ID/Driver's License Checked   
or OK to verify at release gate by student / \_\_\_\_\_

**3. COMPLETED BY HOLDING AREA STAFF**

Student Status: \_\_\_\_\_ Sent with Runner \_\_\_\_\_ Absent  
\_\_\_\_\_ First Aid \_\_\_\_\_ Missing

Other Notes: \_\_\_\_\_

**4. COMPLETED BY RELEASE GATE STAFF**

Name of Person Picking Up is same as Box #1 Above  Yes  
Photo ID/Driver's License Checked   
or verified as in Box #2 Above by student / \_\_\_\_\_   
Check by Release Gate Personnel \_\_\_\_\_

**5. COMPLETED BY PARENT/REQUESTOR AT RELEASE GATE**

Requester Signature \_\_\_\_\_  
Destination/Phone \_\_\_\_\_  
Address/Directions if needed \_\_\_\_\_  
Time \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT RELEASE LOG:**

A	B	C	D
Student Name	Parent Name and Signature	Date and Time	Staff

# CURRICULUM THAT EMPHASIZES PREVENTION AND ALTERNATIVES TO VIOLENCE

## Character Counts!

*Character Counts!™* is two things: an educational framework for teaching universal values and a national coalition of organizations that support each other. A person of character is a good person, someone to look up to and admire; knows the difference between right and wrong and always tries to do what is right; sets a good example for everyone; makes the world a better place; and lives according to the six pillars of character.

These six pillars, or core ethical values, form the foundation of the *Character Counts!™* program:

Trustworthiness - Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

Respect - Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility - Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

Fairness - Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring - Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship - Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

## Second Step

*Second Step* is a violence prevention curriculum implemented in kindergarten through third grades and sixth grade. Middle school counselors in 7th and 8th grades use it as a supplement, as well.

Students participating in *Second Step* learn and practice vital social skills, such as empathy, emotion management, problem solving, and cooperation. These essential life skills help students in the classroom, on the playground, and at home.

Research indicates that children who are socially competent perform better academically. *Second Step* lessons give tools to help children become socially skilled and develop strong bonds to school.

The engaging photo-lesson cards show adults and children expressing emotions and solving problems in real-life situations. Lesson cards include objectives, scripts, discussion questions, role-plays, and other activities. Lively classroom videos also spark discussion, enriching students' learning of important social and emotional skills.

## Gang Resistance Education and Training [G.R.E.A.T.] Program

The *Gang Resistance Education and Training* program educates students in grade 6 and is taught by the same police officers that teach the D.A.R.E. program. While many of the goals are the same as D.A.R.E., the G.R.E.A.T. program helps youths avoid gang membership, prevent violence, and develop positive relationships with law enforcement. The officers teach lessons focused on personal skills, resiliency skills, resistance skills and social skills.

# PREVENTION AND INTERVENTION STRATEGIES THAT PROMOTE DRUG-FREE SCHOOLS

## Drug Abuse Resistance Education [D.A.R.E.]

The *Drug Abuse and Resistance Education* [D.A.R.E.] program educates students in grades K-5 and is staffed by three full time police officers. This community policing partnership between the two entities has been in place for almost twenty years. The goals of this program are to develop skills students need to avoid involvement in drugs, gangs, and violence. The officer-led classroom lessons teach children how to resist peer pressures and live productive drug and violence-free lives.

## Too Good For Drugs

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

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

*Too Good for Drugs* builds five essential life skills:

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

*Too Good for Drugs* is implemented in fourth through sixth grades. Seventh and eighth grades will begin implementing this curriculum in 2009-2010.

## COMMUNITY RELATIONSHIPS

Red Bluff Joint Union High School District has teamed with local law enforcement to promote positive relationships with law enforcement, as well as prevent violence and criminal activity through three different partnerships:

# PROCEDURES FOR COMPLYING WITH EXISTING LAWS RELATED TO SCHOOL SAFETY

## CHILD ABUSE REPORTING PROCEDURES

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

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

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

### Child abuse or neglect includes the following:

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

### Child abuse or neglect does not include:

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

### Initial Telephone Report

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. **The phone number for CPS is 1-800-323-7711**

### Written Report

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. **The address for Child Protective Services is**





# SUSPENSION AND EXPULSION POLICY

## Suspension

Suspension is the temporary removal of a pupil from regular classroom instruction or from school as initiated by a teacher of administrator for adjustment purposes.

A teacher may suspend any pupil from his or her class for the remainder of that day and the following day. A teacher may also refer a pupil to the principal or designee for consideration of a suspension from the school. The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for no more than five consecutive school days unless the suspension is extended pending expulsion.

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used violence against another person.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully ordered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person *another* liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by pupil of his/her own prescription products.
- i. Committed an obscene act or engage in habitual profanity or vulgarity.
- j. 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, meaning a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050.

A student in grade 4-12 may also be suspended for:

1. Sexual Harassment – Conduct considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Hate Violence - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence [injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation.

3. Hazing/Bullying/Harassment – Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
4. Hostile Educational Environment – Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
5. Terrorist Threats – Made terrorist threats against school officials and/or school property.

## Expulsion

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

Mandatory Expulsion – State law requires that the superintendent or the school principal must recommend expulsion if the student has committed any of the following acts at a school or at a school activity [Education Code 48915]:

1. Possessing, selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a specified controlled substance.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Discretionary Recommendation – The superintendent or principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity, unless particular circumstances make expulsion inappropriate [Education Code 48915]:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive or other dangerous object of no reasonable value use to the student.
3. Unlawful possession of any specified controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

State law provides for due process and rights to appeal any order of expulsion.

# PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

## Red Bluff Joint Union High School District NOTIFICATION TO TEACHER OF STUDENT CONDUCT \_\_\_\_\_ SCHOOL YEAR

Student \_\_\_\_\_ Sex \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ Date of Incident \_\_\_\_\_

To Student's Teacher(s): The above named student has engaged in, or is reasonably suspected to have engaged in, one or more of the acts indicated below. You are being provided with notification of the student's conduct pursuant to the requirements of Education Code Section 49079. You may review the student's records if you need more specific information. Any information provided pursuant to this notice shall be received in confidence for the limited purpose for which it was provided. Further dissemination is prohibited.

**STUDENT INCIDENT (E.C. 48900)**

- a. \_\_\_\_\_ Caused, attempted to cause, or threatened to cause physical injury to another person.  
(Circle if applicable:) Mutual Combat 1 Battery 2
- b. \_\_\_\_\_ Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. \_\_\_\_\_ Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. \_\_\_\_\_ Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. \_\_\_\_\_ Committed or attempted to commit robbery or extortion.
- f. \_\_\_\_\_ Caused or attempted to cause damage to school property or private property.
- g. \_\_\_\_\_ Stole or attempted to steal school property or private property.
- h.\* \_\_\_\_\_ Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. \*(Teacher notification not required for this incident.)
- i. \_\_\_\_\_ Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. \_\_\_\_\_ Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. \_\_\_\_\_ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l. \_\_\_\_\_ Knowingly received stolen school property or private property.
- m. \_\_\_\_\_ Possession of an imitation firearm.
- n. \_\_\_\_\_ Committed or attempted to commit a sexual assault or committed a sexual battery.
- o. \_\_\_\_\_ Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- .2 \_\_\_\_\_ Committed unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, as defined in Education Code Section 212.5. This section only applies to grades 412. (E.C. 48900.2)
- .3 \_\_\_\_\_ Caused, threatened to cause, or participated in an act of hate violence. This section only applies to grades 412. (E.C. 48900.3)
- .4 \_\_\_\_\_ Harassment, threats, or intimidation that is so severe that it actually causes, or can reasonably be expected to cause, material disruption of classwork, substantial disorder, and the invasion of the rights of student(s) by creating intimidating or hostile education environment. This section only applies to grades 412 (E.C. 48900.4)
- .7 \_\_\_\_\_ Has made terroristic threats against school officials or school property, or both. (E.C. 48900.7)

RECORD OF TEACHER REVIEW			
Date	Signature	Date	Signature
Date	Signature	Date	Signature

Date	Signature	Date	Signature
Date	Signature	Date	Signature

# DISCRIMINATION AND HARASSMENT POLICIES

## Discrimination Policy

District program and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

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

## Student Sexual Harassment Policy

The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Board expects students or staff to immediately report incidents of sexual harassment to the student's teacher, Principal, Vice-Principal or Designee or to another District Administrator. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

### DEFINITION

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

### INSTRUCTION/INFORMATION

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

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

## **COMPLAINT PROCESS**

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment

involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Director of Personnel or the Superintendent or designee.

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

## **DISCIPLINARY MEASURES**

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

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

## **RECORD KEEPING**

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

## **PROHIBITED SEXUAL HARASSMENT CONDUCT**

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

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

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

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

## **NOTIFICATIONS**

A copy of the district's sexual harassment policy and regulations shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules,

regulations, procedures and standards of conduct are posted

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, trimester, semester or summer session
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct
5. Be provided to employees and employee organizations



## COMPLAINT PROCEDURE

1. Informal Resolution
  - a. Students and or staff members who feel aggrieved because of conduct that may constitute sexual harassment should directly inform the persons engaging in conduct that such conduct is offensive and must stop.
  - b. Students and or staff members who feel aggrieved because of conduct that may constitute sexual harassment shall inform the Principal, Vice Principal, immediate supervisor, or designee so that he/she may take remedial action.
2. Formal Complaints
  - a. An aggrieved student may file a written complaint with the Principal, Vice Principal, or designee. A copy of the written complaint shall be forwarded to the Superintendent or his designee.
  - b. The informal resolution procedures set forth above are not a precondition to the filing of a complaint.
  - c. Students filing a complaint need not file a complaint with a person they feel is sexually harassing them.

## INVESTIGATION OF COMPLAINTS AT SCHOOL (SITE-LEVEL GRIEVANCE PROCEDURE)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
  - a. The student who is complaining
  - b. The person accused of harassment
  - c. Anyone who witnessed the conduct complained of
  - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee
  - b. The parent/guardian of the student who complained
  - c. If the alleged harasser is a student, his/her parent/guardian
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
  - e. Child protective agencies responsible for investigating child abuse reports
  - f. Legal counsel for the district
  - g. Law enforcement
4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.
5. In reaching a decision about the complaint, the principal or designee may take into account:
  - a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of any past instances of harassment by the alleged harasser
  - e. Evidence of any past harassment complaints that were found to be untrue
6. To determine the severity of the harassment, the principal or designee may take into consideration:
  - a. How the misconduct affected one or more students' education
  - b. The type, frequency and duration of the misconduct
  - c. The number of persons involved
  - d. The age and gender of the person accused of harassment
  - e. The subject(s) of harassment
  - f. The place and situation where the incident occurred
  - g. Other incidents at the school, including incidents of harassment that were not related to gender
7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
9. Within ten school days after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue

this follow-up.

## **ENFORCEMENT**

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following: Removing vulgar or offending graffiti; providing staff inservice and student instruction or counseling; notifying parents/guardians of the actions taken; notifying child protective services and/or law enforcement; taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knew was not true.

## **APPEAL TO THE BOARD OF TRUSTEES**

The complainant may appeal the decision of the Superintendent to the Board of Trustees in writing. The Board of Trustees shall hear the matter at the next regularly scheduled meeting. At the conclusion of the hearing the Board shall adopt written findings of fact and make a decision.

## **General Harassment Policy**

It is the policy of the Red Bluff Joint Union High School District to provide fair and equal treatment to all staff members. In an effort to advance this policy, we have found it necessary to formulate a statement regarding harassment. Harassment creates a negative work environment and affects the work performance of all employees.

1. Pursuant to Education Code section 212.5, unwelcome advances, requests for favors, and other verbal, visual or physical conduct constitute harassment when:
  - A. Submission to the conduct is made either an explicit or implicit condition of employment, status or promotion.
  - B. Submission to, or rejection of, the conduct is used as the basis for an employment decision affecting the harassed employee.
  - C. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
  - D. Submission to, or rejections of, the conduct is the basis for any decision affecting the benefits, services, honors, programs or other available activities.
  
2. Unlawful harassment may take many forms, including but not limited to:
  - A. VERBAL CONDUCT such as epithets, derogatory comments, slurs or unwanted advances, invitations or comments.
  - B. VISUAL CONDUCT such as derogatory posters, cartoons, drawings, or gestures.
  - C. PHYSICAL CONDUCT such as assault. Blocking normal movement, or interference with work directed at you because of your sex or other protected basis.
  - D. THREATS AND DEMANDS to submit to sexual requests in order to keep your job or avoid some other loss, and offers of job benefits in return for sexual favors.
  - E. RETALIATION for having reported the harassment.
  
3. Any person believing he/she is a victim of harassing behavior should notify the Assistant Superintendent of Personnel or a District Office Management person unassociated with the employee's assigned worksite. The Assistant Superintendent of Personnel or the District Office Management Person will:
  - A. Fully inform the employee of his/her rights.
  - B. Appoint a three (3) member committee to immediately conduct a thorough, objective and complete investigation of the alleged harassment, report the committee findings to the Superintendent, or the Board of Education if the Superintendent is the accused harasser, who must make a determination about whether unlawful harassment occurred and communicate this alleged finding to the harasser and any other concerned party; and the Superintendent of the Board of Education will take prompt and effective remedial action if harassment has occurred. The action must be commensurate with the severity of the offense and be made known to the victim.

**ALL HARASSING BEHAVIOR IS CONSIDERED MISCONDUCT AND MAY SUBJECT AN EMPLOYEE TO DISCIPLINARY ACTION AND/OR IMMEDIATE TERMINATION.**

Special privacy safeguards will be applied in handling harassment complaints. To the extent feasible, the identity of the charging party

and the person accused of harassment will be kept confidential.

# Red Bluff Joint Union High School District DRESS CODE

## General Guidelines

1. Dress and Appearance Standards. Dress and appearance standards are in effect during all times at school, on the way to school, on the way home from school, at any school function or activity regardless of location, and at any other district campus and/or function.
2. Student May Not Remain in the Classroom. A student may not remain in the classroom dressed in a manner which (1) creates a safety hazard for said student or for other students, (2) constitutes a serious or unnecessary distraction to the learning process, (3) tends to disrupt the campus order, or (4) is in conflict with the district's goals and philosophy regarding the prevention of substance abuse and gang activity.
3. Required to Change to Accepted Dress. Students that wear unacceptable clothing will be required to change to accepted dress. All time missed from class due to unacceptable dress may be made up in detention.

## Requirements

**CLOTHING** – Shoes must be worn at all times. Shoes with no back strap, flip flops, cleats, high heels, or sock like slippers are not allowed. All wearing apparel must be of a size that is considered normal for the child. Oversized clothing will not be allowed.

### Items NOT Allowed

- Pants, shorts or cutoffs that are oversized, without hems, frayed and slit up the side, sag or don't fit at the waist, or have excessively large legs.
- Oversized tops, tube tops, backless dresses, mini-skirts, see-through tops, fish net, half tops, muscle shirts, undershirts, and tank tops with large armholes. No bare midriffs will be allowed.
- Lycra stretch or other excessively tight or revealing clothing.
- Any clothing worn inside out.
- Any clothing that exposes posteriors or undergarments.

**ACCESSORIES** – Jewelry or accessories that are disruptive or that might cause a health or safety hazard may not be worn.

### Items NOT Allowed

- Head coverings - hats, caps, nets
- Exception: Hats may be worn outside only and solely for the purpose of sun protection. Hats shall be made of pliable canvas material with a 3 – 5 inch brim around the entire circumference of the hat. They may not sport an insignia, other than the school insignia. Hats, by nature of the color, arrangement, trademark, or any other attribute, that denote membership in gangs, or which advocate racial, ethnic, or religious prejudice, drug use, violence, intimidation or disruptive behavior are prohibited.
- Initialed belt buckles, wallets with attached chains, hanging belts, suspenders, straps hanging off the shoulders.
- Hoop earrings larger than a dime, nose rings, facial or body studs.
- Glasses, other than prescription (inside buildings)

## **OTHER ITEMS NOT ALLOWED**

- Tattoos are not allowed. A student with gang-related tattoos will be placed in an alternative program. Other permanent tattoos must be covered at all times. Temporary tattoos will be removed before the student is allowed in class.
- Altered eyebrows, hair colors and/or styles that disrupt student education will not be allowed.
- Words or pictures that are not appropriate for the school environment may not be worn on clothing. (Examples include obscenities, symbols representing alcohol, drugs or tobacco, gang colors, gang materials, gang behavior, weapons, sexually explicit words or pictures, tagging or violence.) Words and pictures on all garments may not be altered in any way. Words and pictures may not be added to plain garments.
- All clothing and materials with Old English or similar lettering will not be allowed.
- Makeup, fake or acrylic nails are not allowed in grades kindergarten through six.
- Before purchasing clothing and materials, parents are strongly urged to consider the possible gang implication of all clothing with logos or insignias.

It is not our purpose to dictate specific dress, but rather to ensure that our students will be dressed in such a way as to maximize their Comprehensive School Safety Plan

school experience. Decency and safety are the guidelines by which the principal will make all decisions regarding clothing.

**POSITIVE SCHOOL CLIMATE/  
SAFE AND ORDERLY LEARNING ENVIRONMENT**

PBIS Behavior Management System / Variety of Interventions that are configured in a multi tiered system.

Restorative Justice Programs / Diversion Programs

## **SAFE INGRESS AND EGRESS OF STUDENTS, PARENTS/GUARDIANS AND EMPLOYEES**

Disaster Procedures, Incident Response Team, Supervision Detail, Egress and Ingress:

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed each year. This plan also contains district and outside agency resources, emergency disaster procedures and other information. This includes earthquake, fire, and intruder situations. There is a crisis management plan that includes procedures for public agencies to use school facilities for emergency situations.



# PARENT INVOLVEMENT STRATEGIES

## PARENT AND COMMUNITY INVOLVEMENT:

In an effort to help isolated or struggling students, staff wants to be partners with parents and community members in building strong positive relationships between school and home.

Parent/Guardian Involvement: Staff at effective and safe schools makes consistent efforts to involve parents/guardians by informing them about discipline policies, school procedures and rules, and frequent communication regarding their child's behavior (desirable or undesirable) along with encouraging them to participate in available prevention programs, intervention opportunities and crisis planning. The parent partnership team is a group that devotes time to plan and implement events with parents.

### Red Bluff High School:

- Communicates with parents through six week progress reports which cover
- attendance, behavior and academic progress
- Has established a school visitation procedure
- Mails home semester grades
- Student/parent enrollment meeting to review school expectations and parent opportunities available

### SARC Report

- The Bluffer student newspaper
- School home page
- All parent call system for emergency or important information
- Letters home as reminders of special events from the counseling center
- Encourages parents to take online surveys in efforts to better serve their needs
- Has established a parent partnership team to encourage parental involvement
- Offers parent educational literacy workshops like PIQE

# SCHOOL DISCIPLINE

The disciplinary actions taken by the administration of will be firm, consistent, and fair. Students who violate school rules and policies are subject to the discipline guidelines listed below. The seriousness of the offense and the conditions under which it occurred are factors to be considered.

## 1. Alcohol

- A. First Offense
  - 1. Suspension and parent conference
  - 2. Referral to law enforcement
  - 3. Suspension pending referral to an alternate program and/or expulsion or exclusion
- B. Succeeding Offenses
  - 1. Suspension pending referral to an alternate program, and/or expulsion or exclusion

## 2. Arson, Vandalism/Defacing or Use of Explosives

In all cases, the student for damages or losses that occur will make payment, and all arson cases will be reported to the fire department.

- A. Any Offense
  - 1. School site discipline
  - 2. Suspension and parent conference
  - 3. Referral to law enforcement
  - 4. Severe violation will result in recommendation for expulsion and arrest

## 3. Battery (Bodily Harm)

- A. Any Offense
  - 1. Suspension and parent conference
  - 2. Referral to law enforcement

## 4. Assault and/or Battery on Teachers or Other School Personnel

- A. Any Offense
  - 1. Suspension
  - 2. Referral to law enforcement

## 5. Classroom Referrals and Defiance of Authority

This includes, but is not limited to, noncompliance towards each school's gum/candy policy, violation of Red Bluff Joint Union High School District's dress/appearance code, and disruptive behavior.

- A. Any Offense
  - 1. School site discipline
  - 2. Parent conference
  - 3. Possible suspension
  - 4. Possible placement in an alternate program
  - 5. Possible expulsion or exclusion

## 6. Drugs and/or Narcotics

- A. Use or Possession
  - 1. Referral to law enforcement
  - 2. Suspension and parent conference
  - 3. Recommendation for expulsion
  - 4. Selling

5. Arrest and recommendation for expulsion

**7. Extortion (Force or Fear)**

- A. First Offense
  - 1. School site discipline
  - 2. Suspension and parent conference
  - 3. Possible referral to law enforcement
  - 4. Possible referral to an alternative program
- B. Succeeding Offenses
  - 1. Suspension
  - 2. Referral to law enforcement
  - 3. Recommendation for expulsion

**8. Forgery**

- A. Any Offense
  - 1. Parent conference
  - 2. School site discipline
  - 3. Possible suspension

**9. Gambling**

- A. Any Offense
  - 1. School site discipline

**10. Hazing/Student Harassment**

- A. Any Offense
  - 1. School site discipline
  - 2. Suspension
  - 3. More serious offenses may lead to a recommendation for expulsion

**11. Insults and/or Abuse to School Personnel**

- A. Any Offense
  - 1. School site discipline
  - 2. Suspension and parent conference
  - 3. Possible recommendation for expulsion

**12. Loitering**

Students may not be on a school campus without permission of that school's administration. Repeated offenses, or refusal to leave, will lead to suspension and/or arrest.

**13. Profanity, Vulgarity or Pornography**

- A. Any Offense
  - 1. School site discipline
  - 2. Possible suspension
  - 3. Serious or repeated violations may lead to expulsion or placement in an alternative program

#### **14. Student Sexual Harassment**

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the District. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. The Board expects students or staff to immediately report incidents of sexual harassment to the principal, vice principal or designee or to another district administrator. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from, or in, the educational setting. (Education Code 212.6) For the purpose of further clarification, sexual harassment includes, but is not limited to:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Assaulting, touching, impeding, or blocking movement.
7. Continuing to express sexual interest after being informed that the interest is unwelcome.
8. Making reprisal, threats of reprisal, or implied threats of reprisal following a report of harassment.

#### **15. Tobacco (Use or possession)**

##### **A. Any Offense**

1. Parent conference
2. School site discipline
3. Suspension

#### **16. Threats**

##### **A. First Offense**

1. School site discipline
2. Possible suspension and immediate referral to law enforcement for terrorist threats

##### **B. Succeeding Offenses**

1. School site discipline and parent conference
2. Suspension and possible expulsion or placement in an alternative program
3. Referral to law enforcement

#### **17. Weapons**

A student in possession of any object that is determined by an administrator to be a weapon, with or without the intent of use, is subject to penalty as designated below:

1. Confiscation
2. Parent contact
3. Police contact
4. Suspension
5. Possible expulsion

#### **18. Withholding Records**

A pupil's grades, diploma, and transcripts may be withheld if district property is damaged or not returned by the pupil.

## **HATE CRIME REPORTING PROCEDURES**

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights. At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

# CURRENT STATUS OF SCHOOL CRIME

## SCHOOL SAFETY AND CRIME ASSESSMENT:

Red Bluff High School recognizes that a safe school needs to assess itself by identifying problems, collecting information regarding those problems, and sharing information with all involved. Crime statistics are reported and collected using CALPADS. Red Bluff High School's crime statistics can be found at the following California Department of Education link: <http://data1.cde.ca.gov>. Red Bluff High School also recognizes that keeping crimes at a minimum requires constant monitoring. During the school day, teachers, administrators, the SRO, and campus supervisors work to be vigilant in and around campus. Red Bluff High School uses Restorative Justice and PBIS to create positive and meaningful interventions for diversion and a safe school culture.

# CALIFORNIA HEALTHY KIDS SURVEY



# BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

## If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

## If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

## If a bomb threat is received by e-mail:

- Call \_\_\_\_\_
- Do not delete the message.

## Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

**\* Refer to your local bomb threat emergency response plan for evacuation criteria**

## DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

## WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at [OBP@dhs.gov](mailto:OBP@dhs.gov)



**Homeland Security**

2014

# BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

## Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

## Exact Words of Threat:

## Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud	<b>Other Information:</b>	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Slurred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

## Spartan PBIS Program

Created by Ryan Vercruysse on June 25th, 2019.

Tier 1: Referral System that documents classroom behavior.

1. Discipline Data (Swis)
2. School Wide Expectations
3. Effective and Manageable Classroom Management Expectations
4. MTSS Behavior Team
5. Discipline Management System that is used by 100 % of Staff Members
6. Student does not Return to Class without Conference / Consequence
7. Behavior Management Systems that addresses 90% of major referrals
8. Communication for all members of the educational community

### **Interventions:**

- A. Detention / Spartan Refocus / Saturday School / Community Service / 300 Virtues of a Spartan/ Restorative Practices / Suspension.
- B. Administrative Support for Teacher Classroom Rules and Expectations
- C. Student / Teacher / Parent Conference
- D. Incentive Program
- E. Athlete Committed
- F. Spartan Success
- G. Student Study Teams
- H. Drug and Alcohol Services / Empower Tehama / Diversion Programs
- I. Counseling Services / Reviewing Student Service Plans / Contact with the School Resource Officer

**Tier 2 : Data that tracks and evaluates the response to multiple interventions in regards to student behavior.**

1. Check In / Check Out Report ( Student Behavior + Social and Academic Outcomes) (Point System) (Track Intervention)
2. Response to Intervention and Data
3. Behavior Plans (Consequence and Support Plan)
4. Intensive Review of Student Behavior and Social / Academic Progress
5. Not for every student ( only 11% of student population)
6. Mr. Vercruyse will meet with the teacher, students and parents on a consistent basis.


**Interventions:**

- A. CICO
- B. Behavior Plans / SST's
- C. Consistent and Meaningful Student Behavior Conferences (Reviewed by Admin and Teacher)
- D. Program Placement Based on Data
- E. Class Schedule Change / Class Pass Intervention
- F. Counseling Services
- G. Reviewing Student Services Plans
- H. Spartan Success / Spartan Refocus
- I. 300 Virtues of a Spartan
- J. Peer Court
- K. Programs and Services offered through Tehama County Juvenile Probation
- L. Reach / Salisbury / Change of Placement
- M. Suspension ( Violation of CA Ed Code 48900's)
- N. Frosh Program

**High level of trauma / multiple behavior / social / emotional concerns assessed by a Student Study Team. All levels of intervention have been applied for the behavior management program.**

**Interventions and Program Review for Student Services**

1. Suspension / Recommendation for Expulsion
2. REACH / Salisbury / Change of Placement
3. Law Enforcement Contact with Student (Juvenile Probation )
4. Extensive Review of Behavior / Academic / Social Progress while attending RBHS
5. Intensive and Timely for Student Intervention. (Admin Review) (Program Change) (Supports for Success)

 **Tertiary (FEW)**  
- Reduced complications, intensity, severity of current cases

 **Secondary (SOME)**  
- Reduce current cases of problem behavior

 **Primary (ALL)**  
- Reduce new cases of problem behavior



Positive Behavior Intervention Supports. (2019). PBIS Triangle Template. Retrieved from PBIS.org

Red Bluff High School

**Notification for teachers: Education code 49079**

Teacher Name:

Date received:

Notified by:

**Education code 49079**

The following student has engaged in, or is reasonably suspected to have engaged in any of the acts described in the following. Any information received by the teacher regarding the following discipline information shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher

1. Edcode 48900.2
2. Edcode 48900.3
3. Edcode 48900.4
4. Edcode 48900.7

The following student (ID) \_\_\_\_\_

If you have any questions and or concerns, please feel free to contact me.

Ryan Vercruysse: Associate Principal

[rvercruy@rbhsd.org](mailto:rvercruy@rbhsd.org)

530 529 8715