

# **WEED ELEMENTARY SCHOOL**

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**JON RAY, PRINCIPAL**

# **Comprehensive School Safety Plan**

# WEED UNION ELEMENTARY SCHOOL DISTRICT

575 White Avenue • Weed • (530)938-6103

JON RAY, SUPERINTENDENT

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# 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 Weed Union Elementary 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>SUDDEN SHAKING</p> <p>VIOLENT CRASH OR EXPLOSION</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><u>If evacuating:</u></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</li> </ul>	 <p><b>EARTHQUAKE EXPLOSION</b></p>
<p>WHEN YOU HEAR</p> <p>FIRE ALARM</p> <p>OR</p> <p>ANNOUNCEMENT</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>EVACUATION</b></p>
<p>WHEN YOU HEAR</p> <p>“LOCKDOWN”</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>LOCK DOWN</b></p>
<p>WHEN YOU HEAR</p> <p>“SHELTER-IN-PLACE”</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> </ul> <p><i>Changes will be communicated.</i></p> <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>SHELTER IN PLACE</b></p>
<p>WHEN YOU HEAR</p> <p>“ALL CLEAR”</p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Return to regular schedule.</li> </ul>	 <p><b>ALL CLEAR</b></p>



## EMERGENCY ACTION PLANS

## ACTIONS

**ADAPTATIONS FOR ROUTINE AND EMERGENCY DISASTER PROCEDURES FRO DISABLED STUDENTS**

**PROCEDURE FOR ALLOWING A PUBLIC AGENCY SUCH AS RED CROSS TO USE FACILITIES IN AN  
EMERGENCY**

## **PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS STUDENTS**

## LOCKDOWN PROCEDURES

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

In the event of an emergency situation, the staff member that initiates A.L.I.C.E. will:

1. Call 9-1-1.
2. Initiate A.L.I.C.E. with real time information
3. Evacuate nearby students to nearest safe location.

At this point the Site Incident Command Post, Principal or Designee will:

1. Contact emergency personnel on and off site.
2. Principal or designee will continue to give staff real time information regarding the emergency.
3. If emergency is away from campus, principal or designee may modify A.L.I.C.E. to allow teachers to continue their regular school activities within the building.
4. Be prepared to evacuate to a safer location.
5. Stay in control of all site activities until emergency personnel arrive.

STAFF IS TO NEVER LEAVE THE BUILDING ON A FIRE ALARM

Staff will carry out some or all of following of A.L.I.C.E. depending on the event:

### ALERT:

Initial Alert may be a gunshot, intruder, etc  
PA Announcement (Any staff)  
Avoid Code words

### LOCKDOWN:

If evacuation is not a safe option  
Barricade entry points with anything and everything  
Prepare to Evacuate or Counter if needed

### INFORM:

Communicate real time information on intruder location  
Use clear and direct language using any communication means possible

### COUNTER:

Last resort-distract shooters ability to shoot accurately  
Move toward exit while making noise, throwing objects  
Adults swarm shooter

### EVACUATE:

Run from danger when safe to do so  
Use non traditional exits if necessary  
Go to Rally points

\*\*\*NOT DESIGNATED TO BE SEQUENTIAL



After Emergency:

1. At the direction of the superintendent, principal or designee will deactivate A.L.I.C.E. by announcing "All Clear". Teachers will not release students until "All Clear" is heard.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report, which will be provided by principal or designee.

Important! In violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or S.W.A.T. members whose weapons will be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to a law enforcement evacuation.

## CAMPUS DISORDER

A campus disorder may be any unsafe, suspicious or out of control event that disrupts on or near a school site. Examples are: a group of individuals gathering nearby in a threatening manner; a fight that erupts on or near campus; or a criminal act that occurs near a school. Any time anyone suspects a person to be in possession of a firearm, pieces of a firearm or ammunition, or is witness to a shooting immediately:

In the event of an emergency situation, the staff member that initiates A.L.I.C.E. will:

1. Call 9-1-1.
2. Initiate A.L.I.C.E. with real time information
3. Evacuate nearby students to nearest safe location.

At this point the Site Incident Command Post, Principal or Designee will:

1. Contact emergency personnel on and off site.
2. Principal or designee will continue to give staff real time information regarding the emergency.
3. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
4. Be prepared to evacuate to a safer location.
5. Stay in control of all site activities until emergency personnel arrive
6. Stay in control of school activities until emergency personnel arrive.

Staff will follow ALICE procedures:

### ALERT:

Initial Alert may be a gunshot  
PA Announcement (Any staff)  
Avoid Code words

### LOCKDOWN:

If evacuation is not a safe option  
Barricade entry points with anything and everything  
Prepare to Evacuate or Counter if needed

### INFORM:

Communicate real time information on intruder location  
Use clear and direct language using any communication means possible

### COUNTER:

Last resort-distract shooters ability to shoot accurately  
Move toward exit while making noise, throwing objects  
Adults swarm shooter

### EVACUATE:

Run from danger when safe to do so  
Use non traditional exits if necessary  
Go to Rally points

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After Emergency:

1. At the direction of the superintendent, principal or designee will deactivate A.L.I.C.E. by announcing "All Clear".

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

## FIREARM/SHOOTING

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

In the event of an emergency situation, the staff member that initiates A.L.I.C.E. will:

1. Call 9-1-1.
2. Initiate A.L.I.C.E. with real time information
3. Evacuate nearby students to nearest safe location.

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2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.

4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

## HOSTAGE/BARRICADED SUBJECT

If you are the witness to a suspected hostage-taking or barricaded subject:

1. Call 9-1-1.
2. Initiate ALICE with real time information
3. Evacuate nearby students to nearest safe location.

At this point the Site Incident Command Post, Principal or Designee will:

1. Contact emergency personnel on and off site.
2. Principal or designee will continue to give staff real time information regarding the emergency.
3. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
4. Be prepared to evacuate to a safer location.
5. Stay in control of all site activities until emergency personnel arrive
6. Stay in control of school activities until emergency personnel arrive.

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5. Be prepared to provide input to After Action Report that will be provided by principal or designee.



## THREATENING INTRUDER

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

In the event of an emergency situation, the staff member that initiates ALICE should not approach or question the suspect but should immediately:

1. Call 9-1-1.
2. Initiate A.L.I.C.E. with real time information
3. Evacuate nearby students to nearest safe location.

At this point the Site Incident Command Post, Principal or Designee will:

1. Contact emergency personnel on and off site.
2. Principal or designee will continue to give staff real time information regarding the emergency.
3. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
4. Be prepared to evacuate to a safer location.
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After Emergency:

1. At the direction of the superintendent, principal or designee will deactivate A.L.I.C.E. by announcing "All Clear".
2. Students may return to regular schedule.



3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

## **SHELTER IN PLACE PROCEDURES**

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

Upon notification the Principal or Designee will:

1. Notify teachers and staff of Shelter In Place.
2. Contact emergency personnel, as needed.
3. Implement portions of the Incident Command Team to address current situation (such as turning off HVAC (air handling) systems, check for safe evacuation routes, etc.)
4. Consider evacuating students to nearest safe location.
5. Control all site activities until further help arrives.

Staff will If outside, move students to classrooms or nearest safe area and do not evacuate if a fire alarm is heard.

1. Follow procedures for Drop, Cover and Hold and Shelter In Place: (Avoid cafeterias, auditoriums, gymnasiums and other structures with large roof spans).
2. If unable to reach a safe building, escort students to any slope in the landscape, and instruct them to "Drop, Cover and Hold".
3. If able to reach a safe building, assemble inside corridors and hallways.
4. Close windows, doors, blinds, and curtains.
5. Instruct students to "Drop, Cover, and Hold" crouching against an inside wall; instruct students to cover their head; close eyes tightly, use any available furniture as protection against falling objects.
6. Instruct students to stay away from windows and doors.
7. If dust is entering through the window cracks or between the door jams, consider using the shirts, jackets, etc. to block entry.
8. When secure tape GREEN or RED sign in window to communicate to outside emergency personnel.
9. Follow any instructions given by principal or designee regarding evacuation.
10. Wear orange or yellow vest to signal status of classroom
11. If Sheltering In Place report any missing, injured or extra students.

After Emergency:

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

## 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.

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

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

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

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad, etc.
3. Instruct employees to minimize strenuous physical activity.
4. Cancel any events requiring the use of vehicles.
5. Urge staff and students to minimize the use of vehicles.

## BIOLOGICAL/CHEMICAL THREAT

### During Emergency

If anyone receives a suspicious letter or package with one or more of the following characteristics:

- Has no return address or one that cannot be verified as legitimate;
- Is of unusual weight given the size of the letter/package;
- Is oddly shaped;
- Has been marked with "Personal" or "Confidential" notations;
- Has a strange odor, stain, leaks, or fine powder on the outside of the letter or package;
- Has a visible protruding wire or aluminum foil;
- Shows a city or state in the postmark that doesn't match the return address;
- Is marked with threatening language;
- Has excessive postage or packing material, such as masking tape and string;
- Has misspellings of common words;
- Is not addressed to a specific person.

Follow these directions:

1. Notify main office.
2. Do not open the letter/package.
3. If letter/package is open or torn do not touch, smell or taste the substance.
4. If you have handled the letter/package wash your hands, arms, and any exposed parts of your body with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door and place GREEN or RED (from Integrated Crisis Station (ICS) signal on door.

Principal or Designee will:

1. Activate Site Incident Command Post, who will:
2. Call 9-1-1 (Fire/HazMat).
3. Keep area isolated until emergency unit arrives.
4. With advice of District Emergency Operations Center, consider Shelter In Place or need for evacuation.
5. Stay in control of all school activities until emergency personnel arrive.

Staff will:

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

After Emergency:

1. Emergency personnel will contact Health Department and contents of the package will be examined for biological agents.
2. Persons affected shall stay isolated and wait to receive medical and decontamination assistance.
3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the superintendent, principal or designee will announce an "All Clear".
5. Students may return to regular schedule.

6. If student release is necessary, follow release plan.
7. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee.

## CHEMICAL SPILL/TOXIC EMISSIONS

Incidents involving hazardous materials can occur as a result of a chemical spill (on a nearby highway or airway) or as a result of combining chemicals in a lab. If a chemical spill or toxic emission occurs in a classroom or school building, immediately:

1. Notify main office-office will assess the situation and if necessary call 911
2. Close doors and all windows and shut off ventilation.
3. Evacuate to nearest safe location.
4. Principal will: (For small spills or emissions) Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area. (For large spills or emissions) Order a Shelter-In-Place.
5. Shut off air handling system and ventilation.
6. Before evacuating, check air quality, evacuation routes and assembly areas for safety. (It is recommended to seek advice from professionals before evacuating students into the open air).
7. Communicate with staff

Staff will:

1. Shelter In Place and wait for principal's or designee direction to evacuate as directed by emergency response personnel.
2. Turn off air handling system and cover vents with emergency blankets, using double sided tape. This will impede the gaseous air from entering the room.
3. If air quality is extremely compromised, provide a wet cloth or towel and instruct students to place it over the nose and mouth. Instruct students to breathe in short, quick shallow breaths.
4. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
5. If directed to evacuate, follow procedures
6. Wear orange or yellow vest to indicate classroom status; Be ready to report any missing, extra or injured students.
7. If evacuating or Sheltering In Place utilize GREEN or RED signals. If evacuating hang signal on door; if sheltering-in tape to inside of window.

After Emergency:

1. At the direction of the superintendent, principal or designee will deactivate event by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

## SEVERE WIND/WEATHER

When severe winds occur, Principal or Designee will immediately:

1. Principal or designee will address hazards on site such as broken windows, fallen power lines or trees.
2. Activate Shelter In Place.
3. Evacuate any classrooms that are bearing full force of wind to nearest safe location.
4. Notify utility companies of any break or suspected break in utility lines.

Staff will:

1. Follow procedures for Drop, Cover and Hold and Shelter In Place: (Avoid cafeterias, auditoriums, gymnasiums and other structures with large roof spans).
2. If unable to reach a safe building, escort students to any slope in the landscape, and instruct them to "Drop, Cover and Hold".
3. If able to reach a safe building, assemble inside corridors and hallways.
4. Close windows, doors, blinds, and curtains.
5. Instruct students to "Drop, Cover, and Hold" crouching against an inside wall; instruct students to cover their head; close eyes tightly, use any available furniture as protection against falling objects.
6. Instruct students to stay away from windows and doors.
7. If dust is entering through the window cracks or between the door jams, consider using the shirts, jackets, etc. to block entry.
8. When secure tape GREEN or RED sign in window to communicate to outside emergency personnel.
9. Follow any instructions given by principal or designee regarding evacuation.
10. Wear orange or yellow vest to signal status of classroom
11. If Sheltering In Place report any missing, injured or extra students.

If students are on a bus: Driver is instructed to pull bus off the road or park under underpass.

After Emergency:

1. Buildings will be inspected for damage prior to re-occupancy.
2. At the direction of the superintendent, principal or designee will deactivate event by announcing "All Clear".
3. Students may return to regular schedule.
4. If student release is necessary, follow plan.
5. Be prepared to provide input to After Action Report that will be provided by the principal or designee.

## STINGING INSECTS

If you are the witness to a beehive or swarm of stinging insects on campus:

1. Notify main office.
2. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Initiate Shelter In Place.
2. Call 9-1-1, if necessary.
3. Be prepared to evacuate students and staff to safer locations.
4. Stay in control of all site activities until the arrival of emergency personnel.

Staff will:

1. If outside, move students to nearest safe location.
2. Follow Shelter In Place procedures.
3. Instruct students not to get up and move about the room.
4. Close windows, window coverings and doors.
5. Check students and staff for insect stings. Apply first aid; obtain immediate help if severe allergic reactions occur.
6. When classroom is secure and students have been accounted, place the appropriate GREEN or RED signal in a predetermined window.
7. When able, report any missing or extra students.
8. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able, initiate extra duties as assigned.

All Staff – If an actual attack of stinging insects occurs and students are in the yard:

1. Instruct students to cover their heads with their jacket, shirt, etc. and run to the nearest school building.
2. Do not swat at the insects!
3. When inside a building assist students and staff who have been stung with first aid; immediately notify main office (Incident Command Post) of severe allergic reactions and obtain medical help

After Emergency:

1. At the direction of the superintendent, principal or designee will announce "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee.



## UTILITY FAILURE/TEMPERATURE STRESS

When any utility fails a variety of consequences can result, such as power outages that cause extreme heat or cold. If prolonged power outages take place for more than one hour, students may be at risk. Classrooms should be maintained at a level that is not less than 65° F and not more than 85° F. A natural gas or propane leak, no matter how small, should be treated as a potential explosion hazard. Leaks are typically detected by smelling a strong odor associated with natural gas or propane.

When electricity fails, Principal or Designee will:

1. Call Utility Company to report outage; determine when the power will be restored.
2. Implement portions of the Incident Command Team to assist with items such as student care and distribution of long-term supplies.
3. If Evacuation or Shelter In Place is necessary follow plans; guide teachers using megaphone or personally notify room-by-room.

If a gas/propane leak is reported, Principal or Designee will:

1. Notify Utility Company.
2. Shut off main gas line.
3. Determine necessity of evacuation or Shelter In Place.
4. Activate Shelter In Place or evacuation.
5. If evacuating, guide teacher through alternate evacuation routes, if necessary.

For temperatures rising above 85° F teachers will follow procedures for Shelter in Place:

1. Close all window coverings and open all interior classroom and office doors for ventilation.
2. If there are no window coverings, consider using emergency blankets and double-sided tape as insulation in the windows.
3. Monitor physical activities.
4. Use water and ice sparingly.
5. When able, check status of “buddy”.
6. When able, report any missing or extra students.
7. When able, initiate extra duties as assigned.

If directed to evacuate follow procedures:

1. Wear orange or yellow vest to signal status of classroom and be ready to report any missing, extra or injured students.
2. When able initiate extra duties as assigned.

For temperatures below 65° F teachers will:

1. Close all window coverings and doors to retain heat.
2. Instruct students to wear available sweaters, sweatshirts, jackets, etc.
3. Instruct students to gather into small groups and use clothing as extra insulation.
4. Consider organizing classroom activities requiring body movement.
5. Follow directions given by the principal or designee.

After Emergency

1. Facilities and Maintenance Departments (with cooperation of County and City Utility Companies) will inspect all gas, electrical and telecommunications systems to ensure they are in proper working order.
2. Principal or designee will notify teachers when power is restored or odor of gas is rectified.
3. Students may return to normal schedule
4. If student release is necessary, follow release plan.

## EVACUATION PROCEDURES

Evacuating from a classroom, building or play area is not a routine decision. If there is sudden shaking or an explosion, the teacher must immediately direct students to “drop, cover, and hold”. Evacuation begins only after the principal and teacher have determined that it is safe to proceed to an assembly area. Signals and/or directions given by the principal to the teacher must be followed. In the event the principal is unable to direct the teacher, the teacher must evaluate all evacuation routes carefully before proceeding.

Principal or Designee will immediately:

1. If necessary, confirm incident.
2. Call to 9-1-1.
3. Check assembly areas (playground, field) for safety; decide on main or alternate assembly area.
4. Check evacuation routes for safety and determine safest routes for students. (Lobis Field or behind Post Office) Rally Points (Catholic Church or Museum)
5. Stay in control of all site activities until the arrival of emergency personnel.
6. When classrooms have reported to the assembly area, visually assess status of groups by locating teachers wearing yellow vests.

Upon first indication of disturbance, Staff will:

1. If outside, “drop, cover, and hold”, if necessary.
2. When safe, evacuate students to nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
3. If inside classroom or building, check first for safest evacuation route. Look for fallen trees, down power lines, fires, damaged buildings, interrupted walkways, etc. Alternate routes may be necessary.
4. When evacuating, close door after students have cleared out; do not lock door. Place GREEN or RED sign on door handle. “GREEN” signifies you have all students with you; “RED” signifies any abnormality, such as an injured or missing student.
5. When evacuating, it may be necessary to leave an injured or missing student behind. Hold GREEN or RED sign to signal classroom status to Incident Command Post.
6. In all instances of evacuation be ready to report any missing, injured or extra students.
7. Some teachers may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

## **DROP, COVER & HOLD AND PROCEDURES**

This exercise is most widely practiced in the event of a natural disaster such as an earthquake and most of the following references are made with that in mind. However, when any sudden disturbance or disruption occurs (such as a fire or explosion) threatening the safety of students, this exercise is most effective.

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

If you are in a classroom:

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

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

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

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

If you are outside:

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

## AIRCRAFT ACCIDENT

If you are witness to an airplane accident:

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

When accident occurs, Principal or Designee will immediately:

1. Call 9-1-1.
2. Assemble a team that may be able to assist with small fires or injuries.
3. Check evacuation routes for safety.
4. Consider evacuation of staff and students using safest evacuation route.
5. Stay in control of all site activities until the arrival of emergency personnel.

Staff will:

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

After Emergency:

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

## BOMB THREAT

If a threat is received by telephone:

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

If a written threat is received:

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

The Principal or Designee will:

1. Will contact the fire and police departments.
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
4. Caution staff against picking up or touching any strange objects or packages.
5. Determine (with the district administrator) to:
6. Conduct a search, using police and fire departments, bomb squad and other support units.
7. Evacuate students during search.
8. Instruct students to leave belongings in classroom.
9. If evacuation is necessary caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers, eaves of buildings, etc.

Staff will:

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

- A back pack that is ticking;
  - A troubled student has left a backpack in the room and hasn't been seen for a while.
7. Wear orange or yellow vest and be ready to report missing, extra or injured students.
  8. When able, initiate extra duties as assigned.

After Emergency:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow release plan.
4. Preserve Bomb Threat Checklist as part of the After Action Report (provided by principal or designee.)

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

## EARTHQUAKE

A sizeable Earthquake will cause a district-wide disturbance. All employees will become part of an integral plan to ensure the safety of everyone. The following guideline begins at the district level to demonstrate how each level will respond in the event of a district-wide catastrophic event. These procedures emphasize the importance of uniform communication at all levels. Schools should plan operating on their own for at least 72 hours.

At first indication of ground movement, all staff will:

1. Drop, Cover and Hold
2. The District Emergency Operations Director will determine the appropriate level of activation based on current situation and begin communication with the Site Incident Commander(s).
3. The superintendent will initiate the Emergency Operations Center (EOC) who will:
  - a. Establish communication with the state, county, or regional Emergency Operation Centers.
  - b. Begin communication with resources to mobilize equipment and supplies.
  - c. After the situation is assessed an Incident Action Plan will be developed and management from all teams will begin.

The Site Principal or Designee will:

1. If able call 9-1-1 to report immediate damage.
2. Contact the District Emergency Operations Center to establish communication.
3. Begin assembling teams at the Incident Command Post.
4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

Staff and Teachers (in the classroom) will:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command (such as "drop") that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. If no cover is available, instruct students to crouch against an inside wall; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects; cover head with arms.
5. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!
8. Following ground movement, check for injuries.
9. Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
10. If evacuating wear orange or yellow vest; be ready to report missing, injured or extra students.
11. Plan to use alternate routes to assembly area.
12. Do not attempt to move an injured person unless in immediate danger.
13. Do not use matches or lighters, light fires, or operate electrical switches, as there may be gas leaks.
14. When able, initiate extra duties as assigned.

Teachers and Staff (within the building):

1. At the first indication of ground movement, DROP to the ground. This movement should be activated by a simple command (such as "drop") that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.

4. If no cover is available, instruct students to crouch against an inside wall; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects; cover head with arms.
5. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during Aftershocks.
7. If evacuating wear orange or yellow vest; be ready to report missing, injured or extra students.
8. Plan to use alternate routes to assembly area- Gym if available
9. Do not attempt to move an injured person unless in immediate danger.

If outside the building:

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Lie flat, face down; close eyes tightly. Wait for aftershocks to subside before Standing.
2. Do not re-enter buildings until it is determined safe.
3. Move to nearest safe assembly area.
4. When able, report students in your care.
5. When able, report any injuries.

After Emergency

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



## **FLOOD**

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

1. Assemble a Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
2. Listen to news.
3. Determine need and ability to evacuate staff and students.
4. Check evacuation routes for safety.
5. Cancel all scheduled outside events.
6. Stay in control of all site activities.

Staff will:

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

After Emergency:

1. If buildings have flooded they must be inspected before occupancy.
2. At the direction of the superintendent, principal or designee will deactivate event by announcing "All Clear".
3. Students may return to regular schedule.
4. If student release is necessary, follow release plan.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

## **FIRE/EXPLOSION**

If a fire or explosion occurs:

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

The Principal or Designee will:

1. Contact the fire department/9-1-1 for assistance.
2. Assemble a team that can assist in small fires, immediate medical issues and safe evacuation routes.
3. If evacuation is necessary, check for safest route.
4. Caution should be taken to maintain a safe upwind position away from the fire.
5. If fire alarm is used, verify situation with the fire department.
6. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Staff will:

1. Do not leave the building if you hear the fire alarm
2. If there is a fire-first you will hear an announcement with specific instructions- then possibly a fire alarm
3. Proceed to your spot on the playground using the safest route possible and wait for instruction
4. All staff wear your safety vests
5. Count to ensure you have all your students
6. Hold up Green if all present and accounted for
7. Hold up Red if you are missing anyone
8. If we need to evacuate move quickly and safely- 1st evacuation sight (Son's Park in the gates---2nd Behind Post Office)  
You will be given instructions

After Emergency

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the superintendent.
3. If student release is determined, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

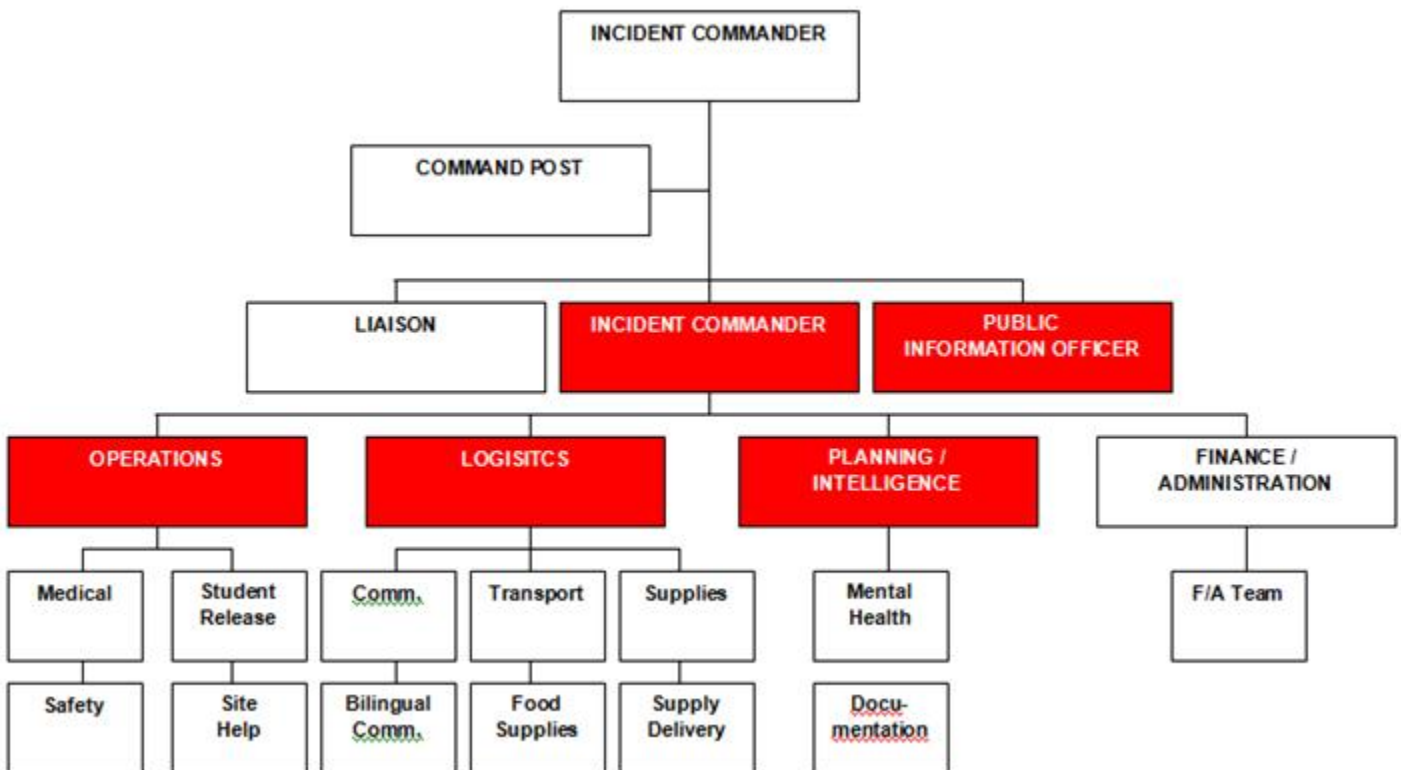
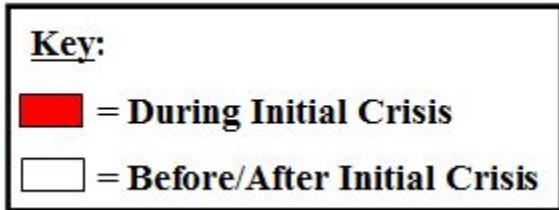
## PANDEMIC

## **School Evacuation Map for Weed Elementary School**

Insert as Attachment

## Incident Command System Structure

District Assignments:



**School Assignments:**

## 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)938-6103
Fire Department	(530) 938-5030
Local Police Department	(530) 938-5000
Sheriff Department	(530) 841-2900
Hospital	(530) 926-6111
Nearest Emergency Assistance	911
California Highway Patrol	(530) 926-2627
English Radio Station: <i>KSYC 103.9 FM</i>	(530) 842-4158
Spanish Radio Station: <i>Weed Elementary School Web Page:</i> <a href="http://www.weedelementaryschool.com/cms/page_view?d=x&amp;piid=&amp;vpid=1315636133776">http://www.weedelementaryschool.com/cms/page_view?d=x&amp;piid=&amp;vpid=1315636133776</a>	
Clergy/Counselor: <i>Holy Family Catholic Church</i>	(530) 938-2076
Electric Company <i>Pacific Power &amp; Light Co</i>	(888) 221-7070
Water <i>Weed City Hall</i>	(530) 938-5020
The Gas Company	
The American Red Cross	(530) 842-4476

## 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:

**KSYC 103.9 FM**

<b>Weed</b>	<b>Elementary</b>	<b>School</b>	<b>Web</b>	<b>Page:</b>
<a href="http://www.weedelementaryschool.com/cms/page_view?d=x&amp;piid=&amp;vpid=1315636133776">http://www.weedelementaryschool.com/cms/page_view?d=x&amp;piid=&amp;vpid=1315636133776</a>				

#### **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 (530) 842-4476 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 cierra 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.

**Weed Elementary School Web Page:** [http://www.weedelementaryschool.com/cms/page\\_view?d=x&piid=&vpid=1315636133776](http://www.weedelementaryschool.com/cms/page_view?d=x&piid=&vpid=1315636133776)

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: **KSYC 103.9 FM** de las noticias y .

### **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 (530) 842-4476 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 CHECKLIST**

If you receive a bomb threat by telephone, more than likely you will not have this checklist by your side. Please read thoroughly to familiarize yourself with the things you will be asked to identify and verify after the threat is received.

Call Received by: \_\_\_\_\_  
Time: \_\_\_\_\_  
Date: \_\_\_\_\_

**ASK THESE QUESTIONS**

Where is the bomb? \_\_\_\_\_  
What kind of bomb is it? \_\_\_\_\_  
When will it go off? \_\_\_\_\_  
What size is the bomb? \_\_\_\_\_  
Why are you doing this? \_\_\_\_\_

**EVALUATE THE VOICE OF THE CALLER**

\_\_\_\_\_ Man  
\_\_\_\_\_ Woman  
\_\_\_\_\_ Boy  
\_\_\_\_\_ Intoxicated/Drugged  
\_\_\_\_\_ Speech Impediment  
\_\_\_\_\_ Girl  
Ethnic Characteristics (Accent, Dialect) \_\_\_\_\_  
Other \_\_\_\_\_

**LISTEN FOR BACKGROUND NOISE**

\_\_\_\_\_ Music – What kind? \_\_\_\_\_  
\_\_\_\_\_ Machinery – What kind? \_\_\_\_\_  
\_\_\_\_\_ TV/Radio \_\_\_\_\_  
\_\_\_\_\_ Weather (Wind, Rain) \_\_\_\_\_  
\_\_\_\_\_ Street Noise – What kind? \_\_\_\_\_  
\_\_\_\_\_ Office Noise – Typing/Telephones, etc. \_\_\_\_\_  
\_\_\_\_\_ Babies/Children \_\_\_\_\_  
\_\_\_\_\_ People Talking in Background \_\_\_\_\_  
\_\_\_\_\_ Airplane \_\_\_\_\_  
\_\_\_\_\_ Other \_\_\_\_\_

**EXACT WORDING OR PHRASES USED BY CALLER**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**BUILDING AND SITE HAZARD ASSESSMENT:**

**BUILDING AND SITE HAZARD ASSESSMENT**

Instructions: This checklist can be used by administrators, teachers, or staff to assess hazardous conditions that require mitigation. Inspect every room, including shop areas, custodian's closets, storage areas, and the gymnasium. Use your site map for easy identification. It may be helpful to ask your local fire department to send an inspector to complete the assessment with you. Use the information gathered during the hazard assessment to determine the scope of hazards throughout the school and develop a plan to reduce them.

Date: \_\_\_\_\_

Name of School: \_\_\_\_\_

Performed by: \_\_\_\_\_

<p>Toxic, corrosive and flammable materials not stored to withstand falling and breaking (Note: Be sure to check for cleaning compounds, art supplies, chemistry and science materials, swimming pool chemicals, etc.</p>	<p>Comments:</p>
<p>Hazardous materials located in areas that do not have warning signs.</p>	<p>Location by Building/Rooms Nos.</p>
<p>Unsecured appliances (e.g. water heaters, space heaters, toaster ovens, microwave ovens, etc.</p>	<p>Location by Building/Rooms Nos.</p>
<p>Unsecured fire extinguishers or fire extinguishers that require recharging.</p>	<p>Location by Building/Rooms Nos.</p>

**BUILDING AND SITE HAZARD ASSESSMENT**

Page Two

<p>Playground:</p> <ul style="list-style-type: none"><li>- Equipment in need of repair</li><li>- Rocks or other material that could cause injury</li><li>- Fences in need of repair</li><li>- Exposed nails, screws, or bolts</li><li>- Other</li></ul>	<p>List Details Here:</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>										
<p>School Grounds:</p> <ul style="list-style-type: none"><li>- Electric wires</li><li>- Gasoline or propane tanks</li><li>- Natural gas lines</li><li>- Fences in need of repair</li><li>Other</li></ul>	<p>List Details Here:</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>										
<p>Interferences to Evacuation Routes (Fencing, Locked Gates, Landscape)</p>	<p>List Details Here:</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>										
<p>Other Hazards Not Listed:</p>	<p>List Details Here:</p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>										

CLASSROOM HAZARD INSPECTION:

**CLASSROOM HAZARD INSPECTION**

DATE	TEACHER	GRADE	ROOM NUMBER

**CHECK FOR ALL ITEMS:**

	Unsecured Bookcases Four Feet or Taller
	Free Standing Cabinets
	Unsecured 4-Drawer File Cabinets
	Unsecured TV Monitor
	Unsecured Aquarium(s)
	Unsecured Wall Shelves/Hanging Plants
	Unsecured TV Monitors on Wheeled Cart or Platform
	Unsecured Heavy Objects on High Shelves
	Extension Cords Laying Across the Floor (when not in use)
	Uninspected Fire Extinguishers (check monthly)
	Chemicals In Classrooms (school-approved cleaners should be labeled and have MSDS forms in office binder)
	Other Identified Hazards

**Notes of Interest**


Please return completed inspection form to Principal's office.

**STUDENT RELEASE AUTHORIZATION FORM:**

**STUDENT RELEASE AUTHORIZATION FORM**

Instructions: Please ask Parent(s) of students to complete the following:

**We request the following students (LIST NAMES):**

1-	2-
3-	4-
5-	6-

be released to me/us

\_\_\_\_\_  
(Print Your Name(s))

\_\_\_\_\_  
Relationship to Student

Our Intended Destination Is

\_\_\_\_\_  
(Location, Including Address)

Requestor Signature: \_\_\_\_\_

-----  
TEACHERS NOTES: Student is \_\_\_\_\_ Absent \_\_\_\_\_ Receiving First Aid \_\_\_\_\_ Missing \_\_\_\_\_

\_\_\_\_\_  
Teachers Signature

-----  
**TO BE COMPLETED BY STUDENT RELEASE TEAM**

Student Name \_\_\_\_\_

The above named student(s) was released to a person(s) named on the student Emergency Card.

The above named student(s) was released to a person(s) not listed on the student Emergency Card.  
Student(s) knew the person requesting the release.

Date of Release \_\_\_\_\_

Time of Release \_\_\_\_\_







# CURRICULUM THAT EMPHASIZES PREVENTION AND ALTERNATIVES TO VIOLENCE

## Character Counts!

*Character Counts!*<sup>sm</sup> 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!*<sup>sm</sup> 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

Weed Union Elementary 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 530-841-4200**

### 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**

2060 Campus Drive, Yreka CA 96097

# 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 or 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

## Weed Union Elementary 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

# Weed Union Elementary School District DRESS CODE

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

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

# PARENT INVOLVEMENT STRATEGIES



# SCHOOL DISCIPLINE

# HATE CRIME REPORTING PROCEDURES

# CURRENT STATUS OF SCHOOL CRIME

# CALIFORNIA HEALTHY KIDS SURVEY