



YOLO COUNTY BOARD OF EDUCATION REGULAR BOARD MEETING

01/11/2022 03:30 PM

Yolo County Office of Education - 1280 Santa Anita Court, Suite 120, Woodland, CA
95776

and ZOOM Video Webinar
Open Session - 3:30 PM

AGENDA

The Yolo County Office of Education's vision is to be a *model of excellence in educational service, innovation, and impact.*



Scan the above QR code with your phone to view this meeting agenda on your phone.

BOARD MEMBERS

Melissa Moreno, President
Tico Zendejas, Vice President
Carol Souza
Shelton Yip

This meeting is being agendized to allow Board members, staff and the public to participate in a hybrid meeting via in-person and by teleconference, pursuant to Government Code section 54953(e)(1) (as amended by Assembly Bill 361). If attendees join the meeting in person, please adhere to the COVID-19 state mandated guidance which includes social distancing and wearing masks.

Teleconference options to join Zoom meeting:

<https://ycoe.zoom.us/j/97637728971>

Or One tap mobile :

US: +16699006833,,97637728971# or +13462487799,,97637728971#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099

Webinar ID: 976 3772 8971

Further instructions on how to submit your public comments can be found in the *Public Comment* section of this agenda.

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This item is placed on the agenda for the purpose of providing visitors the opportunity to address the Board on any item(s) of business that does not appear on the formal agenda.


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- *You may also make public comment online by google form:*

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These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion unless a Trustee or citizen requests that an item(s) be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items:

Approval of Minutes:

- a. December 14, 2021 Regular Meeting
- b. TCCs
- c. Renew authorization for remote (teleconference/videoconference) meetings by finding, pursuant to Assembly Bill 361, that (a) the COVID-19 pandemic state of emergency is ongoing, and (b) local officials continue to recommend measures to promote social distancing.

- 4. A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response and Initial Proposal of the California School Employees Association (CSEA), Yolo County Chapter #639** 31

- 5. A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response and Initial Proposal of the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Certificated Unit.** 32

- 6. A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response and Initial Proposal to the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Classified Unit.** 33





- 7. A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response and Initial Proposal to the Yolo Education Association (YEA)** 34

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Staff recommends approval of Resolution #21-22/25 African American History Month - February 2022

 - 2. RESOLUTION #21-22/26 Career Technical Education Month - February 2022  39
Staff recommends approval of Resolution #21-22/26 Career Technical Education Month - February 2022

 - 3. Request to change the date of the Board Retreat meeting that is currently scheduled for March 4, 2022  42
Staff recommends that the Board discuss and reschedule the Board retreat meeting that currently is scheduled for Friday, March 4 at 9 a.m.

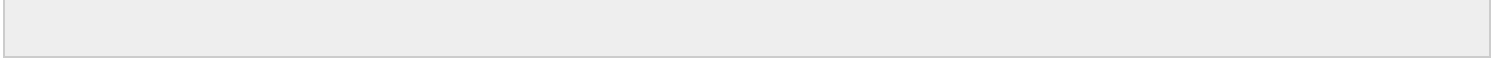
- 9. INFORMATION ITEMS** 44
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The following reports are being presented to the Board as information:	
a. Enrollment update - this is a standing report to the Board	
b. Program - this is a standing report to the Board	
c. Financial Reports - this is a standing report to the Board	
d. Policy Council Meeting Agenda - this is a standing report to the Board	
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Information only. No recommendation at this time.	
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AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS:

- Four calendar days prior to the meeting, a full Board packet is available for review at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. - 5 p.m., Monday through Friday - excluding County Office of Education holidays).
- Agenda documents distributed to the Board less than 72 hours before the meeting will be made available at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. - 5:00 p.m., Monday through Friday - excluding County Office of Education holidays). [Government Code section 54957.5]
- Board Agendas are posted outside the YCOE Administrative Office building at 1280 Santa Anita Court, Suite #100 and #120, in weather-protected glass cases.
- Four (4) calendar days prior to the meeting, a full Board packet is available for review on the Yolo County Office of Education website: www.ycoe.org
- The Yolo County Office of Education does not discriminate against persons with disabilities and is an accessible facility. Persons with disabilities who wish to attend this meeting and require assistance in order to participate should contact the Executive Assistant to the Superintendent at (530) 668-3702 at least 24 hours in advance of the meeting to make reasonable arrangements to ensure accessibility.

Language translation services and American Sign Language (ASL) interpreters will be provided with a minimum notice of three (3) business days prior to the meeting.





1. OPENING PROCEDURES



1. 1. Call to Order and Roll Call



1. 2. Pledge of Allegiance

1. 3. Approval of Agenda

Recommendation

Motion to Approve Agenda.

1. 4. Public Comment

Quick Summary / Abstract

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2. REPORTS

2. 1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s) 

Quick Summary / Abstract

- a. Board Reports
- b. Superintendent
 - i. Employee of the Month
- c. Superintendent's Advisory Team (SAT)
- d. Committees

Recommendation

For Information.

Supporting Documents



EMPLOYEE OF THE MONTH



Admin Services update 1.2022

****EMPLOYEE OF THE MONTH****

On behalf of the Superintendent's Advisory Team, it is my pleasure to
announce

Bridget Vaughan

as the Employee of the Month for January.

Bridget played an integral role while a short-handed
External Business Services Department served our districts and
YCOE departments. Her years of experience with YCOE was
invaluable.

She contributed in both a technical accounting way as well as providing
a calm and professional attitude throughout. Her dedication and
attitude, in my opinion, should be recognized. She is
an example of an employee we want to continue
with YCOE for years to come.

Congratulations!

**The Superintendent and Board of Education will be honoring this
employee at the upcoming Board Meeting
scheduled on Tuesday, January 11, at 3:30 at the YCOE Conference
Center.**

ADMINISTRATIVE SERVICES JANUARY 2022 UPDATES

Crissy Huey - Associate Superintendent, Administrative Services

External Business Services

Director, Veronica Moreno

- District and EBS staff are preparing for the processing of 2021 W-2s and 1099s
- EBS Director is reviewing the district's 2021-22 First Interim reports
- EBS and ITS staff have been updating our financial system in preparation for the calendar year transition

Internal Business Services

Director, Debra Hinely

- Working on the Second Interim report
- 2022-2023 Head Start budget development
- Processing 1099s
- Creating budgets to recently received monies
- Ongoing budget meetings with programs
- Training new staff on day-to-day processes

Support Operations Services

Director, Matthew Juchniewicz

- Work has begun to finish the ADA work required for the shade structures at Prairie.
- Assisted the Woodland United Methodist Church in repairing some irrigation issues at Woodland Central Center.
- Procurement and logistical issues have delayed the rollout of organics waste recycling.

Information & Technology Services

Director, Carl Fahle

- **YCOE & County Districts QCC Beta Testing Team Launch:** The data services group held their first QCC Beta Test User Group meeting last month outlining and initiating the process for testing and validating FIS (Financial Information System) updates. The current version, 1.69.0, includes changes for **year-end tax and ACA processing**, accounts payable, core financial, payroll, personnel, retirement, and position control.
- **InformedK12 Project Launch:** YCOE is moving forward with the implementation of **Informed K12**, a strategic plan aligned digital workflow system that will transition paper-based processes, records, and wet signatures to an online platform. Members of the Executive Planning Committee (EPC) will be evaluating and prioritizing agency business processes/forms migration monthly throughout the phase 1 deployment.
- **Mobile Device Management (MDM):** ITS staff have implemented a mobile device management system to centrally manage and support iOS devices (e.g., iPads). The MDM makes it possible to efficiently scale support for iPads in both instructional and business settings with functionality to remotely deploy apps, apply security and safety measures, and recover and repurpose devices. Importantly, apps will now be purchased and managed through the Apple Volume Purchasing Program utilizing the YCOE purchase order process.

2. 2. Associations (This Item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and public

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Supporting Documents



12-14-21 Minutes



TCC's December 2021 8 totals



Remote Meetings Resolution - Jan 2022

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: December 14, 2021
MINUTES

1.0 OPENING PROCEDURES

1.1 Call to Order and Roll Call. The Yolo County Board of Education meeting met on December 14, 2021 at 3:31 p.m. at a Regular Board meeting session in person. Board Members present were: Melissa Moreno, Shelton Yip and Tico Zendejas. Absent: Carol Souza Cole. Vice President Moreno presided. Superintendent Garth Lewis was present. (Roll Call held).

1.2 Pledge of Allegiance. The pledge of allegiance was conducted.

1.3 Approval of Agenda.
Motion to Approve Agenda

MOTION: Zendejas **SECOND:** Yip **AYES:** Zendejas, Yip,
Moreno **NOES:** None **ABSENT:** Souza Cole

1.4 Public Comment.
Jacqueline Wong, President, Washington USD Board made public comment to honor and acknowledge Matt Taylor and his contributions to the Yolo County Board of Education.

2.0 HONORING TRUSTEE MATT TAYLOR'S CONTRIBUTIONS TO THE YOLO COUNTY BOARD OF EDUCATION

Superintendent Garth Lewis and the Yolo County Board of Education honored Matt Taylor for his years of service on the Board. He was presented a resolution from Assemblymember Kevin McCarty's office. Some comments from the Board about Mr. Taylor included his commitment, generosity and integrity will be missed and they have appreciated his hard work and involvement on the Board through the years.

Break at 3:45 PM
Returned to meeting at 3:55 PM

3.0 YOLO COUNTY CAREER PROGRAM (YCCP) STUDENT

Gayelynn Gerhart, Principal, Alternative Education introduced students from the Yolo County Career Program (YCCP). Fermin Bermudez and Nick Leach, students from YCCP presented their recruitment video and shared their reflections and goal setting with the Board.

4.0 REPORTS

4.1 Board Reports

Trustee Yip

- Attended California School Boards Association (CSBA) conference in December.
 - Attended Dr. Richard Pan, Assemblymember's presentation on the Workforce Teacher/ Housing advantage at the CSBA conference.
 - Great information.
- Appointed to California County Board of Education (CCBE) Region 6 Delegate.
 - Now on Board of Directors for CCBE.
 - New treasurer for CCBE is Hector Camacho.

Trustee Moreno

- Attended CSBA conference where the California Latino School Boards Association (CLSBA) and Deborah Zavala organized various events at conference.
 - Great week of planning and organizing.
- Attended the Native American curriculum advisory retreat.
 - Deb Bruns, Director, Teaching and Learning did an excellent job planning and organizing the event.
 - Superintendent Garth Lewis is very supportive of event.
 - A lot more work ahead investing in upcoming leadership retreat.

Trustee Zendejas

- Attended CSBA conference in December.
 - Great to have educational leaders in same place.
 - Technology was a big topic at conference.
 - Had a great time.

Superintendent

- Superintendent Lewis also attended the CSBA conference and presented with Davis Joint USD.
- Attended the California Native American Curriculum Advisory retreat. Thanked Vice President Moreno for introducing this topic to YCOE.

Margie Valenzuela, Executive Director, Human Resources honored the Employees of the Month for December: Katya Griffin and Ana Renteria. Staff honored and congratulated their exemplary work. Katya Griffin attended in person and thanked staff for the nomination brought forward from colleagues. They will also be honored at Greengate school at 2 PM on Friday if anyone is interested in attending.

SAT

Crissy Huey, Associate Superintendent, Administrative Services presented her report in the Board packet.

Maria Arvizu-Espinoza, Associate Superintendent, Educational Services presented her report in the Board packet.

Discussed

Ms. Arvizu-Espinoza discussed the Alternative Education Equity Report from San Diego state. It stated that Cesar Chavez Community School was in the top 5% of schools. This information is very humbling and wanted to share how proud we are. Currently working on success indicators and how do we let people know about the programming offered.

Committees

None

2.2 Associations

None

5.0 YOLO COUNTY OFFICE OF EDUCATION AUDIT REPORT JUNE 30, 2021.

Debra Hinely introduced Jesse Deol, from James Marta & Company Accounting firm who presented the audit report to the Board.

Trustee Carol Souza Cole arrived at 4:35 PM.

Trustee Souza Cole sent Ms. Huey and Superintendent Lewis her questions on the audit in which some of them were answered by auditors.

Questions from Trustee Cole included the lease, GASB 87 and OPEB liabilities.

Other items discussed included:

- Summary statement of net position.
- Summary statement of activities.
- County School Services Fund expenses.
- Financial trends and analysis.
- Status of prior year comments

Crissy Huey, Associate Superintendent, Administrative Services thanked staff for all their hard work on the audit report.

Trustee Yip stated that the audit report was very well done and in depth. He appreciates staff for all of their hard work on this report.

6.0 CONSENT AGENDA

Motion to approve consent agenda.

MOTION: Zendejas **SECOND:** Souza Cole **AYES:** Yip, Souza Cole, Moreno, Zendejas **NOES:** None **ABSENT:** None

Superintendent Lewis acknowledged that Betsy Erickson, Yolo County Teacher of the Year 2022

had arrived and asked if the Board didn't mind moving up her item so that she and her family may be able to honor her now.

8.0 HONORING THE YOLO COUNTY TEACHER OF THE YEAR 2022 – BETSY ERICKSON, PHYSICAL EDUCATION TEACHER, RIVER CITY HIGH SCHOOL (WASHINGTON USD)

Public comment from Jackie Wong, Board President, Washington USD. She stated that she wanted to thank the Yolo County Office of Education (YCOE) for acknowledging Ms. Erickson for her phenomenal work with students. She is very proud of her work and is grateful for her dedication and commitment to the students, families and community.

Superintendent Lewis honored Ms. Erickson with flowers and \$200 donation from Travis Credit Union. He thanked her for her dedication and work with students. Ms. Erickson thanked staff and her family for their support.

7.0 ACTION ITEMS

**7.1 RESOLUTION #21-22/24 In Support of AB 75, The Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022
Superintendent Lewis presented this item.**

Motion to approve RESOLUTION #21-22/24 In Support of AB 75, The Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022

MOTION: Souza Cole **SECOND:** Yip
AYES: Souza Cole, Yip, Moreno, Zendejas **NOES:** None
ABSENT: None

Trustee Souza Cole asked Superintendent Lewis if he is sending this resolution to legislature or a specific person. Trustee Yip asked that we mail the resolution to Lisa Kaplan, Trustee, Natomas USD since she is collecting them from all districts and COE and will send them all together to the legislature.

7.2 2021-2022 Yolo County Office of Education First Interim Report and Budget Revision

Debra Hinley, Director, Internal Fiscal Services reviewed this item in the Board Packet and responded to questions from the Board. Trustee Souza Cole had questions on the net revenues increasing. Ms. Hinley and Ms. Crissy Huey, Associate Superintendent, Administrative Services stated that revenues are being used for one-time expenditures, that is why there is an increase. There was also discussion on:

- Deficit spending.
- Programs.
- Ending fund balance.

- Budget adoption.

Motion to adopt the 2021-22 Yolo County Office of education First Interim Report and Budget Revision.

MOTION: Zendejas **SECOND:** Souza Cole
AYES: Souza Cole, Yip, Moreno, Zendejas **NOES:** None
ABSENT: None

7.3 Educator Effectiveness Block Grant

Dr. Micah Studer, Assistant Superintendent, Equity and Support Services presented this item in the Board packet and responded to questions. Assembly Bills 130 and 167 authorized the Educator Effectiveness Block grant for all LEAs. As a condition of the funding, boards must adopt a plan prior to December 30th, 2021.

Trustee Souza Cole confirmed the total plan expenditure of \$354,760. These monies have to be spent by 2025. This is also a one-time allotment.

Motion to approve the Educator Effectiveness Block Grant

MOTION: Yip **SECOND:** Souza Cole
AYES: Yip, Souza Cole, Moreno, Zendejas **NOES:** None
ABSENT: None

7.4 Filling Yolo County Board of Education Vacancy for Trustee Area 1

Superintendent Lewis presented this item and responded to questions. Staff recommendation is for the Board to fill the vacancy in Trustee Area 1 by provisional appointment (60 days from today).

Motion to approve filling the Board vacancy in Trustee Area 1 by provisional appointment.

MOTION: Souza Cole **SECOND:** Yip
AYES: Souza Cole, Yip, Moreno, Zendejas **NOES:** None
ABSENT: None

7.5 2022 Organizational Meeting

- a. Election of Officers

1) President. Trustee Souza Cole opened the nominations for President. Trustee Souza Cole nominated Trustee Melissa Moreno for President. The Board thanked Trustee Taylor for serving as President in 2021.

MOTION: Souza Cole **SECOND:** Zendejas **AYES:** Souza Cole, Zendejas,

Moreno, Yip **NOES:** None **ABSENT:** None

Trustee Moreno was unanimously elected President for 2022.

2) Vice President. Trustee Souza Cole opened the nominations for Vice President. Trustee Souza Cole nominated Trustee Zendejas for Vice President.

MOTION: Souza Cole **SECOND:** Yip **AYES:** Souza Cole, Yip, Moreno, Zendejas **NOES:** None **ABSENT:** None

Trustee Zendejas was unanimously elected Vice President for 2022.

b. Adopt the 2022 Board Meeting Calendar Dates and Times. The Board reviewed the proposed meeting calendar. The following meeting dates and times were approved:

January 11, 2022, 3:30 p.m.
February 8, 2022, 3:30 p.m.
March 4, 2022, 9:00 a.m. (Board Retreat)
March 8, 2022, 3:30 p.m.
April 12, 2022, 3:30 p.m.
May 10, 2022, 3:30 p.m.
June 14, 2022, 3:30 p.m. (Budget Study Session)
June 28, 2022, 3:30 p.m. (Budget & LCAP Adoption)
July 2022, No Meeting
August 9, 2022, 3:30 p.m.
September 13, 2022, 3:30 p.m.
October 11, 2022, 3:30 p.m.
November 8, 2022, 3:30 p.m.
December 13, 2022, 3:30 p.m.

MOTION: Yip **SECOND:** Souza Cole **AYES:** Yip, Souza Cole, Moreno, Zendejas **NOES:** None **ABSENT:** None

President Moreno's teaching schedule will be released soon and when she receives it she may need to request a change in the Board meeting dates and times at a future meeting.

Trustee Yip requested that staff review the board policy regarding meetings and change the language to include that there is not a board meeting conducted in July each year.

c. Appointment of Board Committee Representatives

- 1) YCSBA Representative: **President Melissa Moreno**
- 2) Policies/Procedures/Bylaw Review Committee: **Trustees Shelton Yip and Tico Zendejas**

- 3) Superintendent's Compensation Committee: **President Melissa Moreno and Vice President Tico Zendejas**
- 4) Facilities Committee: **Trustees Carol Souza Cole and Shelton Yip**
- 5) Board Budget: **Trustee Carol Souza Cole and new trustee for area 1 when appointed**

MOTION: Zendejas SECOND: Souza Cole AYES: Zendejas, Souza Cole, Moreno, Yip NOES: None ABSENT: None

Vice President Tico Zendejas left meeting at 5:59 PM

- 9.0 A Public Hearing will be conducted to receive comments from parents, teachers, members of the community, and bargaining unit leaders regarding the initial proposal to the Yolo County Superintendent of Schools from the California Schools Employees Association (CSEA), Yolo County Chapter #639 and Initial Proposal of Superintendent of Schools for Reopener Negotiations for 2022-23.
Public Hearing opened at 6 PM and closed at 6:01 PM
- 10.0 A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Response to Initial Proposal from the American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter and Initial Proposal of Superintendent for Negotiations with the American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter for 2022-2023.
Public Hearing opened at 6:01 PM and closed at 6:02 PM
- 11.0 A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Response to Initial Proposal from the American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter and Initial Proposal of Superintendent for Negotiations with the American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Classified Chapter for 2022-2023.
Public Hearing opened at 6:03 PM and closed at 6:04 PM
- 12.0 A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Response to Initial Proposal from Yolo Education Association and Initial Proposal of Superintendent for Negotiations.
Public Hearing opened at 6:04 PM and closed at 6:05 PM
- 13.0 INFORMATION ITEMS
 - 13.1 Yolo County Superintendent of Schools' Response to the Initial Proposal from the California School Employees Association (CSEA), Yolo County Chapter #639 and Initial Proposal of Superintendent for Reopener Negotiations for 2022-23.

Superintendent Garth Lewis presented this item in the Board packet and responded to questions.

13.2 Contract Opener/Reopener and Response to the Initial Proposal from the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Local 146, AFL-CIO Certificated Chapter and Initial Proposal of Superintendent for Negotiations with the American Federation of State, County and Municipal Employees Union, AFSCME, Council 57, Local 146, AFL-CIO Certificated Chapter for 2022-23.

Superintendent Garth Lewis presented this item in the Board packet and responded to questions.

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Superintendent Garth Lewis presented this item in the Board packet and responded to questions.

13.4 Contract Opener/Reopener and Response to Initial Proposal from Yolo Education Association and Initial Proposal of the Yolo County Superintendent of Schools from the Yolo Education Association (YEA) for Negotiations.

Superintendent Garth Lewis presented this item in the Board packet and responded to questions.

13.5 Alternative Education Monthly Attendance Reports

Micah Studer, Assistant Superintendent, Equity and Support Services presented this item in the Board packet and responded to questions from the Board.

Items discussed:

- Remedy attendance.
- Questions from President Moreno included if there are exit interviews or surveys with students and why are we working with the District Attorney's office and not human services in regards to counseling and therapists for students? Also is there a program to help students who may be leaving school to assist with income. Were there COVID funds to provide stipends for the career and technical education and participation?
- Staff stated funds cannot be used for attendance and the District Attorney is the lead in truancy and pursuing litigation. Dr. Studer stated that we are working on how to coordinate community support and currently there is a counseling and health services vacancy rate for therapists. The wellness center had to close down so there are currently no therapists which is a similar narrative across the state. There is a Communicare therapist on staff for the Yolo County Career Program (YCCP) Project based work. In regards to the reasons why students aren't coming to school, it could be anything from money and income

and the YCCP students do receive stipend.

There is currently no status change in regards to juvenile hall. The Board of Supervisors have not taken any action on this subject. There is currently 54 percent attendance at Dan Jacobs and Jatinder Sandhu is the current teacher there. President Moreno stated that enrollment and attendance effects current budget.

13.6 Head Start/Early Head Start Reports

Maria Arvizu-Espinoza, Associate Superintendent, Educational Services presented this item in the Board packet and responded to questions from the Board.

Items discussed included:

- Filling vacancies.
- Attendance.
- Visits.
- Childcare providers.
- Financial reports.
- Budget development.
- Afghan children.
- Policy council meeting went very well. Elected officers. Dr. Sisson report on legalities impact Head Start program.
- New family coaching program.
- Dual language learners in preschool.

13.7 Monthly Board Financial Report

Debra Hinely, Director, Internal Business Services presented this item in the Board packet and responded to questions from the Board.

President Moreno asked a question regarding property taxes which was discussed by staff.

Suggested future agenda items.

- Update on filling of board vacancy at next meeting.
- Trustee Yip – Update Board policies (9000s)
- March Board retreat dedicating time on budget cycles, procedures, mini study session.

6.0 ADJOURNMENT. The meeting adjourned at 6:40 PM

MOTION: Souza Cole **SECOND:** Yip **AYES:** Souza Cole, Yip, Moreno **NOES:** None **ABSENT:** Zendejas

Garth Lewis, Superintendent

YOLO COUNTY OFFICE OF EDUCATION
 TEMPORARY COUNTY CERTIFICATES
 FOR DISTRICTS

December 2021

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Brenda Angel Lopez	Child Development Teacher Permit

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Bailey Heng	Short Term Staff Permit

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Fernando Gutierrez	30-Day Substitute Permit

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Patricia Decker	Multiple Subjects Credential/Education Specialist Credential
Geoffrey Halbert	Limited Assignment
Nachu Natarajan	Teaching Permit for Statutory Leave
Timothy Malone	Short-Term Staff Permit

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate
Monica Barajas	Child Development Associate Teacher Permit

Total TCC's for the Month of December 2021: 8



**Yolo County Board of Education and
Yolo County Superintendent of Schools**

RESOLUTION #20/21-27

Resolution of the Yolo County Board of Education Regarding Brown Act Compliance and Teleconferencing Pursuant to Government Code Section 54953, as Amended by Assembly Bill 361, During the COVID-19 Pandemic

WHEREAS, on March 4, 2020, Governor Gavin Newsom issued a Proclamation of State of Emergency in response to the novel coronavirus (a disease now known as COVID-19); and

WHEREAS, the County Health Officer declared a local health emergency related to the COVID-19 on March 6, 2020. The County Administrator, acting in his capacity as the Director of Emergency Services, proclaimed the existence of a local emergency related to COVID-19 on March 6, 2020.

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20, which suspended and modified the teleconferencing requirements under the Brown Act (California Government Code Section 54950 *et seq.*) so that local legislative bodies can hold public meetings via teleconference (with audio or video communications, without a physical meeting location), as long as the meeting agenda identifies the teleconferencing procedures to be used; and

WHEREAS, on June 4, 2021, the Governor clarified that the “reopening” of California on June 15, 2021 did not include any change to the proclaimed state of emergency or the powers exercised thereunder; and

WHEREAS, on June 11, 2021, the Governor issued Executive Order N-08-21, which extended the provision of N-29-20 concerning the conduct of public meetings through September 30, 2021, and the Governor subsequently signed legislation revising Brown Act requirements for teleconferenced public meetings (Assembly Bill 361, referred to hereinafter as “AB 361”); and

WHEREAS, as of the date of this Resolution, neither the Governor nor the Legislature have exercised their respective powers pursuant to California Government Code section 8629 to lift the state of emergency either by proclamation or by concurrent resolution in the state Legislature; and

WHEREAS, as of the date of this Resolution, neither the County Health Officer nor the County Administrator have exercised their powers to lift the local health emergency and local state of emergency declared and proclaimed on March 6, 2020; and

WHEREAS, the County Health Officer has confirmed that continued local rates of transmission of the virus and variants causing COVID-19 are such that meeting in person would present imminent risks to the health or safety of attendees of public meetings; and

WHEREAS, the Yolo County Board of Education has considered all information related to this matter, including the associated staff report and September 22, 2021 memorandum from the County Public Health Officer and other information relating to COVID-19; and

NOW, THEREFORE, BE IT RESOLVED AND FOUND as follows:

1. The Yolo County Board of Education hereby finds that the fact set forth in the above recitals are true and correct, and establish the factual basis for the adoption of this Resolution;

2. There is an ongoing proclaimed state of emergency relating to the novel coronavirus causing the disease known as COVID-19 and as a result of that emergency, meeting in person would present imminent risks to the health or safety of attendees of in-person meetings of this legislative body within the meaning of California Government Code section 54953(e)(1).

3. Under the present circumstances, including the risks mentioned in the preceding paragraph, the Yolo County Board of Education determines that authorizing teleconferenced public meetings consistent with Assembly Bill 361 is necessary and appropriate.

4. Staff are directed to take all actions necessary to implement this Resolution in accordance with the foregoing provisions and the requirements of Government Code section 54953, as amended by Assembly Bill 361, including but not limited to returning for ratification of this Resolution every 30 days after teleconferencing for the first time pursuant to Assembly Bill 361 for so long as either of the following circumstances exists: (a) the state of emergency continues to directly impact the ability of this legislative body to meet in person; and/or (b) state or local officials, including but not limited to the County Health Officer, continue to impose or recommend measures to promote social distancing.

PASSED AND ADOPTED by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on January 11, 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Melissa Moreno, President
Yolo County Board of Education

Garth Lewis
County Superintendent of Schools

4. A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response and Initial Proposal of the California School Employees Association (CSEA), Yolo County Chapter #639

5. A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response and Initial Proposal of the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Certificated Unit.

6. A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response and Initial Proposal to the American Federation of State, County and Municipal Employees (AFSCME), Council 57, Classified Unit.

7. A public hearing will be conducted to receive comment from parents, teachers, members of the community, and bargaining unit leaders regarding the Yolo County Superintendent of Schools' Response and Initial Proposal to the Yolo Education Association (YEA)

8. ACTION ITEMS

8. 1. RESOLUTION #21-22/25 African American History Month - February 2022 

Description

Approve Resolution #21-22 /25 African American History Month - February 2022

Recommendation

Staff recommends approval of Resolution #21-22/25 African American History Month - February 2022

Supporting Documents



African American History Month_2022

Contact Person

Superintendent Garth Lewis will present this item.



**Yolo County Board of Education and
Yolo County Superintendent of Schools**

**Resolution #21-22/25
African American History Month – February 2022**

WHEREAS, the story of African Americans begins with ancient African history, and is one of strength, suffering, courage, triumph, and contribution to world history; and

WHEREAS, the long journey from slavery and oppression through the struggle for equality and justice helps shape our national experience; and

WHEREAS, in 1926, the respected historian, Carter G. Woodson, initiated “Negro History Week” in order to increase public appreciation for the important role African Americans have played in American history; in 1976, the month-long celebration was implemented, and is a time for Americans to reflect on the contributions of African Americans to the growth and development of this country and their past and current status in this country and the world; and

WHEREAS, the month of February is significant and recognized in African American history for the birthdays of great African American pioneers and institutions, including the birthdays of Frederick Douglass, W.E.B. DuBois, Langston Hughes, Eubie Blake, and the NAACP; and

WHEREAS, this month, we also celebrate the lasting influence of courageous individuals like Rosa Parks and Dr. Martin Luther King, Jr., who led the way in the struggle against racism and segregation and whose efforts helped open the doors of opportunity for millions of their fellow Americans; and

WHEREAS, we celebrate National African American History Month, we remember these and many other African Americans who have enriched our national life and shaped our national character, challenging us to recognize that America’s racial, cultural, and ethnic diversity will be among our greatest strengths in the 21st century.

NOW, THEREFORE, BE IT RESOLVED that the Yolo County Board of Education is proclaiming February as “African American History Month” and encourages its students, staff, and administration to participate in meaningful activities that recognize the contributions of African Americans to the community, state, and nation.

NOW, THEREFORE, BE IT RESOLVED, that the Yolo County Board of Education will work tirelessly and collaboratively with staff, students, and families to dismantle institutionalized racism in our society and school districts.

PASSED AND ADOPTED this 11th day of January 2022, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Melissa Moreno, President
Yolo County Board of Education

Garth Lewis
Yolo County Superintendent of Schools

8. 2. RESOLUTION #21-22/26 Career Technical Education Month - February 2022 

Description

Approve Resolution #21-22/26 Career Technical Education Month - February 2022

Recommendation

Staff recommends approval of Resolution #21-22/26 Career Technical Education Month - February 2022

Supporting Documents



CTE Month

Contact Person

Superintendent Garth Lewis will present this item.



**Yolo County Board of Education and
Yolo County Superintendent of Schools**

**Resolution #21-22/26
Career Technical Education (CTE) Month – February 2022**

WHEREAS, February 2021, has been designated Career and Technical Education Month by the Association for Career and Technical Education; and

WHEREAS, profound economic and technological changes in our society are rapidly reflected in the structure and nature of work, thereby placing new and additional responsibilities on our educational system; and

WHEREAS, career and technical education provides Americans with a school-to-career connection, prepares students to succeed in post-secondary education, and is the backbone of a strong, well-educated workforce, which fosters productivity in business and industry, and contributes to America’s leadership in the international marketplace; and

WHEREAS, career and technical education gives high school students experience in practical, meaningful applications of basic skills such as reading, writing and mathematics, thus improving the quality of their education, motivating potential dropouts, and giving all students leadership opportunities in their fields and in their communities; and

WHEREAS, the ever-increasing cooperative efforts of career and technical educators, business, and industry, stimulate the growth and vitality of our local economy and that of the entire nation by preparing graduates for career fields forecast to experience the largest and fastest growth in the next decade; and

NOW, THEREFORE, BE IT RESOLVED, that the Yolo County Board of Education is proclaiming February as “Career Technical Education Month” and encourages students, parents, teachers, and community members to support and participate in career and technical education programs.

PASSED AND ADOPTED by the Yolo County Board of Education and the Yolo County Superintendent of Schools at a meeting held on January 11, 2022 by the following vote:

AYES:


NOES:

ABSTAIN:

ABSENT:

Melissa Moreno, President
Yolo County Board of Education

Garth Lewis
Yolo County Superintendent of Schools

8. 3. Request to change the date of the Board Retreat meeting that is currently scheduled for March 4, 2022 

Description

Superintendent Lewis will not be able to participate in the Board Retreat currently scheduled for Friday, March 4, 2022 at 9 AM. He is requesting that the Board reschedule this meeting.

Recommendation

Staff recommends that the Board discuss and reschedule the Board retreat meeting that currently is scheduled for Friday, March 4 at 9 a.m.

Supporting Documents



2022 YCBE Meeting Calendar

Contact Person

Superintendent Garth Lewis will present this item.



YOLO COUNTY BOARD OF EDUCATION
1280 Santa Anita Court, Suite #120, Woodland, CA 95776-6127
(530) 668-6700 FAX: (530) 668-3848

2022 CALENDAR OF MEETINGS

2nd Tuesday of each month *(with some exceptions)*
 Call (530) 668-3702 to confirm dates and meeting location.

Tuesday, January 11, 2022 Regular Meeting 3:30 p.m.	Tuesday, February 8, 2022 Regular Meeting 3:30 p.m.
Friday, March 4, 2022 Board Retreat 9:00 a.m.	Tuesday, April 12, 2022 Regular Meeting 3:30 p.m.
Tuesday, March 8, 2022 Regular Meeting 3:30 p.m.	
Tuesday, May 10, 2022 Regular Meeting 3:30 p.m.	Tuesday, June 14, 2022 Special Meeting (Budget Study Session) 3:30 p.m.
	Tuesday, June 28, 2022 Regular Meeting (Budget & LCAP Adoption) 3:30 p.m.
July 2022 No Meeting	Tuesday, August 9, 2022 Regular Meeting 3:30 p.m.
Tuesday, September 13, 2022 Regular Meeting 3:30 p.m.	Tuesday, October 11, 2022 Regular Meeting 3:30 p.m.
Tuesday, November 8, 2022 Regular Meeting 3:30 p.m.	*Tuesday, December 13, 2022 Regular Meeting 3:30 p.m.

Please Note: Meeting agendas and minutes can be viewed on our web site: www.ycoe.org

** Per Ed Code § 1009 (effective January 2019) the Annual Organizational Meeting is to be held after the second Friday in December.*

ADOPTED: December 14, 2021

REVISED:

9. INFORMATION ITEMS

9. 1. Alternative Education Monthly Attendance Reports


Description

Staff will present the monthly attendance report for the alternative education programs.

Recommendation

Information Only

Supporting Documents

 Data for Board January 2022

 Data for Board January 2022

Contact Person

Gayelynn Gerhart, Principal of Alternative Education Programs, will present this item.

ATTENDANCE REPORTS

Dan Jacobs

Cesar Chavez Community School - Woodland
Yolo County Career Program (YCCP)



Program Enrollment

	Dan Jacobs	Cesar Chavez	YCCP
Enrollment	4	22	7
Program Notes:	Duration (days): 1. 120+: 1 2. 30+: 2 3. 15+: 0 4. 5+:1 1 New Enrollment	In-person instruction: 13 Independent Study: 9 0 New Enrollment	In-person instruction: 7 Independent Study: 0 3 New Enrollments • Students moved from Chavez to YCCP (1/10/22 start date)

Attendance Period: 1/5/21

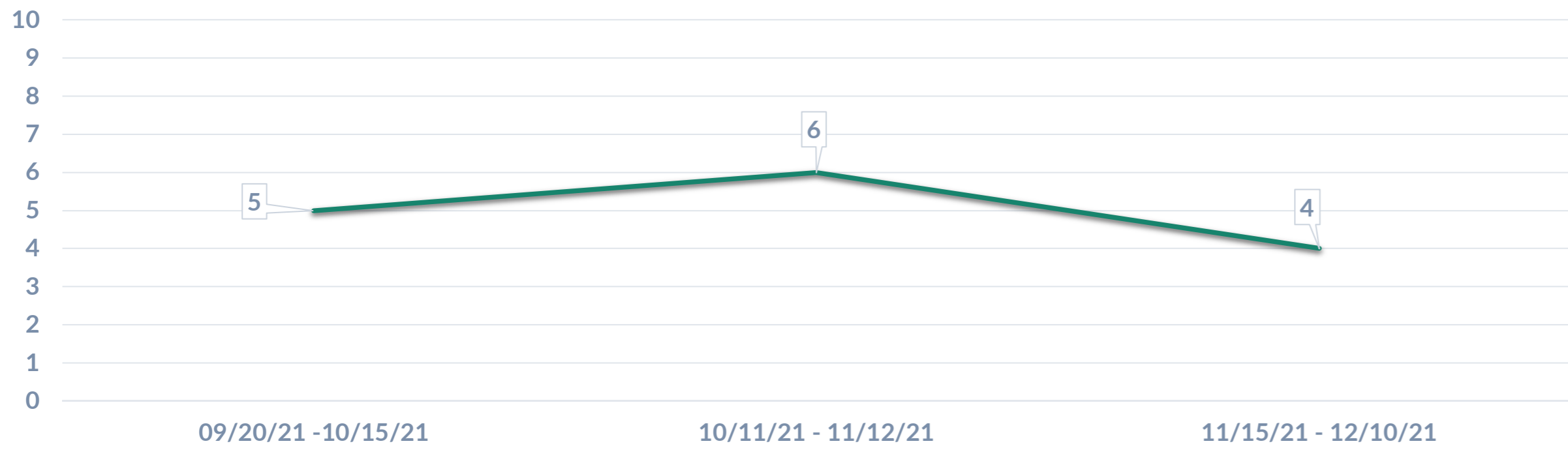


Dan Jacobs School

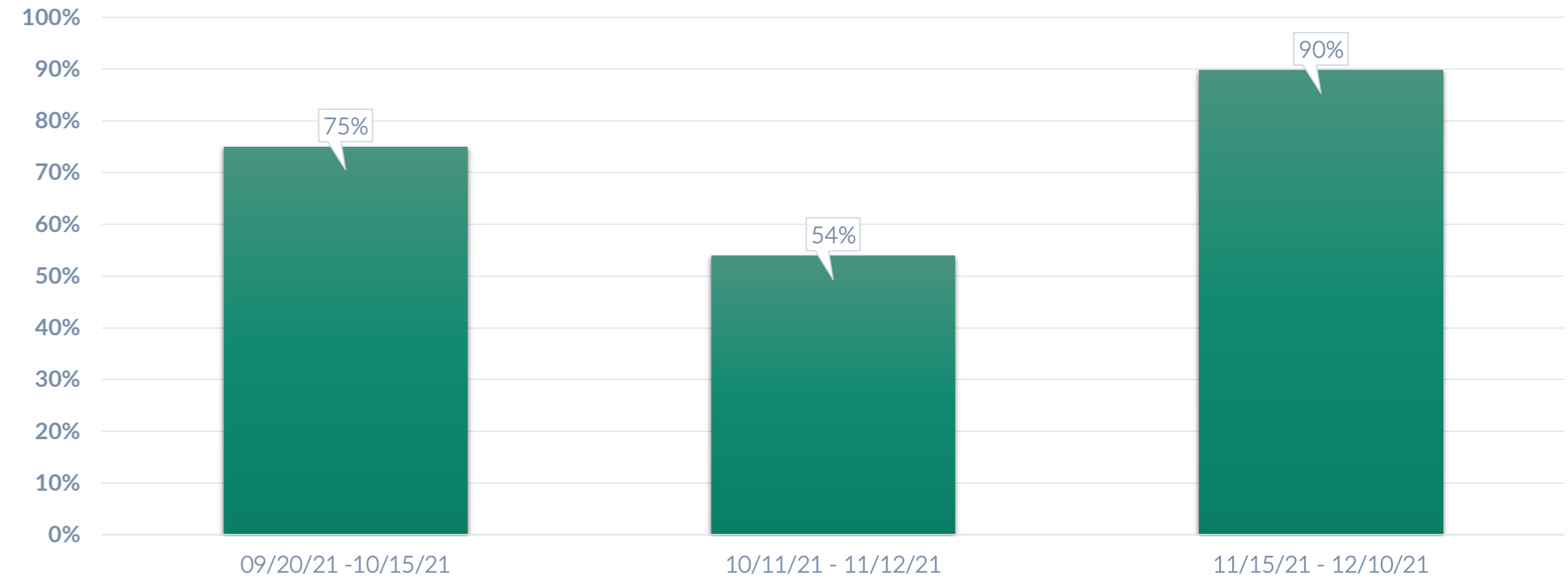
Months 4-6 (2021-2022)

Attendance Period: 09/20/2021 - 12/10/2021

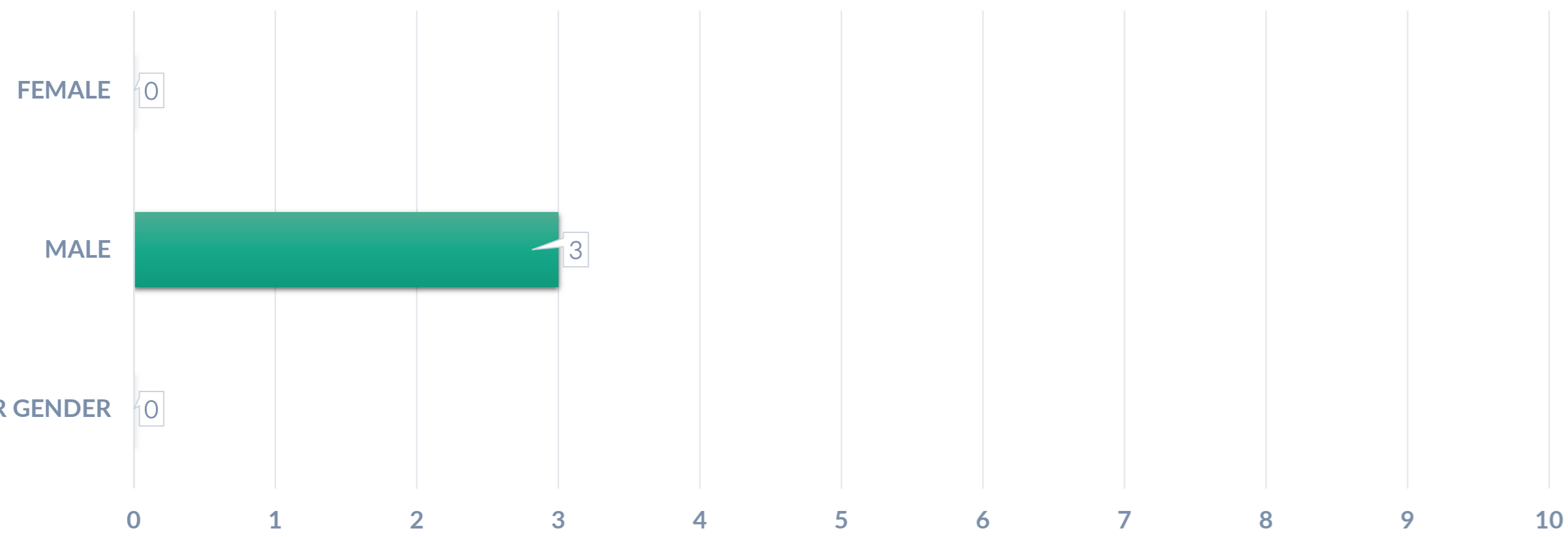
Enrollment Totals (#)
(Total Enrollments for each attendance period)



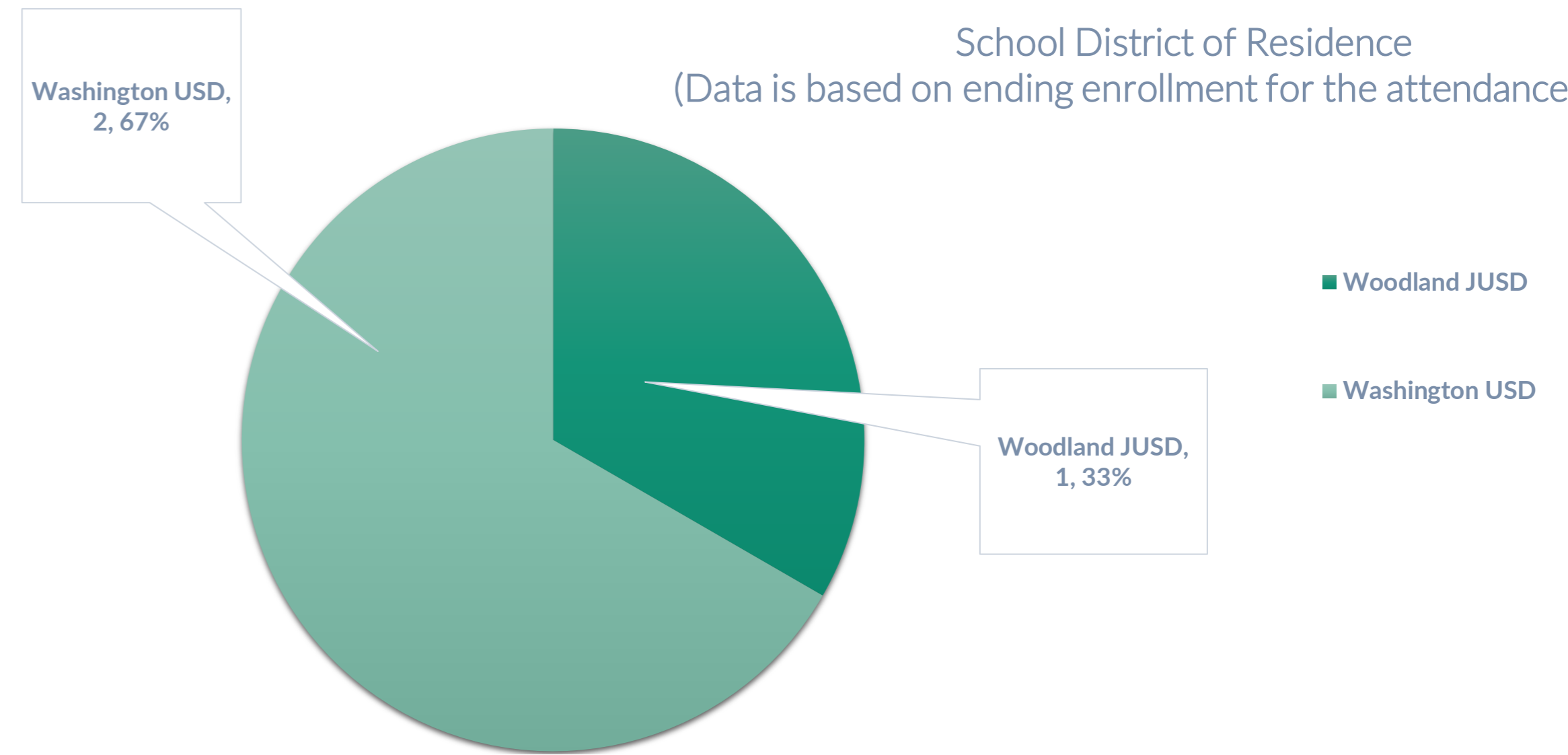
Average Attendance (%)



Gender
Attendance Period: 11/15/2021 - 12/10/2021
(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period).



School District of Residence
(Data is based on ending enrollment for the attendance month)



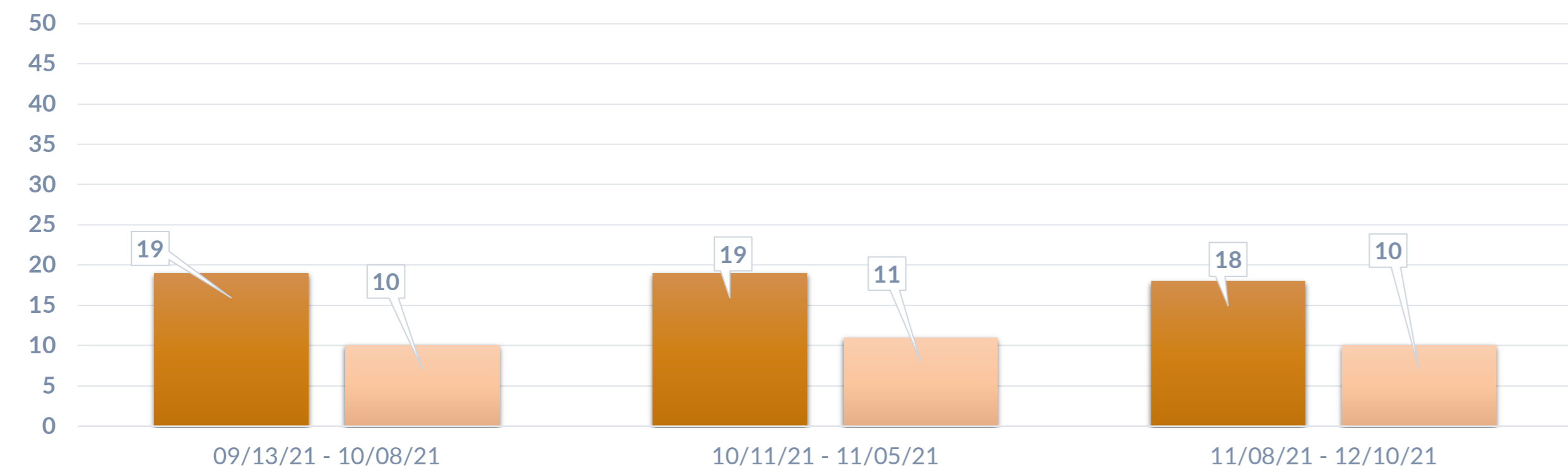
Cesar Chavez Community School - Woodland

Month 2-4 (2021-2022)

Attendance Period: 09/13/2021 - 12/10/2021

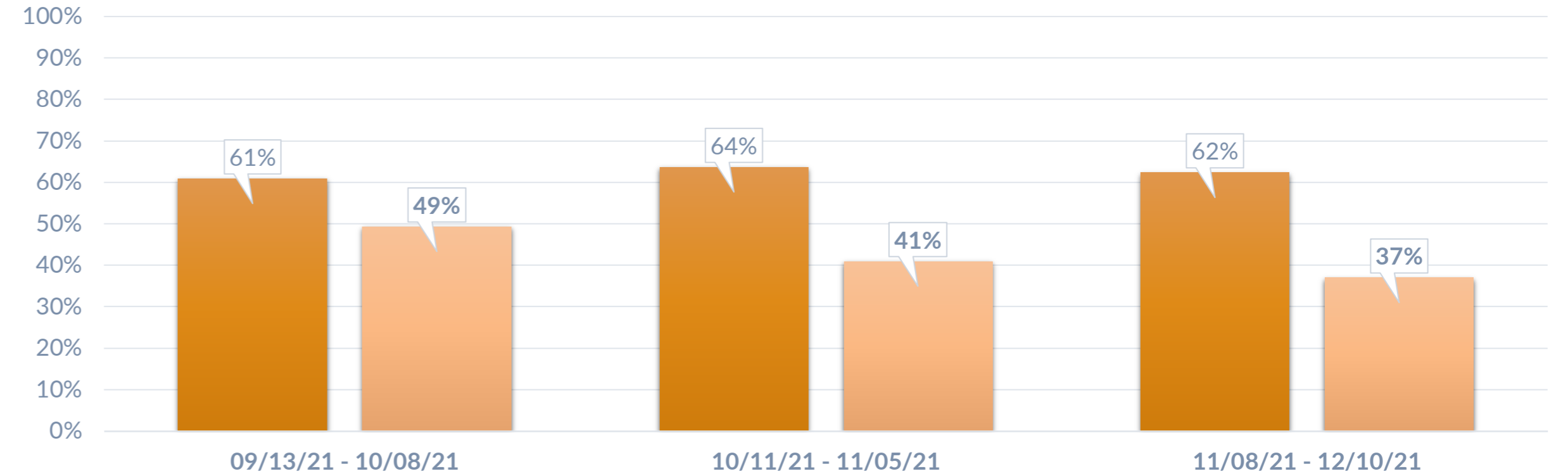
Enrollment Totals (#)
(Total Enrollments for each attendance period)

Classroom
Independent Study



Average Attendance (%)

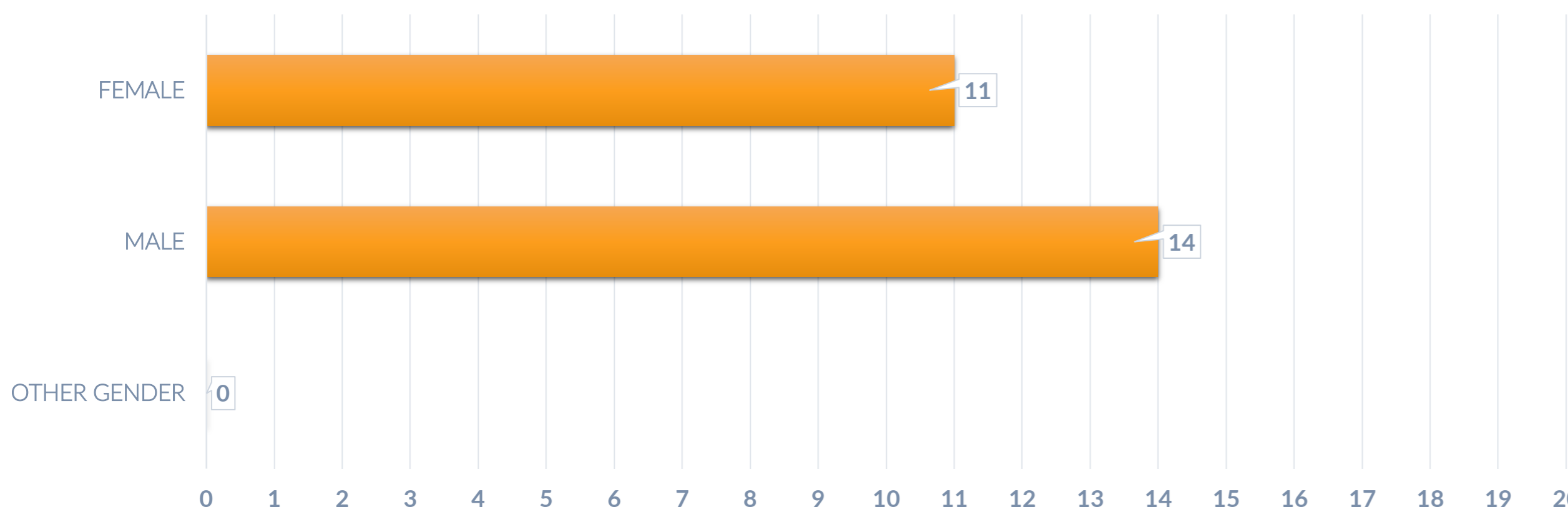
Classroom
Independent Study



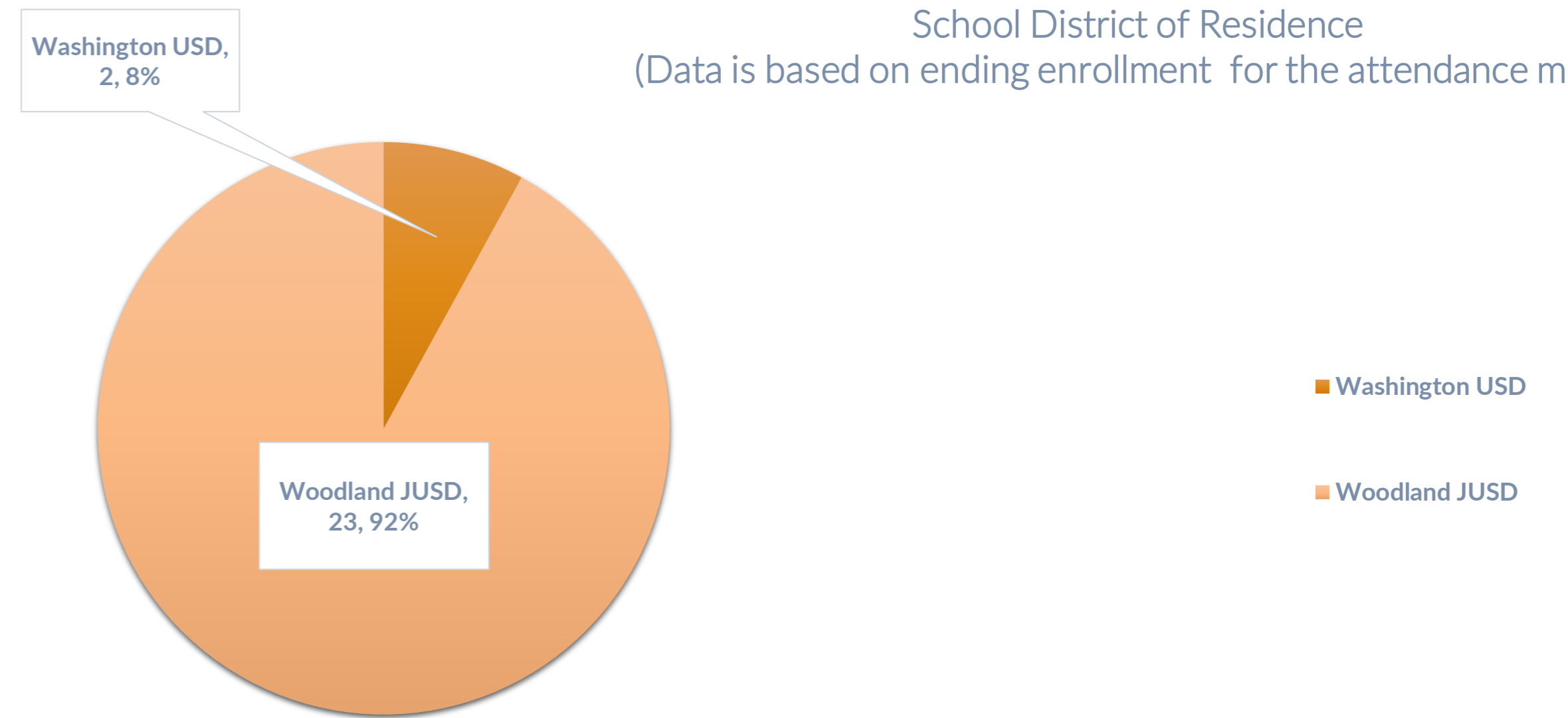
Gender

Attendance Period: 11/08/21 - 12/10/21

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



School District of Residence
(Data is based on ending enrollment for the attendance month)

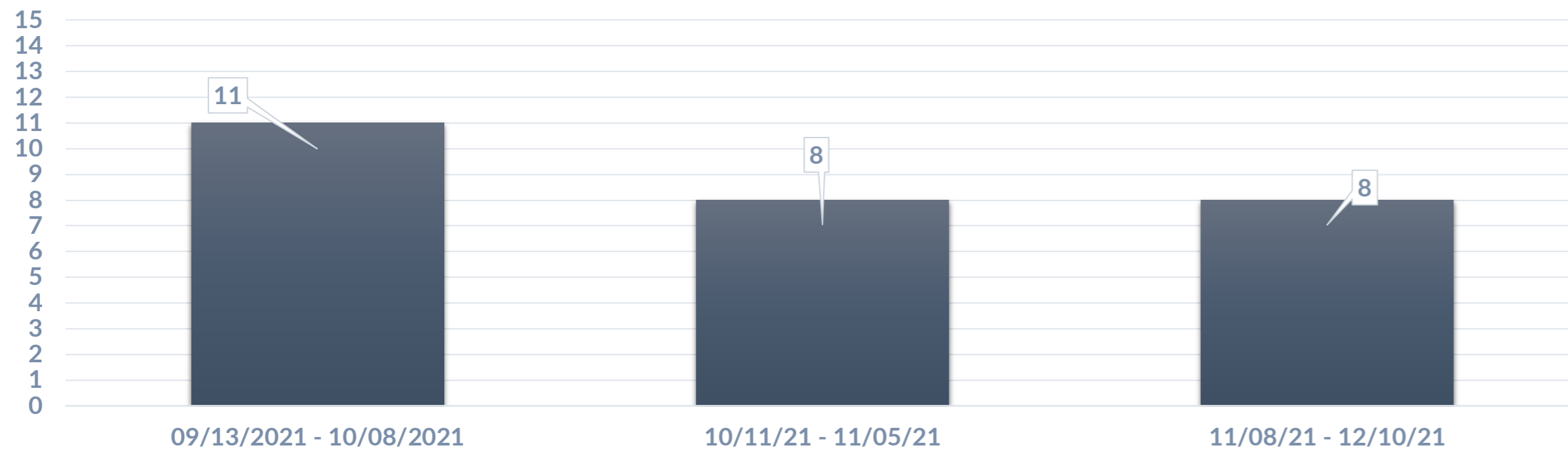


YCCP (Yolo County Career Program)

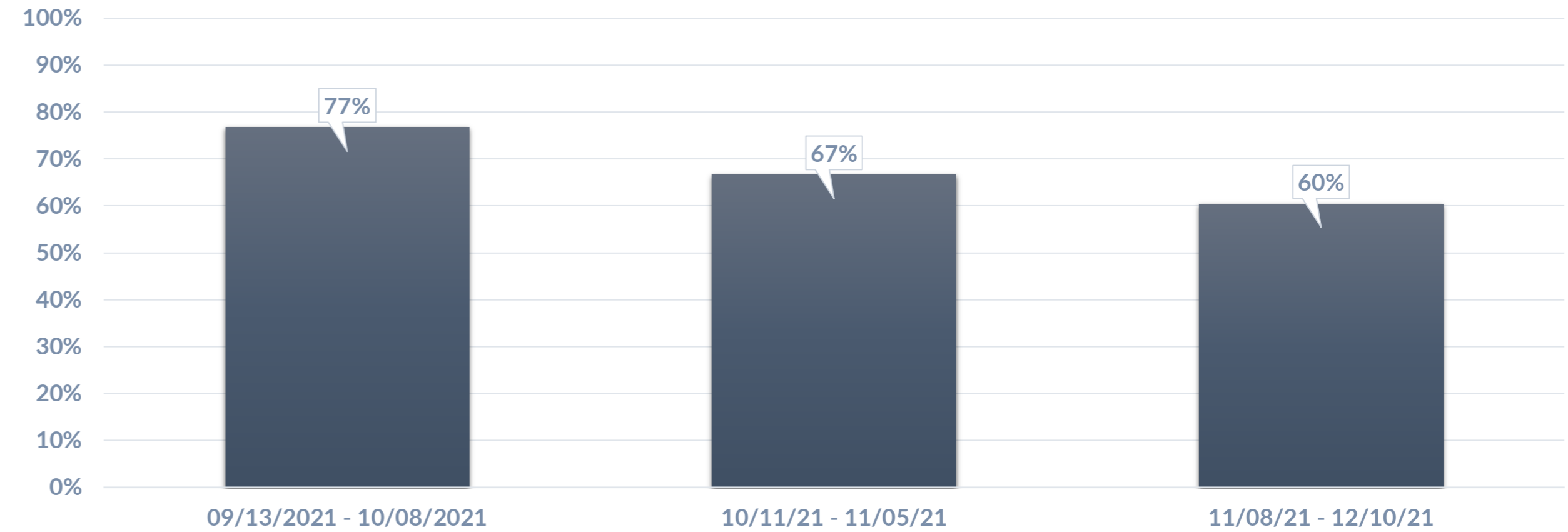
Month 2-4 (2021-2022)

Attendance Period: 09/13/2021 - 12/10/2021

Enrollment Totals (#)
(Total Enrollments for each attendance period)

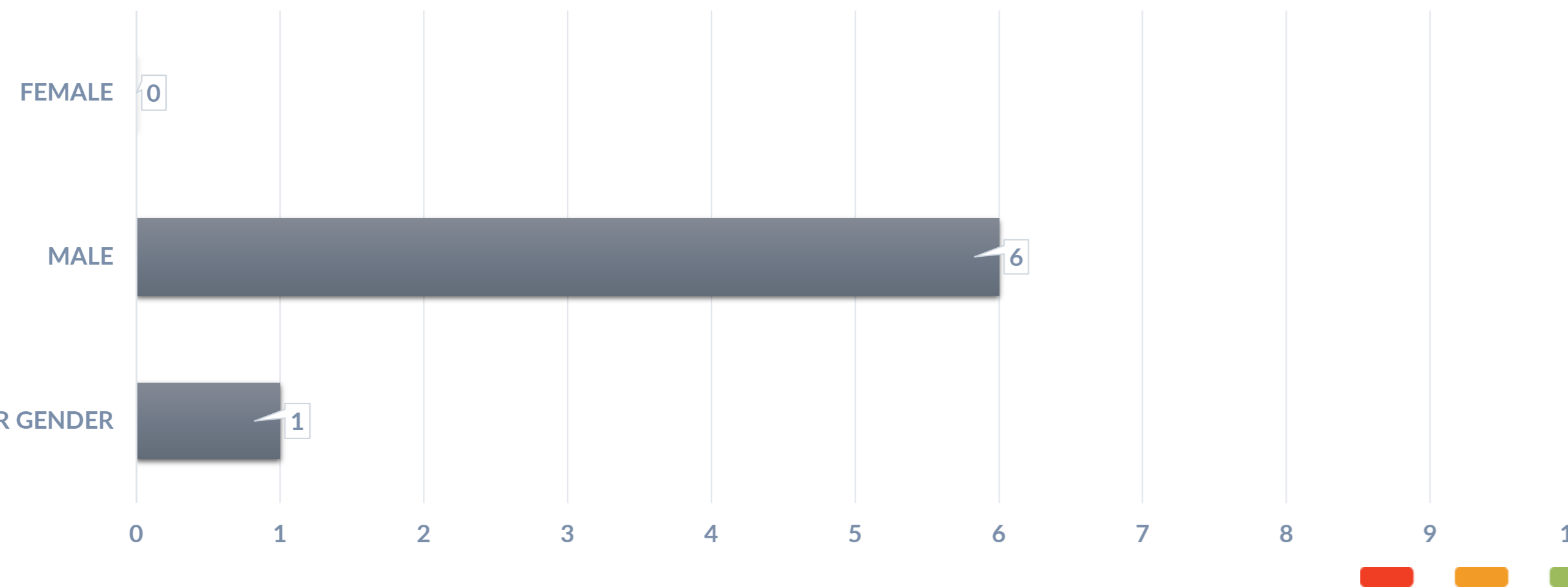


Average Attendance (%)



Gender
Attendance Period: 11/08/21 - 12/10/21

(Data is pulled from the Aeries attendance dashboard on the final day of the attendance period and may not reflect total enrollments for the reporting period.)



School District of Residence
(Data is based on ending enrollment for the attendance month)



THANK YOU



9. 2. Head Start/ Early Head Start Reports

Quick Summary / Abstract

The following reports are being presented to the Board as information:

- a. Enrollment update - this is a standing report to the Board
- b. Program - this is a standing report to the Board
- c. Financial Reports - this is a standing report to the Board
- d. Policy Council Meeting Agenda - this is a standing report to the Board
- e. Policy Council Meeting Minutes - this is a standing report to the Board

Recommendation

For Information.

Supporting Documents



Director's Report 1.2022



LPC Meeting Agenda 12 7 2021

Contact Person

Shannon McClarin, Director, Early Childhood Education will present this item.

Debra Hinely, Director, Internal Business Services will present the financial reports.

January 2022

Quality Grants

We held an orientation session on December 16 for Family, Friend and Neighbor childcare providers to invite them to participate in professional development around supporting Dual Language Learners in their care. This work is done in partnership with a grant from First 5 Yolo and aims to support and all types of providers working with our youngest children in Yolo County. We will distribute tablets to the participants on January 13 so they have access to the virtual professional development.

COVID Testing Kits for Childcare Providers

We are collaborating with First 5 Yolo to distribute at home testing kits for childcare providers. We have set a tentative distribution date of Saturday, January 15 and volunteers from the Yolo County Local Childcare Planning Council will assist with this work

Notice of Public Meeting

YOLO COUNTY CHILD CARE PLANNING COUNCIL

Tuesday, December 7th, 2021, 9:00 AM-11:00 AM

Join Zoom Meeting:

<https://ycoe.zoom.us/j/8407491020?pwd=MDBUeEpVa29BTG1Vc05lWHFoWjdpUT09>

Meeting ID: 840 749 1020

Passcode: 450257

Dial by your location

+1 669 900 6833 US (San Jose)

Consistent with the Shelter in Place orders from the Governor and Yolo County, this meeting is compliant with the Governor's Executive Order N-29-20 which allows for a deviation of teleconference rules required by the Brown Act. In-person attendance is not permitted. Zoom will be used for public comment.

*The mission of the Yolo County Child Care Planning Council is to promote the professional growth of the child care workforce and to support the development of quality child care programs. **The meeting shall be conducted in conformity with the Brown Act***

Items may be taken out of order

Item	Title of Item	Who	Description	Time	Notes
1	Call to Order and Introductions/Roll Call	Justine Jimenez	Introduction of Members and/or Guests	5 min	
2	Public Comment	All	Information	5 min	
3	Approve resolution for AB361	Justine Jimenez	Action	3 min	Required at each meeting to continue remote meeting option.
4	Consent- Approve Agenda Consent- Minutes 11-2-2021	Justine Jimenez	Action	3 min	
5	LPC Website	Kim Relph-Smith, Justine Jimenez, Fawn Montagna	Announcement	2 min	The new LPC website is live, please share with the community.
6	COVID Public Health Update with guest Dr. Aimee Sisson	Dr. Aimee Sisson	Presentation/Discussion	15 min	Dr. Aimee Sisson will provide updates on COVID exposure and quarantine timelines for childcare vs. school settings.
8	LPC 2021/22 Budget Workshop	Shannon McClarin	Information	5 min	Budget workshop to be brought to next meeting.
9	Equity Workgroup Update	Lynn Arner/Justine Jimenez	Information	5 min	
10	Bylaws Update	Justine Jimenez/Kim Relph Smith, Fawn Montagna	Announcement	10 min	Update on draft By-laws for approval at January meeting.
11	Member Updates	All	Information	10 min	

If requested, this agenda can be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 and the Federal Rules and Regulations adopted in implementation thereof. Persons seeking an alternative format should contact Shannon McClarin for further information. In addition, a person with a disability who requires a modification or accommodation, including auxiliary aids or services, to participate in a public meeting should telephone or otherwise contact Shannon McClarin as soon as possible and preferably at least 24 hours prior to the meeting.

Shannon McClarin, Coordinator
Yolo County Child Care Planning Council
Yolo County Office of Education
1280 Santa Anita Court, Suite 140; Woodland, CA 95776
(530) 668-3752

Shannon.McClarin@ycoe.org

I declare under penalty of perjury that the foregoing agenda was posted by December 3, 2021 on the bulletin board at the east entrance of the Erwin Meier Administration Center, 625 Court Street, Woodland, CA

9. 3. Comprehensive School Safety Plans

Description

California *Education Code (EC)* Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. These plans must be updated prior to March 1st and adopted annually. It is the staffs' intention to bring this document back to the board for adoption and the next board meeting.

Recommendation

Information only. No recommendation at this time.

Supporting Documents



2021_Comprehensive_School_Safety_Plan_Yolo_County_Special_Education_20220105



2021_Comprehensive_School_Safety_Plan_Cesar_Chavez_Community__School_20211203

Contact Person

Dr. Micah Studer, Assistant Superintendent of Equity and Support Services, will present this item.

Comprehensive School Safety Plan

2021-2022 School Year

School: Greengate School
CDS Code: 5710579 6077275
District: Yolo County Office of Education
Address: 285 W. Beamer St.
 Woodland, Ca.95695
Date of Adoption: 01/14/2022
Date of Update: 01/05/22
Date of Review:
 - with Staff 01/05/22
 - with Law Enforcement In progress
 - with Fire Authority In progress

Approved by:

Name	Title	Signature	Date
Maria Arvizu-Espinoza	YCOE Associate Superintendent of Educational Services		
Lisa Young	YCOE Special Education Principal		
Jessica Burrone	YCOE Director of Special Education		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at the school office and administration offices..

Safety Plan Vision

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

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each school site maximize safety by reducing panic and facilitating effective action during the critical first 10 minutes of a crisis.

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

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

Components of the Comprehensive School Safety Plan (EC 32281)

Greengate School Safety Committee

Greengate Principal Jonelle Castiglia and Greengate Safety Committee

Assessment of School Safety

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

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

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

- A. Child abuse reporting procedures consistent with Penal Code 11164
- B. Routine and emergency disaster procedures
- C. Reference to Board Policies and Administrative Regulations related to school safety. These documents can be found on the YCOE website under Superintendent and Policies.
- D. District safety policies

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

School district employees are mandated reporters and shall make a report when in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child who the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. All District staff receive training in mandated reporting procedures on a yearly basis. (Penal Code 11166)

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Yolo County Child Welfare Services (530) 669-2345 (day) or (530) 669-8920 (nights). Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

For complete policies and procedures see Board Policy and Administrative Regulation BP 5141.4 Child Abuse Reporting Procedures available on the YCOE website (www.ycoe.org) under Superintendent and Policies.

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

Disaster Plan (See Appendix C-F)

Each classroom has an Emergency Response binder that contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has a red emergency backpack that contains lockdown, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies. A summary of the causes is listed in AR 5144.1.

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of the suspension form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

Appeal of Suspension: The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with District policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld.

If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the Principal is final and, thus, ends the appeal process.

If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Director of Student Services or designee. The Director of Special Education or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Director or designee is final and, thus, ends the appeal process.

Additional information on the suspension and expulsion process can be found in:

BP 5119 Students Expelled from Other Districts

BP 5131 Conduct

BP and AR 5144 Discipline

BP and AR 5144.1 Suspension and Expulsion/Due Process

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

BP and SP 5144.3 Student Expulsion Appeals

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

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent or designee. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

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

The Yolo County Board of Education and the Yolo County Office of Education are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Office prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The County Office also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The District strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
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. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the County Office's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any student who engages in sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

The Superintendent or designee maintains a record of reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in Yolo County Office of Education schools.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures and Form
BP and AR 5145.7 Sexual Harassment

Additional information can be found on the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

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

The Yolo County Board of Education and the Yolo County Office of Education believe that appropriate dress and grooming contribute to a productive learning environment. The County Office expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

The site administrator, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and as such must be presented to the County Board for approval. The County Board shall approve the safety plan upon determining that it is necessary to protect the health and safety of the school's students.

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member or site administrator would notify the parent(s) and or guardian.

For additional information, see BP and AR 5132 Dress and Grooming available on the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

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

County Office strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Educational activities that promote safety and awareness, such as:
 - a. Instructing students about pedestrian, bicycle, and personal safety
 - b. Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school

2. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
 - a. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver and bicyclist safety campaigns
 - b. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

3. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
 - a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
 - b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as: reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
 - c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
 - d. Considering safe routes to school when making decisions about siting and designing of new schools

4. Evaluation to assess progress toward program goals, including:
 - a. Gathering and interpreting data based on indicators established by the Superintendent or designee and the County Board of Education
 - b. Presenting data to the Board, program partners, and the public
 - c. Recommending program modifications as needed

For additional information see the following BP/ARs:

BP 5142 Safety

AR 5142.1 Identification and Reporting of Missing Children

For additional information, see the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

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

Component:

Component 1: Safe Physical Environment

Element:

Create a physical environment that ensures school-wide safety.

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Update safety plan annually.	Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Special Education (Jessica Burrone)	Jonelle Castiglia, Principal	2020-2021
Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students.	Update procedures and communicate to staff at all staff meetings, email communications, and documents such as the red emergency poster and the red/green emergency folder. Teachers are expected to review all safety procedures with their class at least twice yearly.	Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Special Education (Jessica Burrone)	Jonelle Castiglia, Principal	2020-2021
Ensure student safety by practicing emergency drills with students and staff on a regular basis.	Conduct emergency drills: Fire, Shelter in Place/Lock Down, Teacher Down, Emergency Communication at least two times a year.	Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Special Education (Jessica Burrone)	Jonelle Castiglia Principal	2020-2021
Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation.	AED and Epi Pens in the office copy room First aid kits in every classroom (list of items in each kit) Red Emergency Backpack w/emergency supplies Emergency Buckets in event of extended Shelter in Place Office - we keep masks, gloves, antibacterial wipes	Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Special Education (Jessica Burrone)	Jonelle Castiglia, Principal	2020-2021

Objectives	Action Steps	Resources	Lead Person	Evaluation
Update and maintain bell, PA, and fire alarm systems.	Implement testing of systems at regular intervals.	County Office Director of Support Operations Services (Matt Juchniewicz)	Jonelle Castiglia, Principal	2020-2021
Increase emergency communication to staff and parents/guardians.	Implement emergency communication test at regular intervals. School Messenger All Calls Greengate Teams - Office 365	Current School Safety Plan YCOE Communications Protocol (EOP) County Office Director of Support Operations Services (Matt Juchniewicz) YCOE Superintendent (Garth Lewis) as Public Information Officer	Jonelle Castiglia, Principal	2020-2021
Share out emergency numbers to all staff members to be used in the event of a catastrophic event.	Update emergency number list annually.	Site Administrative Assistant Greengate Administrator and Staff	Jonelle Castiglia, Principal Rosalva Wisterman, Administrative Assistant Alejandra Hernandez, Office Secretary	2020-2021

Component:
School Climate

Element:
Create a positive environment for learning.

Opportunity for Improvement:
Increase school connectedness and encourage participation in the school community. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase school connectedness.	Hold open houses, back-to-school events, program showcase events, and community meetings that engage all stakeholders.	Staff, parents, students, service providers, school leadership and community members	Jonelle Castiglia , Principal	2020-2021
Increase parent communication.	Update Greengate website and review effectiveness of current systems of communication with parents (e.g. School Messenger Calls, Family Bulletins, Parent Meetings)	Special Ed YCOE webpage, teachers, counselors, and administrators	Jonelle Castiglia , Principal	2020-2021
Develop practices that ensure equity for all youth.	Contract professional development and opportunities that foster equitable practices.	Teachers, para-educators, school psychologists, counselors and administrators	Jonelle Castiglia , Principal	2020-2021
				2020-2021
Increase professional learning opportunities for staff focused on academic, behavioral, communication, and social-emotional supports for all students.	Further develop and implement professional learning for staff, including PBIS, Social Emotional Learning, NCI-CPI (Crisis Prevention Institute) and Unique Learning Systems	Teachers, related service providers, para-educators, counselors, school psychologists and administrators	Jonelle Castiglia , Principal	2020-2021

Component:

Personal Characteristics of Student and Staff

Element:

Identify traits that administrators, teachers, and support staff bring to the school environment.

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide professional growth opportunities for teachers, administrators, and other school personnel.	Provide professional growth opportunities.	SELPA trainings School-wide Professional Development training Collaborative partnerships with local school districts directors	Jessica Burrone, YCOE Director of Special Education	2020-2021

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

Greengate School Student Conduct Code

DISCIPLINE

The Yolo County Board of Education and the Yolo County Office of Education desire to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The County Office believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. The Yolo County Superintendent of Schools or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

Conduct Code Procedures

Greengate Leadership is participating in the Region PBIS training. There have been regularly scheduled meetings to plan for a school-wide PBIS implementation. In addition the Greengate Leadership Team is developing a PBIS Handbook for Greengate School which emphasizes our core values, our school culture, and a discipline flowchart.

At the beginning of the school year the principal or designee meets with staff, students and families to review and discuss the importance of a positive school climate, the positive purposes of school discipline, our core values (We T.E.A.C.H.) and the importance of respectful and caring behavior. This may be accomplished through orientations, visits to individual classrooms, and the school's PBIS handbook. The presentation includes an understanding of the school's core values, the values of respecting each individual's dignity, and of supporting healthy relationships. Students and staff are provided examples of behaviors that support the school community's goals and those that are non-supportive.

When a more serious misbehavior or breach of community standards or relationships occurs, the principal, teacher or designee conducts an investigation. The fact-finding process includes interviewing the students involved (both those who may have caused harm and those who may have been harmed.), student and adult witnesses, collecting written or physical evidence related to the incident, and reviewing the records of the involved students. This process includes review of past incidents and other relevant information about the students involved.

In order to support students during the interview process, the principal or designee will assess the need for intervention and/or support from the student's counselor, a case manager, or the school nurse. In order to maximize instructional time, students will remain in class until the principal or designee is ready to begin the interview. Students will be told the purpose of the interview and whether the police department will be involved. In cases of more serious behaviors, parents/guardians of the involved students are notified about the incident, the fact-finding process, and any consequences their own child receives. The County Office's commitment to student confidentiality, supported by Board Policy and State law, precludes parents/guardians from hearing the consequences that other students receive.

Administrators will do all they can to prevent any further harm to victims, but there may still be times when students feel that the fact-finding process itself is a negative consequence to them. Acknowledging their feelings and being clear about the purpose of this process can help. For example, if student victims are interviewed during their recess or privilege time, they may feel that they are being punished. If the classroom seat of the innocent or aggrieved student is moved, that student may feel s/he is being punished and unfairly treated. Staff will support the recipient(s) of harm in understanding how the process, including staff actions, supports them.

Despite strong efforts, sometimes the fact-finding process cannot be conclusive. For example, students may report very different stories about the incident, and interviews of students may or may not be reliable or appropriate. However, this does not mean that elements of the situation cannot be addressed. A restorative approach means that the County Office will do all it can to understand who has been affected, how they have been affected and will do all that it can to make things as right as possible, given each particular circumstance.

YCOE recognizes the harmful effects of bullying on student learning and school attendance and strives to provide safe school environments that protect students from physical and emotional harm. County Office employees shall establish student safety as a high priority and shall not tolerate bullying or harassment of any student for any reason. Allegations of harassment, bullying, hate crimes, or physical assaults, including the use of racial, gender or other identity-based slurs, are referred to the school administrator for investigation and response. The teacher, principal, or designee will address the issues surrounding the incident with those involved and/or the class as appropriate. Restorative practices and anti-bias lessons are examples of ways to address issues with students.

Educating Students

Our goal is that all students are given the support they need to expand and enrich their competency in interpersonal skills, decision-making, reasoning, problem-solving and good citizenship. By using a variety of means, students are taught self-control and respectful regard for others. Strategies include classroom presentations of concepts that are infused through their normal curriculum program, large and small group discussions, and individualized support.

Discipline responses frequently refer to counseling a student, which is a typical instructional element of all consequences. The principal/designee determines the degree and type of counseling. Counseling may include activities that successfully restore respectful relationships and/or conflict resolution/management work with the principal, counselor or psychologist. In some cases, it may be appropriate for students to participate in a staff or student-facilitated, face-to-face, restorative practice meeting. Such efforts intend to create better understanding and a positive relationship among the students. However, face-to-face mediation may not always be safe or appropriate in all situations. For example, when a student is persistently harassing others, a face-to-face session can reinforce the bullying behavior. In these types of situations, parent/guardians are consulted to determine whether a restorative meeting should occur.

Suspension and Alternatives to Suspension

The more clarity students have about what constitutes a breach of the community, relationships or rules, sometimes called misbehavior, and the more they understand that any misbehavior will be known and responded to in a timely way, the more likely it is that students will behave appropriately. Consistency in the application of a restorative approach to student development when they have been the cause or recipient of harm, and the taking of responsibility for the harm, is more likely to result in positive behaviors. Restorative practices will be used to help students understand the impact of their behavior on others and to provide education around the larger issues of acceptance within a diverse community.

Home suspension is a severe response that is only used when a student's behavior endangers themselves or others or the community. It is a legal declaration that the student has lost, for a maximum of five school days, his/her right to remain on a school campus. Committing an offense that could, or has caused, serious harm to others, can lead to expulsion from the district.

California Education Code dictates that alternatives to home suspension will be exhausted before a student is removed from the school environment. Since the purpose of school is to educate, students need to remain in school and in the classroom as much as possible.

Student Concerns

Students and/or families are strongly encouraged to communicate with teachers, staff, and administrators when they feel harassed, threatened, intimidated, or bullied by another student, or by staff. Students and/or parents should speak with school personnel, and if the issue cannot be resolved, submit a Complaint Form. The Complaint Form is available at all school offices, the County Office, or on the YCOE website. Communication is key to helping students address concerns and find resolutions with assistance from dedicated individuals at their school site.

For additional discipline information see:

BP 5144 Discipline

AR 5144.1 Suspension and Expulsion/Due Process

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

(K) Hate Crime Reporting Procedures and Policies

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, YCOE schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, YCOE shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures

BP 5131.2 Bullying

BP and AR 5144.1 Suspension and Expulsion/Due Process BP 5145.3 Nondiscrimination/Harassment

Available on the YCOE website under Superintendent and Policies at <http://www.ycoe.org>.

(J) Procedures to Prepare for Active Shooters

The Yolo County Board of Education and the Yolo County Office of Education desire students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

Possession of Weapons

YCOE prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, YCOE policy, and administrative regulations.

The site administrator or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

YCOE Greengate School conduct drills for the staff and students safety. Students and staff lock down and remain in a secure location away from windows and doors. Law enforcement is called and county administration is alerted.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The County Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. County employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber-bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyber-bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students shall be informed, through student handbooks and other appropriate means, of county and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The County may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development annually, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Discipline

Any student who engages in bullying in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

For additional information see:

BP 5131.2(a) - Bullying

BP 5145.3 - Nondiscrimination/Harassment

5145.7 - Sexual Harassment

5145.9 - Hate-Motivated Behavior

AB 2291

Available on the YCOE website under Superintendent and Policies at <http://www.ycoe.org>.

Safety Plan Review, Evaluation and Amendment Procedures

YCOE recognizes that students and staff have the right to a safe and secure environment while at Greengate School where they are free from physical and psychological harm. YCOE is fully committed to maximizing school safety and to creating a positive learning environment that teaches students with disabilities strategies for self-advocacy and independence using appropriate social-emotional skills.

The school safety plan is reviewed, updated, and approved by the Director of Special Education, Principal of Greengate, Director of SOS, and School Safety Committee.

Safety Plan Appendices

Emergency Contact Numbers

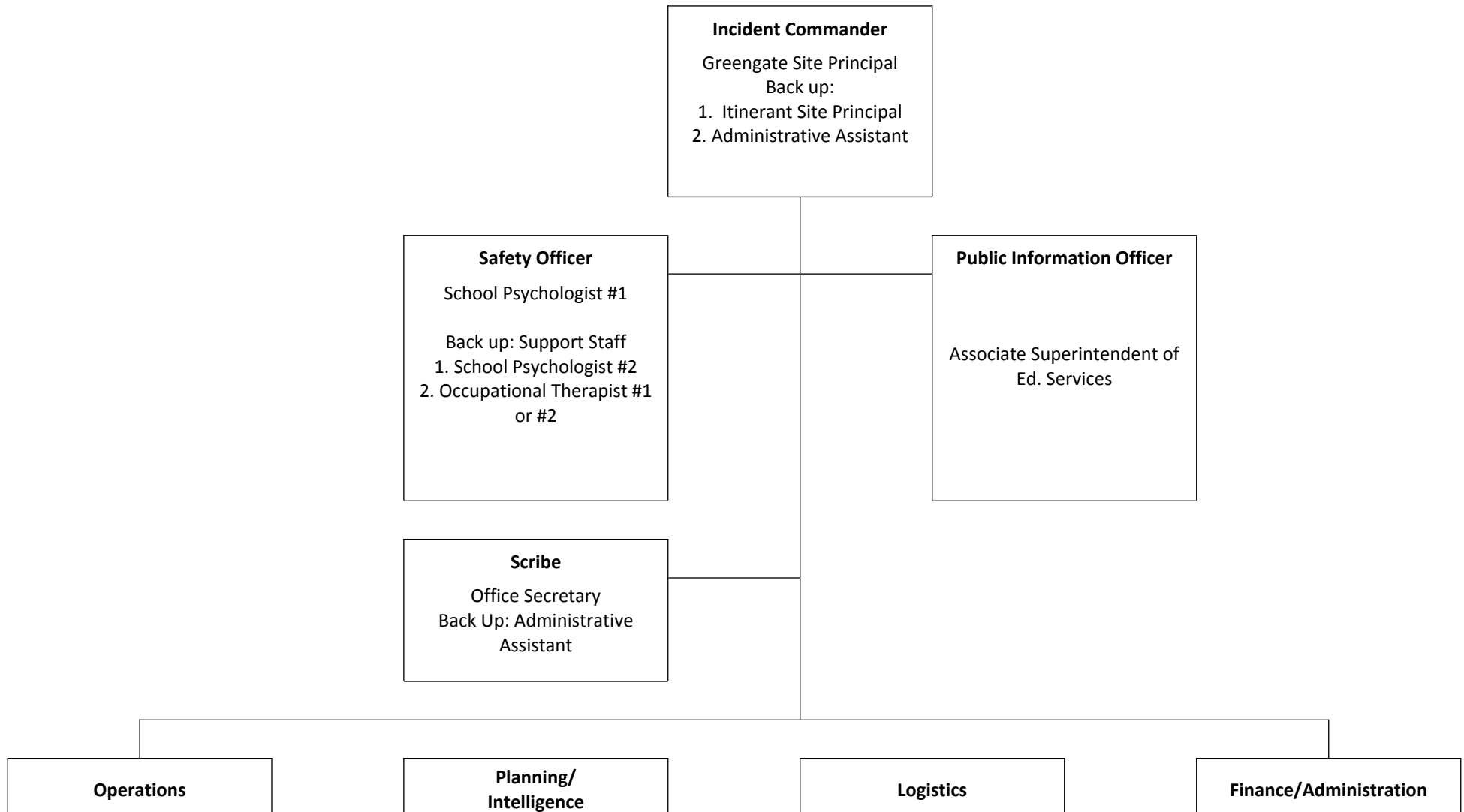
Utilities, Responders and Communication Resources

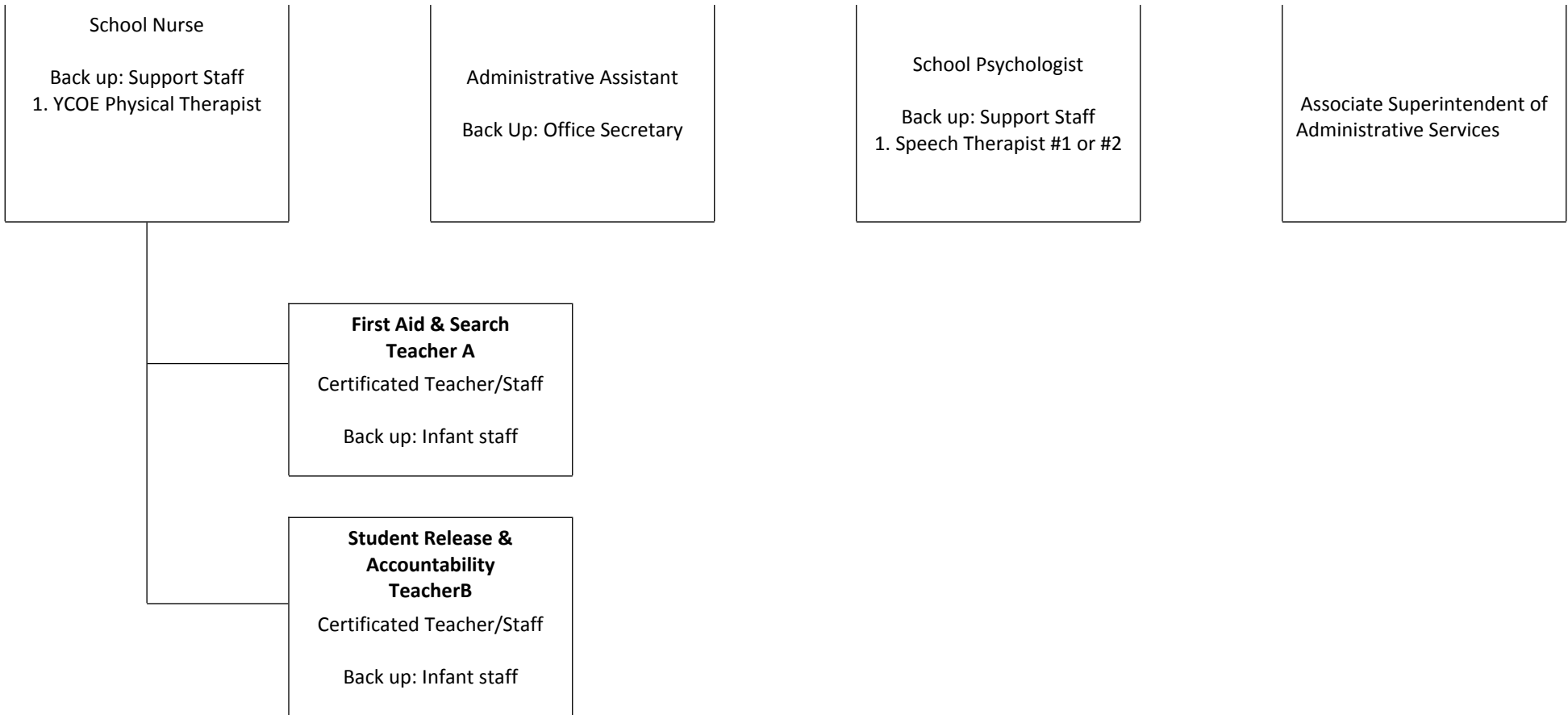
Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	(530) 666-6612 non emergency
Emergency Services	Poison Control	(800) 342-9293	
Public Utilities	PG&E	1-800-743-5000	1-800-743-5002 report outages
School District	YCOE Director of SOS	(530) 668-3708	
School District	YCOE Director of Special Education	(530) 668-3878	
School District	YCOE Superintendent's Office	(530) 668-3702	
School District	YCOE Educational Services Office	(530) 668-3770	
Emergency Services	Office of emergency Services	530-406-4930	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Safety Committee to review, plan and solicit input from staff	September, December and March reviews	Greengate Safety Plan located in front office in copy center on clipboard
Conduct montly safety drills	monthly ongoing August through June	Greengate Safety Plan located in front office in copy center on clipboard
Debrief of Safety drills	Following monthly drill at staff meetings/leadership meetings	Debrief after each drill and access needs
Participate in National Earthquake Drill	October 2nd and December 4th, 2020	Campus wide drills
School Red Safety Backpacks	Updated and refilled at beginning of school year	

Greengate School Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

NOTE: In cases of extreme danger it is not necessary to wait for the principal or designee to call for help. The first person to view the danger can call 8-911 from a classroom phone, and then alert the office by phone or radio.

Step Two: Identify the Level of Emergency

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

Level 1 (Minor): Medical incident

Level 2 (Moderate): Fire, Flood, Hazardous Materials and illness outbreak at school

Level 3 (Major): Assault/shooter on campus, flood, fire, earthquake, dam failure and pandemic flu

Step Three: Determine the Immediate Response Action

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

1. EVACUATION: The signal is the fire alarm.
(Maybe used for fire, gas leak, chemical leak in the lab, etc.)

Student Response:

Leave belongings in room (unless medications are needed)

Move calmly to evacuation location #1

Stay with your class at all times for roll call

Staff Response:

Take Red Emergency Backpack

Take Staff Handbook binder, cell phone, keys

Proceed immediately to the evacuation area

Take attendance (hold red card overhead if missing/extra students)

Safety Plan

Keep students near you in the assigned area

Return to the building via instructions from the administrator or emergency official

2. LOCKDOWN: Signal is the bell or public address system.
(Maybe used for explosions, violent intruder, gunfire, etc.) DO NOT LET ANYONE IN OR OUT OF THE ROOM

Student Response:

If indoors or can get indoors quickly,

Turn out lights

Help teacher lock door (or move furniture to block door if door unable to lock)

Move away from windows and down onto the floor

Find shelter behind or under furniture (tables, chairs)

Stay calm and be patient and keep quiet

Open the Emergency Backpack if needed

No cell phone usage unless given permission by an adult
If outdoors and away from the school:
Go quickly to a safe place, then move to evacuation site #2
Go quickly to a safe place, then move to evacuation site #2

Staff Response:

If indoors or can get indoors quickly,
Gather students rapidly, and lock all doors
If the door cannot lock, barricade the door with furniture
Close windows, curtains, and blinds
Move away from windows and down onto the floor
Consider moving students to more interior spaces or escaping through the back door if possible
Take attendance and give Incident Commander the names of missing or extra students
If outdoors and away from the school,
Escort students to evacuation site #2 and keep contained
Take roll and alert incident commander of students with you
Release students only to parents (check ID) or authorities

3. SHELTER IN PLACE: Signal is the bell and public address system

(Maybe used for Bomb Threat, Severe Weather, Animal Disturbance, Disorderly Conduct, etc) DO NOT ALLOW ANYONE IN OR OUT OF THE ROOM

Student response:

If indoors or can get indoors quickly,
Help teacher lock doors and close windows, curtains/blinds
Move away from windows
Stay calm and be quiet
No cell phone usage unless given permission by an adult
If outdoors and not near the school building,
Go to evacuation site #1 or #2
Wait for school people or police to meet you and give instructions

Staff response:

If indoors or can get indoors quickly,
Lock all doors
Close windows, curtains, and blinds
Move students away from windows
Take attendance and give the office the names of missing or extra students
Can continue instruction if directed by Incident Commander
If outdoors and not near a school building,
Escort students to evacuation site #1 or #2 and keep students near you
Take roll and give office names of students with you
Release students only to parents (check ID) or authorities

4. EARTHQUAKE/TORNADO: Signal is the bell or public address system

Student response:

If indoors,
Duck under desk/table and cover head and neck with hands
Stay away from windows or furniture that can fall over
If outdoors,
Earthquake: Drop to ground away from buildings, trees, and power lines and stay put
Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low area

Staff response:

If indoors,

Duck under desk/table and cover head and neck with hands

Close drapes and blinds

Direct students away from windows or furniture that can fall over

If outdoors,

Earthquake: Drop to the ground away from buildings, trees, and power lines; maintain a position for aftershocks

Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low depression area

5. TEACHER DOWN or MEDICAL EMERGENCY:

Adult response: If the teacher is unable to provide direction,

One adult in class calls 8-911 from the classroom phone

One adult contacts the office (Admin Assistant) to get help and let them know 911 has been contacted

Adults in the classroom - Help students stay clear of the area and evacuate the classroom to the playground or another classroom -

Student safety and supervision is top priority

Stay calm and do not distract staff during an emergency

Stay clear of the area

If you need to leave to respond to an emergency

If you are assisting in a medical emergency:

Verify that 8-911 and the office has been called

Assist victim until emergency responders arrive, or

Assist with class supervision

Help clear path for medical personnel and emergency vehicles

Practice with staff so they will know what to do

if you are the down teacher

Step Four: Communicate the Appropriate Response Action

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

Set up a command post

Contact First Responders

Assign duties, determine the need for resources

Using a site map, identify the location of the emergency and staging area

Appropriate actions and response procedures are communicated to staff and individuals using the Site Crisis Team roster and job descriptions, and by following the instructions listed in the RED safety folders that are placed in every classroom and workspace.

If the crisis is chemical or biological in nature, and evacuation is required, direct students to an uphill site

If evacuation is necessary, take the emergency plan, whole school roster, student medication binder, student medications, radio, and bull horn (if available)

Notify appropriate School YCOE officials (Director of Student Services and YCOE SAT Teams app)

YCOE Responsibilities:

1. SAT to work with Public Information Officer to prepare appropriate parent, community, and media notification by text, email, or other communication means for distribution on that same day, if possible

2. YCOE designee to notify parents via all call School Messenger with SAT approved communication

In addition to information regarding procedures during EVACUATION, LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, OR TEACHER DOWN/MEDICAL EMERGENCY, the following information is printed on the inside of the RED safety folders:

EMERGENCY RESPONSE PHONE NUMBERS

Emergency: 8-911 from the school phone
District Safety Coordinator
District 24 hr. Emergency:

EVACUATION SITES #1 and #2 are listed in each classroom

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

The green and red cards are used to indicate if all students on the teacher's roster are accounted for, if someone is missing from the class, or if someone needs medical attention.

A green card is used to indicate all students on the roster are accounted for and no medical attention is needed

A red card is used to indicate all one or more student is missing from the roster or someone needs medical attention

Evacuation: Hold up the card showing the appropriate color until acknowledged by a crisis team member

COMMUNICATION INSTRUCTIONS DURING AN EMERGENCY

Try to keep phone and email lines free except to communicate with emergency services

Wait for instructions

Instructions may come via landlines, email or cell phone

Look on Districts/County social media site for real-time updates

Ask students/staff to not use cell phones unless authorized by Emergency Responders

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

Remind students that we are prepared for an emergency

Explain that the Police and Fire Departments are in charge

Ask parents to go to the District/County website or District/COunty social media page for information

ROLES/EXPECTATIONS OF ADULTS, STUDENTS, AND EMERGENCY RESPONDERS

Adults

STAY CALM

Notify emergency services by any available method

Notify adults who can assist

Remove/protect students

Assist students with injuries/immediate needs

State your expectations to students and subordinates

Follow instructions from emergency personnel (Firefighters, Police, EMT's)

Students

STAY CALM AND PATIENT

Assist adults

Comply with emergency service providers' instructions

Respect each other

Emergency Personnel

Take control upon arrival

Keep school leaders informed

Call for all services needed

Allow school leaders to assist with parents and students

Classroom Management during Emergencies

Students will display a range of emotions. Respond by:

Tell them that you are prepared to take care of them

Validate their feelings; it is okay to be scared

Remind them that they have practiced many times for emergencies
Assure them that strong, smart people are helping

Other Considerations:

SEVERE HEALTH ISSUES: should be noted in the Student Medical Binder emergency folder

TOILET: set up the yellow emergency bucket (diapers, blanket or towels for changing diapers)

FOOD: children may have to share any that is available

PROVIDE COMFORT: Use jackets/extra clothes to make a comfortable resting area. Let students group with their friends for support.

STAYING CONNECTED: Use the buddy system

COMMUNICATION: Staff cell phones/computers can be used if working; students may text if given permission from the staff

RELEASE OF STUDENTS AFTER A LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, or EVACUATION

Elementary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

Parents may be allowed to come to the classroom where the teacher would recognize parents/guardians

Students may be moved from classrooms in groups to a meeting place where adults can identify themselves

From EVACUATION SITE:

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

Parents may be allowed to find their child

Secondary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

Students may be sent by alpha order to separate locations for reunification

Students may be released by the classroom to a designated area

Parents may be allowed to come to classroom where the teacher would recognize parents/guardians

From EVACUATION SITE:

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

Parents may be allowed to find their child

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

CLASS ROSTERS

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

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

SCHOOL CRISIS TEAM ROSTER AND INCIDENT PHONE TREE and through TEAMS (updated yearly)

SITE EVACUATION MAP INDICATING EVACUATION SITE (updated yearly)

TRAUMA FAST ACTION CARD

Provides basic first aid information

YCOE EMERGENCY PHONE NUMBERS (County Office will update yearly)

Types of Emergencies & Specific Procedures

Aircraft Crash

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

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

If necessary, initiate Student Release procedures

Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

Animal Disturbance

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

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution on that same day

If necessary, initiate Student Release procedures

Prepare incident status report for emergency response personnel if needed

Be prepared to assist with building access for emergency responders

Be prepared to shut down all HVAC systems to stop outside air intrusion

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

Armed Assault on Campus

A. Administrator (Office)

1. Activate full lockdown procedures using any available method

2. Call 911 and provide all known information including the following:

a. Location and number of assailants

b. Description of assailants and any available weapon information

c. Actions you are taking or have taken

d. Known injuries to staff and/or students and locations of such

3. Stay in contact with 911 if possible and safe to do so

4. If active shooter/lethal assailant is inside the school, evacuate immediate staff and others if safe to do so, and order all persons on the exterior to move a safe distance from the campus.

5. If fleeing or evacuating is not possible or if it increases the risk of serious injury or death, barricade an inner office, turn off lights, stay silent to the degree possible, and await help.

6. If active shooter/lethal assailant is outside the school, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remain concealed until told otherwise by law enforcement.

7. If loss of life appears imminent at any time, consider attempting to neutralize the suspect using any available means, but only as a last resort.

B. Staff (Inside School)

1. If in contact with administrator or designee, follow instructions

2. Lockdown the classroom by doing the following:

a. Lock all doors including those connecting to adjacent rooms

b. If doors cannot lock, barricade the door with furniture

c. Close windows, curtains, blinds

d. Turn out lights

e. Move all students away from windows and down onto the floor

f. Seek shelter behind or under whatever is available

g. Consider moving students to more interior spaces or escaping through a backdoor if possible

h. Maintain silence to the degree possible

i. If possible, take attendance and give administrator the names of missing or extra students

3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.

4. If it appears an active shooter/lethal assailant may gain access to the classroom or if evacuating students will increase the chance of survival, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.

5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

C. Staff (Outside School)

1. If in contact with administrator or designee, follow instructions

2. If threat is believed to be on the exterior, staff should evaluate and choose the best of the two available response options:

a. Enter the closest available building, ensure exterior door is secure and if not an interior room, move to one if available.

Lock all doors including those connecting to adjacent rooms

If doors cannot lock, barricade the door with furniture

Close windows, curtains, blinds

Turn out lights

Move all students away from windows and down onto the floor

Seek shelter behind or under whatever is available

Consider moving students to more interior spaces or escaping through a backdoor if possible

Maintain silence to the degree possible

If possible, take attendance and give administrator the names of missing or extra students

b. Flee the immediate area using cover and concealment as you move. If moving students away from the danger, give loud and direct instructions to assist in their own protection.

Evaluate the need to move further from the threat in order to increase safety.

Maintain custody of students to the degree possible

When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the location where you have sought shelter, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
5. If an active shooter/lethal assailant gains access to your location and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

Biological or Chemical Release

EVACUATION should be the initial action to a hazardous material release

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

ON-CAMPUS RELEASES WITHIN A BUILDING:

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

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

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

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

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post upwind and out of the immediate danger area
- Contact site's First Responders
- Direct staff to secure the area around the chemical spill
- Confirm with First Responders that roll has been taken of those evacuated and that all students are accounted for
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

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

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

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

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

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

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

- The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors, and turn off fans and air conditioners by shutting off the electrical power in the classroom.

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

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

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

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

Bomb Threat/ Threat Of Violence
 Since most bomb threats are hoaxes the best first response is to shelter in place.

Person receiving call should:

1. Remain calm
2. Listen – Do not interrupt caller. Keep caller on the phone as long as possible. (see bomb threat check list on back)
3. If possible, write a note to a colleague to alert the Site administrator and call 911 or, as soon as the caller hangs up, immediately notify them yourself.
4. If your phone has a display, copy the number on the window display.
5. Complete bomb threat checklist immediately. Write down as much detail as you can remember. Try to get exact words.
6. Immediately upon termination of the call, contact 911 with information and await instructions.

Administrator or designee:

1. Call for a Shelter in Place until police arrive and evaluate the threat
2. Notify: District Safety Coordinator, Director of Student Services, and Superintendent's office
3. Do not use two-way radios or cellular phone, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

Bomb Threat/ Threat Of violence

Since most bomb threats are hoaxes the best first response is to shelter in place.

Person receiving call should:

1. Remain calm
2. Listen – Do not interrupt caller. Keep caller on the phone as long as possible.
3. If possible, write a note to a colleague to alert the Site administrator and call 911 or, as soon as the caller hangs up, immediately notify them yourself.
4. If your phone has a display, copy the number on the window display.
5. Complete bomb threat checklist immediately. Write down as much detail as you can remember. Try to get exact words.
6. Immediately upon termination of the call, contact 911 with information and await instructions.

Administrator or designee:

1. Call for a Shelter in Place until police arrive and evaluate the threat
2. Notify: District Safety Coordinator, Director of Student Services, and Superintendent's office
3. Do not use two-way radios or cellular phone, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

This action is taken after the decision is made that it is unsafe to remain inside the building. If full or partial evacuation is ordered, initiate and direct evacuation operations according to the following guidelines:

Contact WJUSD Transportation Department at 406-5980 and the Yolo County Office of Education - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

1. Close windows and doors. Lock doors.
2. Take safety binder and roll book.
3. Lead students to your assigned area (see map) in a silent, single or double file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At destination, move on to side walk.
6. Line up with teacher at front of line. Keep everyone calm, silent, and in single/double file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
 - o ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.
11. Contact the Yolo County Office of Education Office EOC once the staff and students have moved off of site (if necessary) and have been accounted for.

Bus Disaster

YCOE does not operate bus services. YCOE students are transported by district transportation services. YCOE may operate passenger vans.

School Incident Commander (Principal or designee) will:

Dispatch a school representative to the accident location

Notify appropriate YCOE officials (Director of Student Services and Director of Support Operations Services)

Ensure any special health information or medication for any injured student is sent to the hospital

Make parent notifications (County Office can assist)

School representative at the scene will:

Assess level of support needed and convey this to the School Incident Commander

Report to School Incident Commander the names of student passengers, their conditions, and location(s) where injured were taken

District Office will:

Work with Site to arrange that YCOE or site official(s) are available to meet injured student(s)/staff at the hospital

Alert Prevention and Crisis Managers who can assess counseling needs of victim(s) or witness(s) and implement postvention crisis plan procedures

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

Death and/or Mass Casualty

Any traumatic death or mass casualty incident requires a coordinated approach between the the Site crisis team, the Site staff and the County Office. Every member of the site crisis team will have comprehensive instructions located in their Red Emergency Binder and also at the site office.

First 24 Hours

After the team members have been alerted to the crisis by the school administrator, they meet before the opening of school to address the following tasks:

Review crisis plan

Review role-specific tasks

Consider substitute coverage for certain team members

Gather information about the deceased from accurate sources

Contact other schools in the district about the death

Begin identification of potentially vulnerable students

Arrange for team members to follow the class schedule of the deceased

Determine level of information exposure of students and staff

Create scripts for dissemination of information to all members of the school community

Determine number and location of care stations for students

With administrator, set agenda for staff meeting

Contact appropriate community support resources

Make a plan for contacting the family of the deceased

Arrange to remove the student's belongings from locker and desk

Implement the procedure for responding to impromptu student memorials

Schedule optional staff debriefing at the end of the school day

Debrief team at the end of the school day

48 to 72 Hours

Assist school in returning to regular routine

Continue to reach out and provide support to the most affected staff, staff, and students

Contact all absentees to determine if their absence is related to the death

Continue care stations as needed

Monitor student Web tributes

Update staff on postvention activities

Review the process for identifying vulnerable students

Prepare the school community for funeral activities

Debrief and document

Postvention Responses to Avoid:

Ignoring the impact of the death and conducting the entire school day in a "business as usual" fashion

Dismissing school early so students can grieve in the privacy of their often unsupervised homes

Announcing the death via an impersonal public address system

Announcing the death in a large venue like the auditorium where student emotionality can become contagious

Assuming every member of the school community will react to the death rather than providing support on an as needed basis

Allowing students to leave the school campus without parental accompaniment/permission

Closing the school for the funeral

Encouraging student memorials, which can romanticize the deceased and create a contagion risk

Disorderly Conduct

SHELTER IN PLACE should be the initial action to disorderly conduct.

School Incident Commander will:

- Determine the level of response required for the incident (call 911)
- Establish an Incident Command Post (ICP)
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, contact site's First Responders
- If necessary, initiate student release procedures
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

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

Earthquake

Earthquake/Tornado Response (Shelter in Place with duck and cover) should be the initial action to an earthquake/tornado. However, evacuation may need to occur if there is concern that the building is damaged. Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. A tornado or other severe weather does often come with some warning and all students and staff should try to get indoors if possible.

School Incident Commander will:

- If necessary, call 911 to report damage and/or injuries
- If necessary, contact site's First Responders
- If necessary, after the shaking stops, initiate an EVACUATE BUILDING alert
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, initiate parent notification and Student Release procedures
- If necessary, establish an Incident Command post
- Be prepared to assist with building access for emergency responders
- Consider need to dismiss school due to power loss, building damage or other factors
- As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy

Explosion or Risk Of Explosion

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

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

School Incident Commander will:

- Determine the level of response required for the incident
- Call 911 and describe the current situation, including damage and estimated number of injured
- Describe the best access for emergency responders (driveway/gate) and be prepared to assist
- If possible, remain online to provide updates

- Ensure fire alarm has been sounded
- If needed, announce changes in EVACUATION routes due to incident location
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community, and media notification by text, email, or other communication means for distribution
- Meet arriving fire and police personnel
- If necessary, initiate Student Release procedures
- Prepare an incident status report for emergency response personnel if needed

This action is taken after the decision is made that it is unsafe to remain inside the building. If full or partial evacuation is ordered, initiate, and direct evacuation operations according to the following guidelines: Contact Office of Emergency Services 530 406-4930 and the Yolo County Office of Education - EOS and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

1. Close the windows and doors. Lock doors.
2. Take the Staff Handbook binder and attendance roster.
3. Lead students to your assigned area (see map) in a silent, single or double file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At the destination, move on to the sidewalk.
6. Line up with the teacher at front of the line. Keep everyone calm, silent, and in single/double-file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed. ONLY if someone is missing, fill out the Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double-file line.
11. Contact the Yolo County Office of Education Office EOC once the staff and students have moved off of the site (if necessary) and have been accounted for

Action is rescinded when:

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

Fire in Surrounding Area

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

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

Prepare incident status report for emergency response personnel if needed

Be prepared to EVACUATE if ordered to by emergency responders

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Staff is given the "All Clear" or other instructions

Continue to communicate with County Office who will be monitoring air quality for participation in P.E. and other outdoor activities

Fire on School Grounds

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

SIGNAL: Smoke, flames, or fire alarm.

Greengate School has identified in priority 1) Barn Structure Playground at Greengate, 2) Greengate parking lot, 3) Harris Park, 4) Total Evacuation YCOE Santa Anita

EVACUATE:

Contact Principal and the Yolo County Office of Education - EOC where the student population will be going. Advise them of your transportation requirements, if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

Contact Yolo County Office of Emergency Services and the Yolo County Office of Education Office - OES and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

*Contact district transportation as appropriate to notify of evacuation status

Staff will:

1. Close windows and doors. Lock doors.
2. Take attendance
3. Take Red Emergency Backpack
4. Lead students to your assigned area (see map) in a silent, single, or double-file line. If you have an aide, have him/her bring up the rear.
5. Be sure to stay on walkways, and not in parking lots or driveways.
6. At the destination, move on to the sidewalk.
7. Line up with the teacher in front of the line. Keep everyone calm, silent, and in a single/double-file line.
8. Take attendance.
9. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
 - a. ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double-file line.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community, and media notification by text, email, or other communication means
- Prepare an incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

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

Flooding

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

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems

Action is rescinded when:

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

SEVERE

WEATHER

PROCEDURE

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

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

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

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

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

After passage of the storm:

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

Loss or Failure Of Utilities

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

LOSS OF UTILITIES

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

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

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

Gas leaks may require only a spark to set off an explosion

A broken water pipe may cause extensive flood damage to buildings and property

Electrical failures cause disruption of needed heating, ventilation, and air conditioning

Electrical failure may also result in loss of well water and sewage disposal

Broken electrical lines or components may pose a shock hazard to staff or students

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

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

UTILITY LOSS OR DAMAGE EMERGENCY PROCEDURES

Gas Leak - Indoor:

Upon detecting gas odor, staff shall initiate EVACUATION of the affected building

If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark

DO NOT turn off lights or other electrical equipment which may cause a spark

Leave doors open to provide ventilation of the building

Turn off HVAC system to entire campus

The School Incident Commander will call 911:

Give location of gas leak - what building and what's leaking, if known

Describe best UPWIND access point for emergency responders (driveways/gates)

Request 911 operator to call Gas Company since they have rapid access

Indicate that EVACUATION is underway and stay on the line to provide updates

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

Determine whether to evacuate other buildings since SHELTER IN PLACE may be appropriate if the leak is small and contained to another building

Do not reenter the affected building(s) until fire or utility officials say it is safe

Gas Leak - Outdoor:

Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area

Move everyone UPWIND, at least 100 feet (more if leak is major)

Post staff to prevent entry to the area (including vehicles)

If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark

DO NOT turn off lights or other electrical equipment which may cause a spark

Leave doors open to provide ventilation of the building

Turn off HVAC system to entire campus

The School Incident Commander will call 911:

Give location of gas leak - what building and what's leaking, if known

Describe best UPWIND access point for emergency responders (driveways/gates)

Request 911 operator to call Gas Company since they have rapid access

Indicate that EVACUATION is underway and stay on the line to provide updates

Determine whether to evacuate buildings since SHELTER IN PLACE may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and upwind of leak

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
Do not reenter the affected building(s) until fire or utility officials say it is safe

Electrical System Damage or Failure:

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

Close, but do not lock doors

Notify the School office/Incident Commander

The School Incident Commander will call 911:

Give location and nature of the electrical problem

Describe best access point for emergency responders (driveways/gates)

Request 911 operator to call Electrical Company since they have rapid access

Indicate if EVACUATION is underway and stay on the line to provide updates

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

Direct staff to attempt to shut down electrical at main shut-off or building shut-off

Do not reenter the affected building(s) until fire or utility officials say it is safe

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

Water/Sewer Line Break:

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

The School Incident Commander will:

Direct staff to attempt to shut down water at main shut-off or building shut-off

Assess situation and determine if EVACUATION is needed-

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

Work with Maintenance and Operations to have the water/sewage removed

Do not allow anyone to reenter the buildings(s) until fire, utilities, or Maintenance and Operations say it is safe

If problem is outdoors, direct staff to isolate the area and stand watch until the leak is shut down

Motor Vehicle Crash

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

Psychological Trauma

In case of psychological trauma, the situation would be evaluated and then the appropriate steps would follow. A counselor should be involved in the initial assessment and then additional counselors will be involved as needed. All counselors, nurses, and psychologists are trained to do Risk Assessments to determine the level of threat of self-harm.

Suspected Contamination of Food or Water

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

Tactical Responses to Criminal Incidents

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

Unlawful Demonstration or Walkout

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

Emergency Evacuation Map

Comprehensive School Safety Plan

2021-2022 School Year

School: Cesar Chavez Community School and Dan Jacobs School
CDS Code: 57 10579 0113787, 57 10579 5730106
District: Yolo County Office of Education
Address: 255 W Beamer Street
Woodland, CA 95695
Date of Adoption: 02/14/2022
Date of Update: 01/11/2022
Date of Review:
- **with Staff** 01/05/2022
- **with Law Enforcement** In progress
- **with Fire Authority** In progress

Approved by:

Name	Title	Signature	Date
Gayelynn Gerhart	Principal		
Kelsey Mitchell	Counselor		
Monica Aceves Robles	Teacher		
Kristen Storz	Support Staff		
Liberty Popejoy	Student		
TBD	Student		
Lupe Moreno	Parent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at the school office..

Safety Plan Vision

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

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each school site maximize safety by reducing panic and facilitating effective action during the critical first 10 minutes of a crisis.

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

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

Components of the Comprehensive School Safety Plan (EC 32281)

Cesar Chavez Community School and Dan Jacobs School Safety Committee

Site Principal and School Site Council

Assessment of School Safety

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

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

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

- A. Child abuse reporting procedures consistent with Penal Code 11164
- B. Routine and emergency disaster procedures
- C. Reference to Board Policies and Administrative Regulations related to school safety. These documents can be found on the YCOE website under Superintendent and Policies.
- D. District safety policies

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

School district employees have mandated reporters and shall make a report when in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child who the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. All District staff receive training in mandated reporting procedures on a yearly basis. (Penal Code 11166)

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Yolo County Child Welfare Services (530) 669-2345 (day) or (530) 669-8920 (nights). Alternatively, a mandated reporter can contact the Woodland Police Department (530) 666-2411. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

For complete policies and procedures see Board Policy and Administrative Regulation BP 5141.4 Child Abuse Reporting Procedures available on the YCOE website (www.ycoe.org) under Superintendent and Policies.

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

Disaster Plan (See Appendix C-F)

Each classroom has a Staff Handbook binder that contains the comprehensive school safety plan as well as our emergency policies and procedures. Each classroom and office that have students or staff has a staff handbook/binder which contains lockdown, shelter-in-place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies. A summary of the causes is listed in AR 5144.1.

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of the suspension form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

Appeal of Suspension: The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with YCOE County Office Board policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld.

If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the principal is final and, thus, ends the appeal process.

If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Director of Student Services or designee. The Director of Student Services or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Director or designee is final and, thus, ends the appeal process.

Additional information on the suspension and expulsion process can be found in:

BP 5119 Students Expelled from Other Districts

BP 5131 Conduct

BP and AR 5144 Discipline

BP and AR 5144.1 Suspension and Expulsion/Due Process

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

BP and SP 5144.3 Student Expulsion Appeals

Joint Education Services Plan for Expelled Youth Within Yolo County - AB 922 Plan (MOU July 2018-June 2021)

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

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the Superintendent or designee may receive written notification from security personnel. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

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

The Yolo County Board of Education and the Yolo County Office of Education are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Office prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The County Office also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The County Office strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall ensure that all YCOE students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
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. A clear message that student safety is YCOE's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about YCOE's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, YCOE will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any student who engages in sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

The Superintendent or designee maintains a record of reported cases of sexual harassment to enable the County Office to monitor, address, and prevent repetitive harassing behavior in Yolo County Office of Education schools.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures and Form
BP and AR 5145.7 Sexual Harassment

Additional information can be found on the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

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

The Yolo County Board of Education and the Yolo County Office of Education believe that appropriate dress and grooming contribute to a productive learning environment. The County Office expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

The site administrator, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and as such must be presented to the County Board for approval. The County Board shall approve the safety plan upon determining that it is necessary to protect the health and safety of the school's students.

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for participation in school activities. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. (Education Code 32282f)

It has been determined that appropriate dress for Cesar Chavez Community School Students is the following:

1. The colors red or blue, or shades of red or blue are not permitted.
2. Undergarments must be concealed at all times. See-through fabrics, halter tops, off-the-shoulder or low cut tops, undershirts or muscle shirts, torn off sleeves, bare midriffs, spaghetti straps (all straps must be a minimum of 1-1/2" wide), tube tops are all prohibited.
3. Shoes must be worn at all times.
4. Jackets and jewelry that display writing, pictures, or anything that is sexually suggestive or which advocate racial, ethnic, or religious prejudice or the use of drugs or alcohol are banned on campus and at any school function.
5. Beanies, hoods, and other hats of any kind shall not be worn indoors. Bandanas, scarves, hairnets, hair rags, etc. will not be allowed. Students may wear traditional head coverings in observance of their religion. (Written proof from a church leader may be required)
6. Clothing, hats, and jewelry must be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, or religious prejudice or the use of drugs or alcohol. Any accessories considered dangerous by the school staff are also banned.
7. Any clothing item having the color red, burgundy, or any shade of blue is prohibited. This includes hats, jackets, skirts, shorts, pants (except all-blue - blue jeans), belts, shoes, or shoelaces.
8. Anything denoting membership to a gang, such as colors, clothing, hats, jewelry, accessories, school materials, or manner of grooming, is prohibited.

If students cannot satisfactorily comply with the dress code with a positive attitude, parents may be called to bring the appropriate clothing. When possible, clean t-shirts will be available in the office to loan for the day. Dress code violations are documented in a student's discipline file and will affect readmission request.

Generally, students who do not follow the dress code will be referred to the school office to correct the issue, they are given the option of wearing a t-shirt provided by the school, or being sent home to change. Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction.

For additional information, see BP and AR 5132 Dress and Grooming available on the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

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

County Office strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Educational activities that promote safety and awareness, such as:
 - a. Instructing students about pedestrian, bicycle, and personal safety
 - b. Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school

2. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
 - a. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver and bicyclist safety campaigns
 - b. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or non-motorized scooters wear helmets in accordance with Vehicle Code 21212

3. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
 - a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
 - b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as: reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
 - c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
 - d. Considering safe routes to school when making decisions about siting and designing of new schools

4. Evaluation to assess progress toward program goals, including:
 - a. Gathering and interpreting data based on indicators established by the Superintendent or designee and the County Board of Education
 - b. Presenting data to the Board, program partners, and the public
 - c. Recommending program modifications as needed

At Cesar Chavez Community School, all campus visitors must sign in and out through the front office. Campus substitutes and itinerant support personnel must also sign in and out at the office and pick up a YCOE badge.

For additional information see the following BP/ARs:

BP 5142 Safety

AR 5142.1 Identification and Reporting of Missing Children

For additional information, see the County Office website under Superintendent and Policies at <http://www.ycoe.org>.

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

Component:

Component 1: Safe Physical Environment

Element:

Create a physical environment that ensures school-wide safety.

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Update safety plan annually.	Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services	Gayelynn Gerhart, Principal	2020-2021
Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students.	Update procedures and communicate to staff at all staff meetings, email communications, and documents such as the red emergency poster and the red/green emergency folder. Teachers are expected to review all safety procedures with their class at least twice yearly.	Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services	Gayelynn Gerhart, Principal	2020-2021
Ensure student safety by practicing emergency drills with students and staff on a regular basis.	Conduct emergency drills: Fire, Shelter in Place/Lock Down, Teacher Down, Emergency Communication at least two times a year.	Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services	Gayelynn Gerhart, Principal	2020-2021
Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation.		Current School Safety Plan County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services	Gayelynn Gerhart, Principal	2020-2021
Update and maintain bell, PA, and fire alarm systems.	Implement testing of systems at regular intervals.	County Office Director of Support Operations Services (Matt Juchniewicz)	Gayelynn Gerhart, Principal	2020-2021

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase emergency communication to staff and parents/guardians.	Implement emergency communication test at regular intervals.	Current School Safety Plan YCOE Communications Protocol (EOP) County Office Director of Support Operations Services (Matt Juchniewicz) County Office Director of Student Services YCOE Superintendent (Garth Lewis) as Public Information Officer	Gayelynn Gerhart, Principal	2020-2021
Share out emergency numbers to all staff members to be used in the event of a catastrophic event.	Update emergency number list annually.	Site Administrative Assistant Chavez Administrators and Staff	Gayelynn Gerhart, Principal Selyna Leach, Administrative Assistant	2020-2021
Maintain minimal outside food and drink being brought onto campus to prevent contraband and/or food allergies	Updated in School Handbook annually and reviewed during new student orientation and/or at the beginning of each school year.	Student Handbook	Gayelynn Gerhart, Principal Selyna Leach, Administrative Assistant	2020-2021
Closed campus	<p>Students must remain on campus during regular school hours. Students who need to leave school must first report to the office and request permission to leave. Students must have written permission or a phone call from a parent or guardian to leave campus. All students must sign-out in the office if parent permission is granted.</p> <p>Updated in School Handbook annually and reviewed during new student orientation and/or at the beginning of each school year.</p>	Student Handbook	Gayelynn Gerhart, Principal Selyna Leach, Administrative Assistant	2020-2021

Objectives	Action Steps	Resources	Lead Person	Evaluation
Search and Seizure	<p>Students enrolled at an alternative education program will comply with search and seizure laws as stated in the California State Education Code, and any requests made by staff and Law Enforcement.</p> <p>Updated in School Handbook annually and reviewed during new student orientation and/or at the beginning of each school year.</p>	Student Handbook	Gayelynn Gerhart, Principal Selyna Leach, Administrative Assistant	2020-2021

Component:
School Climate

Element:
Create a positive environment for learning.

Opportunity for Improvement:
Increase school connectedness and encourage participation in the school community. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase school connectedness.	Hold open houses, back-to-school nights, program showcase events, and community meetings that engage all stakeholders.	Staff, parents, students, service providers, and community members	Gayelynn Gerhart, Principal	2020-2021
Increase parent communication.	Update Chavez website and review effectiveness of current systems of communication with parents.	Chavez webpage, teachers, counselors, and administrators	Gayelynn Gerhart, Principal	2020-2021
Work with stakeholders in updating the LCAP for the school site.	Establish LCAP development and feedback meetings with multiple stakeholders.	Staff, parents, students, service providers, and community members	Gayelynn Gerhart, Principal	2020-2021
Develop practices that ensure equity for all youth.	Contract professional development and opportunities that foster equitable practices.	Teachers, para-educators, counselors, and administrators	Gayelynn Gerhart, Principal	2020-2021
Increase professional learning opportunities for staff focused on academic, behavioral, and social-emotional supports for all students.	Further develop and implement professional learning for staff, including: PBIS, Reading with Relevance, Sacramento Area Youth Speakers, and Culture C.O.-O.P.	Teachers, para-educators, counselors, and administrators	Gayelynn Gerhart, Principal	2020-2021

Component:

Personal Characteristics of Student and Staff

Element:

Identify traits that administrators, teachers, and support staff bring to the school environment.

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide professional growth opportunities for teachers, administrators, and other school personnel.	Provide professional growth opportunities.	Director of Curriculum and Instruction (Deb Bruns) Reading with Relevance UC Davis Yolo Arts Culture Co-Op of Davis SAYS (Sacramento Area Youth Speaks)	Gayelynn Gerhart, Principal	2020-2021

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

Cesar Chavez Community School and Dan Jacobs School Student Conduct Code

School Rules and Expectations

Discipline

The most important role of discipline in the school is to create a safe and comfortable learning environment for all members of the school community. Good citizenship and appropriate behavior are expected of all students at Cesar Chavez Community School. Communication between the home and school concerning discipline matters and academic progress is paramount in creating a safe environment conducive to learning. It should be noted that, although our discipline policy affords a framework for dealing with inappropriate student behavior in a comprehensive and consistent manner, each disciplinary issue will be reviewed within the context of its unique circumstances and the educational needs of the student. Alternative means of correction are a priority. We want to help your students learn to make good decisions as well as achieve learning standards.

School administration and staff believe that all students have the right to be educated in a positive learning environment free from disruptions. Conduct is considered appropriate when students are diligent in the study; careful with school property; and courteous and respectful towards their teachers, other students, administration, and staff.

Graffiti and Vandalism

Damaging, defacing, or destroying school property is against the law. Students guilty of such acts will receive consequences to the full extent that the California Education Code, California penal Code, and County Policy allows. Parents are responsible and financially liable for acts of vandalism committed by their students.

Disciplinary Agreement:

A disciplinary Agreement is a situation whereby a student must fulfill specific commitments or be denied certain privileges until his/her behavior improves. A behavioral contract is a written agreement between a student, his/her parent/guardian, and an administrator. The contract sets forth conditions that the student must meet for the probation period. Failure to comply with the agreement's terms may result in further disciplinary action.

Staff and Student Interaction:

At no time will students posture in a threatening manner, make physical contact or verbally abuse or threaten staff. Consequence for this behavior will result in immediate In-School Suspension or Home Suspension and possible arrest depending on the severity of actions. Physical contact includes touching any equipment or materials in the staff's possession.

Policy on Tobacco Products:

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision of Yolo County Office of Education employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

Profanity:

Everyone at Cesar Chavez Community School is to be treated respectfully. The use of profanity at school will be addressed and is unacceptable.

Harassment:

Cesar Chavez Community School is committed to providing an educational environment free of unlawful harassment and/or bullying. Unlawful harassment because of gender, sexual orientation, race, ancestry, physical or mental disability, age, or any other protected basis includes, but is not limited to:

Verbal conduct such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations on comments.

Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures.

Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with academic performance or progress directed at a student because of gender or race or any other protected basis.

Retaliation for having reported or threatened to report harassment.

Bullying/Cyberbullying as stated below.

Students who feel they are being harassed must report to a school official immediately.

Bullying

Cesar Chavez Community School recognizes the harmful effects of bullying on student learning and school attendance and strives to provide safe school environments that protect students from physical and emotional harm. Cesar Chavez Community School has established student safety as a high priority and will not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel as stated in Educational Code 48900(r).

Cyberbullying includes the transmission of harassing communications, direct threats, the impersonation of another person, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. The law prohibits any form of protected basis harassment that impairs the educational environment or students' emotional well-being at school (Civil Code §51.9; CA Ed. Code §212.5, §220, §231.5, §45).

Students are encouraged to notify staff when they are being bullied or suspect that another student is being victimized. In addition, Cesar Chavez Community School has developed a process for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, Cesar Chavez Community School shall notify the parents/guardians of victims and perpetrators. Cesar Chavez Community School may also involve school counselors, mental health counselors, and/or law enforcement.

Any student who engages in bullying on school premises, or off-campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or the administration may pursue alternate placement or a referral to Independent Study, in accordance with Sutter County Superintendent of School policies and regulations.

No Open Containers

Open containers are not allowed on Cesar Chavez Community School's campus. Students will be required to dispose of any open container upon arrival. Water is available at school drinking fountains (in every classroom and on grounds). Beverages are also available to students during break/mealtimes.

Plagiarism/Cheating

Cesar Chavez Community School is an educational community that values personal integrity. Academic dishonesty in all its forms (coursework, exams, or other academically related activities) will not be tolerated and includes, but is not limited to, the following:

Cheating on any project, quiz, or exam.

Copying from another student or knowingly allowing another to copy.

Using unauthorized materials and/or technologies.

Claiming as one's own a paper from a paper writing service, free or otherwise.

Plagiarism: Paraphrasing material from a source without appropriate documentation.

Knowingly obtaining, possessing, providing, using, buying, selling, or soliciting, in whole or in part, the contents of an examination.

Intentionally causing a disadvantage to other students (tainting lab results, destroying another person's product, erasing another person's program, work, etc.).

Tampering and/or changing any official classroom document.

Personal Electronics and Cell Phones

Cell phones, personal music devices, and electronics can be helpful to facilitate student parent/guardian communications. It is against school policy for a student to use an electronic device during instructional time or during passing time without the explicit permission from the classroom teacher. We make every effort to discourage classroom interruptions. Violation of this policy may include having the device visible or audible during instructional time. The consequences for violating this policy are listed below and also posted in every classroom:

First offense students may pick up the cell phone/electronic device from their teacher at the end of class period.

Second offense students may pick up the cell phones/electronic devices at the conclusion of the school day.

Third offense parent picks up a cell phone/electronic device and agrees that student will not have possession of the cell phone/electronic device during regular school hours. Student signs agreement acknowledging that subsequent offenses may result in suspension for defiance of school policy.

Fourth and future offenses may result in suspension.

Cesar Chavez Community School is not responsible for any lost, stolen or broken personal electronic devices.

Prohibited items

Other items prohibited include, but are not limited to: permanent markers, laser pointers, aerosol containers, spikes, and water pistols. These items will be confiscated and will not be returned.

Questioning by Outside Authority

Any law enforcement agent, with appropriate identification, has the authority and right to question students while at school. Students arriving late to school may be searched by school staff or Probation staff.

Student Parking

Students may not go to their cars during school hours. Student parking and driving to campus is a privilege, and violations may result in disciplinary action and possible loss of on-campus parking. The school and YCOE are not responsible for theft or damage to a student's vehicle or theft of the contents inside the vehicle. California Highway Patrol, Woodland Police Department, and Fire Department personnel may issue citations to parked vehicles in violation of safety, handicapped and fire access codes. Any unsafe driving on or around the school will result in disciplinary action.

Surveillance Cameras

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on a Cesar Chavez Community School campus and on any school bus and that the contents of a recording may become part of a student's permanent record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. (cf. 5125 – Student Records)

The Role of Discipline

The most important role of discipline in the school is to create a safe and comfortable learning environment for all members of the school community. Good citizenship and appropriate behavior are expected of all students at Cesar Chavez Community School. Communication between the home and school concerning discipline matters and academic progress is paramount in creating a safe environment conducive to learning.

Students who exhibit inappropriate behavior are given consequences increasing in severity. This includes conferences and a list of Alternative Means of Correction (AMC) identified at Cesar Chavez Community School as the Progressive Discipline Plan (available upon request). Suspension from school ranges from one to five days, and continued misbehavior may result in referral back to home school or referral to an alternate school or program.

Conduct Code Procedures

At the beginning of the school year the principal or designee meets with students to review and discuss the importance of a positive school climate, the positive purposes of school discipline and restorative practices, and the importance of respectful and caring behavior. This may be accomplished through orientations, visits to individual classrooms, and the school's student handbook. The presentation includes an understanding of the school district's restorative principles, the values of respecting each individual's dignity, and of supporting healthy relationships. Students are provided examples of behaviors that support the school community's goals and those that are non-supportive.

When a more serious misbehavior or breach of community standards or relationships occurs, the principal, teacher or designee conducts an investigation. The fact-finding process includes interviewing the students involved (both those who may have caused harm and those who may have been harmed.), student and adult witnesses, collecting written or physical evidence related to the incident, and reviewing the records of the involved students. This process includes review of past incidents and other relevant information about the students involved.

In order to support students during the interview process, the principal or designee will assess the need for intervention and/or support from the student's counselor, a case manager, or the school nurse. In order to maximize instructional time, students will remain in class until the principal or designee is ready to begin the interview. Students will be told the purpose of the interview and whether the police department will be involved. In cases of more serious misbehavior, parents/guardians of the involved students are notified about the incident, the fact-finding process, and any consequences their own child receives. The County Office's commitment to student confidentiality, supported by Board Policy and State law, precludes parents/guardians from hearing the consequences that other students receive.

Administrators will do all they can to prevent any further harm to victims, but there may still be times when students feel that the fact-finding process itself is a negative consequence to them. Acknowledging their feelings and being clear about the purpose of this process can help. For example, if student victims are interviewed during their recess or privilege time, they may feel that they are being punished. If the classroom seat of the innocent or aggrieved student is moved, that student may feel s/he is being punished and unfairly treated. Staff will support the recipient(s) of harm in understanding how the process, including staff actions, supports them.

Despite strong efforts, sometimes the fact-finding process cannot be conclusive. For example, students may report very different stories about the incident, and interviews of students may or may not be reliable or appropriate. However, this does not mean that elements of the situation cannot be addressed. A restorative approach means that the County Office will do all it can to understand who has been affected, how they have been affected and will do all that it can to make things as right as possible, given each particular circumstance.

YCOE recognizes the harmful effects of bullying on student learning and school attendance and strives to provide safe school environments that protect students from physical and emotional harm. County Office employees shall establish student safety as a high priority and shall not tolerate bullying or harassment of any student for any reason. Allegations of harassment, bullying, hate crimes, or physical assaults, including the use of racial, gender or other identity-based slurs, are referred to the school administrator for investigation and response. The teacher, principal or designee will address the issues surrounding the incident with those involved and/or the class as appropriate. Restorative practices and anti-bias lessons are examples of ways to address issues with students.

Educating Students

Our goal is that all students are given the support they need to expand and enrich their competency in interpersonal skills, decision-making, reasoning, problem-solving and good citizenship. By using a variety of means, students are taught self-control and a respectful regard for others. Strategies include classroom presentations of concepts that are infused through their normal curriculum program, large and small group discussions, and individualized support.

Discipline responses frequently refer to counseling a student, which is a typical instructional element of all consequences. The principal/designee determines the degree and type of counseling. Counseling may include activities that successfully restore respectful relationships and/or conflict resolution/management work with the principal, counselor or psychologist. In some cases, it may be appropriate for students to participate in a staff or student-facilitated, face-to-face, restorative practice meeting. Such efforts intend to create better understanding and a positive relationship among the students. However, face-to-face mediation may not always be safe or appropriate in all situations. For example, when a student is persistently harassing others, a face-to-face session can reinforce the bullying behavior. In these types of situations, parent/guardians are consulted to determine whether a restorative meeting should occur.

Suspension and Alternatives to Suspension

The more clarity students have about what constitutes a breach of the community, relationships or rules, sometimes called misbehavior, and the more they understand that any misbehavior will be known and responded to in a timely way, the more likely it is that students will behave appropriately. Consistency in the application of a restorative approach to student development when they have been the cause or recipient of harm, and the taking of responsibility for the harm, is more likely to result in positive behaviors. Restorative practices will be used to help students understand the impact of their behavior on others and to provide education around the larger issues of acceptance within a diverse community.

Home suspension is a severe response that is only used when a student's behavior endangers themselves or others or the community. It is a legal declaration that the student has lost, for a maximum of five school days, his/her right to remain on a school campus. Committing an offense that could, or has caused, serious harm to others, can lead to expulsion from the district.

California Education Code dictates that alternatives to home suspension will be exhausted before a student is removed from the school environment. Since the purpose of school is to educate, students need to remain in school and in the classroom as much as possible.

Student Concerns

Students and/or families are strongly encouraged to communicate with teachers, staff, and administrators when they feel harassed, threatened, intimidated, or bullied by another student, or by staff. Students and/or parents should speak with school personnel, and if the issue cannot be resolved, submit a Complaint Form. The Complaint Form is available at all school offices, the County Office, or on the YCOE website. Communication is key to helping students address concerns and find resolutions with assistance from dedicated individuals at their school site.

For additional discipline information see:

BP 5144 Discipline

AR 5144.1 Suspension and Expulsion/Due Process

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

(K) Hate Crime Reporting Procedures and Policies

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, YCOE schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, YCOE shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures

BP 5131.2 Bullying

BP and AR 5144.1 Suspension and Expulsion/Due Process BP 5145.3 Nondiscrimination/Harassment

Available on the YCOE website under Superintendent and Policies at <http://www.ycoe.org>.

(J) Procedures to Prepare for Active Shooters

The Yolo County Board of Education and the Yolo County Office of Education desire students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

Dan Jacobs School is housed within Yolo County Juvenile Hall.

Possession of Weapons

YCOE/Yolo county Probation prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, YCOE policy, and administrative regulations.

The site administrator or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Students in YCOE Dan Jacobs School conduct drills for the staff and students safety. Lock downs are controlled by Yolo County JDF staff.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The County Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. County employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber-bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyber-bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students shall be informed, through student handbooks and other appropriate means, of county and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The County may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development annually, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Discipline

Any student who engages in bullying in the pod in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

For additional information see:

BP 5131.2(a) - Bullying

BP 5145.3 - Nondiscrimination/Harassment

5145.7 - Sexual Harassment

5145.9 - Hate-Motivated Behavior

AB 2291

Available on the YCOE website under Superintendent and Policies at <http://www.ycoe.org>.

Safety Plan Review, Evaluation and Amendment Procedures

YCOE recognizes that students and staff have the right to a safe and secure while in Yolo County Juvenile Detention facility where they are free from physical and psychological harm. The Board and Yolo County Probation are fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent, Principal or designee in collaboration with the Yolo County Juvenile Detention facility superintendent oversee the development of a comprehensive facility-wide safety plan that identifies major safety concerns as well as the goals and priorities for a safe facility. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

The school safety plan is reviewed, updated, and approved by the Juvenile Detention Facility Superintendent each year and must be approved by the Chief of Probation and the County Administrator each year.

Safety Plan Appendices

Emergency Contact Numbers

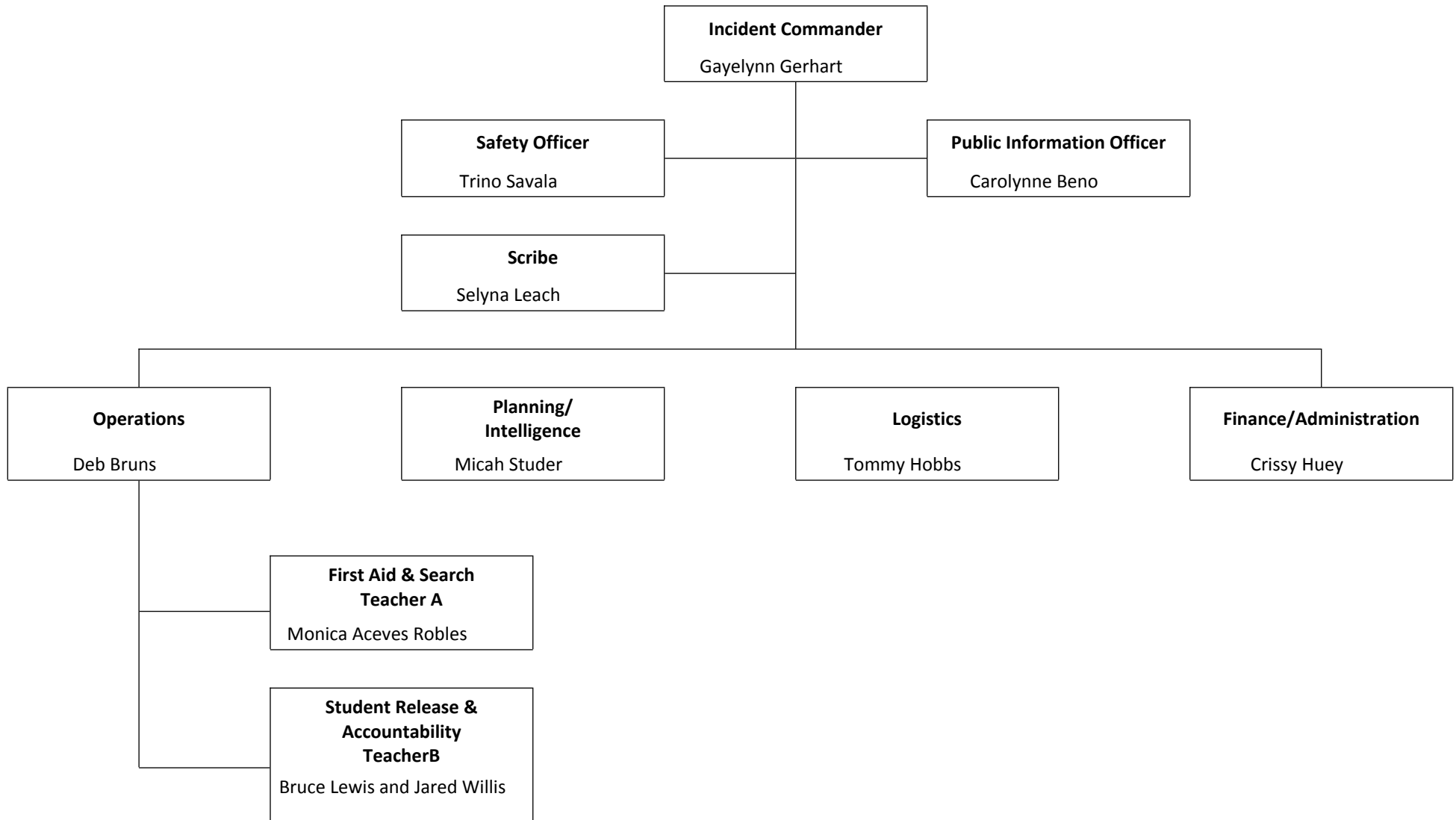
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Police, Fire, Ambulance	911	530-666-6612 (non-emergency)
School District	Director of SOS	530-668-3708	
School District	Director of Student Services	530-668-3776	
School District	YCOE Emergency Line	530-405-7265	
Public Utilities	PG&E Emergency	1-800-743-5000	1-800-743-5002 (to report outages)
School District	Superintendent's Office	530-668-3702	
School District	Educational Services Office	530-668-3770	
School District	Public Information Officer	707-474-2927	
Emergency Services	Poison Control	800-342-9293	
Other	Superintendent of Yolo County Juvenile Hall	530-406-5383	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Safety Committee to review plan, solicit input from staff	August 6, 2020	Copy of current year's Comprehensive Safety Plan is available in the main office.
Staff Safety Drills	TBD	Discuss Changes to Safety Plan with Staff
Conduct Safety Drills, Participate in the National Earthquake Drill.	TBD	Campus-wide drills
Debrief Safety Drills with staff (solicit parent and student input)	TBD	Debrief after each drill; communication with staff members, and weekly safety meetings with the safety team (campus supervisors, site safety coordinator, SRO, Admin, and district safety liaison.
School Site Council Meeting to discuss and approve safety plan (must be approved by March 1)	December 9, 2020	Zoom
Board Meeting to approve safety plan	December 2020/January 2021	

Cesar Chavez Community School and Dan Jacobs School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

NOTE: In cases of extreme danger it is not necessary to wait for the principal or designee to call for help. The first person to view the danger can call 8-911 from a classroom phone, and then alert the office by phone or radio.

Step Two: Identify the Level of Emergency

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

Level 1 (Minor): Medical incident

Level 2 (Moderate): Fire, Flood, Hazardous Materials and illness outbreak at school

Level 3 (Major): Assault/shooter on campus, flood, fire, earthquake, dam failure and pandemic flu

Step Three: Determine the Immediate Response Action

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

1. EVACUATION: The signal is the fire alarm.

(Maybe used for fire, gas leak, chemical leak in the lab, etc.)

Student Response:

Leave belongings in room (unless medications are needed)

Move calmly to evacuation location #1

Stay with your class at all times for roll call

Staff Response:

Take Staff Handbook binder, cell phone, keys

Proceed immediately to the evacuation area

Take attendance (hold red card overhead if missing/extra students)

Keep students near you in assigned area

Return to the building via instructions from the administrator or emergency official

2. LOCKDOWN: Signal is the bell or public address system.

(Maybe used for explosions, violent intruder, gunfire, etc.) DO NOT LET ANYONE IN OR OUT OF THE ROOM

Student Response:

If indoors or can get indoors quickly,

Turn out lights

Help teacher lock door (or move furniture to block door if door unable to lock)

Move away from windows and down onto the floor

Find shelter behind or under furniture (tables, chairs)

Stay calm and be patient and keep quiet

Open the Emergency Backpack if needed

No cell phone usage unless given permission by an adult

If outdoors and away from the school:

Go quickly to a safe place, then move to evacuation site #2

Go quickly to a safe place, then move to evacuation site #2

Staff Response:

If indoors or can get indoors quickly,
Gather students rapidly, and lock all doors
If the door cannot lock, barricade the door with furniture
Close windows, curtains, and blinds
Move away from windows and down onto the floor
Consider moving students to more interior spaces or escaping through back door if possible
Take attendance and give Incident Commander the names of missing or extra students
If outdoors and away from the school,
Escort students to evacuation site #2 and keep contained
Take roll and alert incident commander of students with you
Release students only to parents (check ID) or authorities

3. SHELTER IN PLACE: Signal is the bell and public address system

(Maybe used for Bomb Threat, Severe Weather, Animal Disturbance, Disorderly Conduct, etc) **DO NOT ALLOW ANYONE IN OR OUT OF THE ROOM**

Student response:

If indoors or can get indoors quickly,
Help teacher lock doors and close windows, curtains/blinds
Move away from windows
Stay calm and be quiet
No cell phone usage unless given permission by an adult
If outdoors and not near the school building,
Go to evacuation site #1 or #2
Wait for school people or police to meet you and give instructions

Staff response:

If indoors or can get indoors quickly,
Lock all doors
Close windows, curtains, and blinds
Move students away from windows
Take attendance and give the office the names of missing or extra students
Can continue instruction if directed by Incident Commander
If outdoors and not near a school building,
Escort students to evacuation site #1 or #2 and keep students near you
Take roll and give office names of students with you
Release students only to parents (check ID) or authorities

4. EARTHQUAKE/TORNADO: Signal is the bell or public address system

Student response:

If indoors,
Duck under desk/table and cover head and neck with hands
Stay away from windows or furniture that can fall over
If outdoors,
Earthquake: Drop to ground away from buildings, trees, and power lines and stay put
Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low area

Staff response:

If indoors,
Duck under desk/table and cover head and neck with hands
Close drapes and blinds
Direct students away from windows or furniture that can fall over
If outdoors,
Earthquake: Drop to the ground away from buildings, trees, and power lines; maintain a position for aftershocks
Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low depression area

5. TEACHER DOWN or MEDICAL EMERGENCY:

Student response:

If the teacher is unable to provide direction,

One student calls 8-911 from the classroom phone
One student runs to the next room for help
One student runs to the office to get help
One student calls the office
When an adult arrives,
Stay calm and do not distract staff during an emergency
Stay clear of the area
Staff response:
Practice with students so they will know what to do
If you are the down teacher
If you need to leave to respond to an emergency
If you are assisting in a medical emergency:
Verify that 8-911 and the office has been called
Assist victim until emergency responders arrive, or
Assist with campus supervision
Help clear path for medical personnel and emergency vehicles

Step Four: Communicate the Appropriate Response Action

After calling 911 but before local emergency (police/fire) personnel arrives the Incident Commander (Principal or Designee) will:
Set up a command post
Contact First Responders
Assign duties, determine the need for resources
Using a site map, identify the location of emergency and staging area
Notify appropriate School District officials (Director of Student Services and District Safety Coordinator)
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution on that same day, if possible
If the crisis is chemical or biological in nature, and evacuation is required, direct students to an uphill site
If evacuation is necessary, take the emergency plan, whole school roster, student medication binder, student medications, radio and bull horn (if available)

Appropriate actions and response procedures are communicated to staff and individuals using the Site Crisis Team roster and job descriptions, and by following the instructions listed in the RED safety folders that are placed in every classroom and workspace.

In addition to information regarding procedures during EVACUATION, LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, OR TEACHER DOWN/MEDICAL EMERGENCY, the following information is printed on the inside of the RED safety folders:

EMERGENCY RESPONSE PHONE NUMBERS

Emergency: 8-911 from the school phone
District Safety Coordinator
District 24 hr. Emergency:

EVACUATION SITES #1 and #2 are listed in each classroom

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

The green and red cards are used to indicate if all students on the teacher's roster are accounted for, if someone is missing from the class, or if someone needs medical attention.

A green card is used to indicate all students on the roster are accounted for and no medical attention is needed

A red card is used to indicate all one or more student is missing from the roster or someone needs medical attention

Evacuation: Hold up the card showing the appropriate color until acknowledged by a crisis team member

COMMUNICATION INSTRUCTIONS DURING AN EMERGENCY

Try to keep phone and email lines free except to communicate with emergency services
Wait for instructions
Instructions may come via landlines, email or cell phone
Look on District's social media site for real-time updates
Ask students to not use cell phones unless authorized by Emergency Responders

If cell phone use has not been prohibited, do your best to control the message
Remind students that we are prepared for an emergency
Explain that the Police and Fire Departments are in charge
Ask parents to go to the District website or District social media page for information

ROLES/EXPECTATIONS OF ADULTS, STUDENTS, AND EMERGENCY RESPONDERS

Adults

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

Students

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

Emergency Personnel

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

Classroom Management during Emergencies

Students will display a range of emotions. Respond by:
Tell them that you are prepared to take care of them
Validate their feelings; it is okay to be scared
Remind them that they have practiced many times for emergencies
Assure them that strong, smart people are helping

Other Considerations:

SEVERE HEALTH ISSUES: should be noted in the Student Medical Binder emergency folder
TOILET: set up the yellow emergency bucket
FOOD: children may have to share any that is available
PROVIDE COMFORT: Use jackets/extra clothes to make a comfortable resting area. Let students group with their friends for support.
STAYING CONNECTED: Use the buddy system
COMMUNICATION: Staff cell phones/computers can be used if working; students may text if given permission from the staff

RELEASE OF STUDENTS AFTER A LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, or EVACUATION

Elementary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

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

From EVACUATION SITE:

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

Secondary

From LOCKDOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

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

From EVACUATION SITE:

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

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

CLASS ROSTERS

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

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

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

TRAUMA FAST ACTION CARD

Provides basic first aid information

YCOE EMERGENCY PHONE NUMBERS (County Office will update yearly)

Types of Emergencies & Specific Procedures

Aircraft Crash

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

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

If necessary, initiate Student Release procedures

Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

Animal Disturbance

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

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution on that same day

If necessary, initiate Student Release procedures

Prepare incident status report for emergency response personnel if needed

Be prepared to assist with building access for emergency responders

Be prepared to shut down all HVAC systems to stop outside air intrusion

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Teachers are given the "All Clear" or other instructions

Armed Assault on Campus

A. Administrator (Office)

1. Activate full lockdown procedures using any available method

2. Call 911 and provide all known information including the following:

a. Location and number of assailants

b. Description of assailants and any available weapon information

c. Actions you are taking or have taken

d. Known injuries to staff and/or students and locations of such

3. Stay in contact with 911 if possible and safe to do so

4. If active shooter/lethal assailant is inside the school, evacuate immediate staff and others if safe to do so, and order all persons on the exterior to move a safe distance from the campus.

5. If fleeing or evacuating is not possible or if it increases the risk of serious injury or death, barricade an inner office, turn off lights, stay silent to the degree possible, and await help.
6. If active shooter/lethal assailant is outside the school, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remain concealed until told otherwise by law enforcement.
7. If loss of life appears imminent at any time, consider attempting to neutralize the suspect using any available means, but only as a last resort.

B. Staff (Inside School)

1. If in contact with administrator or designee, follow instructions
2. Lockdown the classroom by doing the following:
 - a. Lock all doors including those connecting to adjacent rooms
 - b. If doors cannot lock, barricade the door with furniture
 - c. Close windows, curtains, blinds
 - d. Turn out lights
 - e. Move all students away from windows and down onto the floor
 - f. Seek shelter behind or under whatever is available
 - g. Consider moving students to more interior spaces or escaping through a backdoor if possible
 - h. Maintain silence to the degree possible
 - i. If possible, take attendance and give administrator the names of missing or extra students
3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the classroom or if evacuating students will increase the chance of survival, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

C. Staff (Outside School)

1. If in contact with administrator or designee, follow instructions
2. If threat is believed to be on the exterior, staff should evaluate and choose the best of the two available response options:
 - a. Enter the closest available building, ensure exterior door is secure and if not an interior room, move to one if available.
Lock all doors including those connecting to adjacent rooms
If doors cannot lock, barricade the door with furniture
Close windows, curtains, blinds
Turn out lights
Move all students away from windows and down onto the floor
Seek shelter behind or under whatever is available
Consider moving students to more interior spaces or escaping through a backdoor if possible
Maintain silence to the degree possible
If possible, take attendance and give administrator the names of missing or extra students
 - b. Flee the immediate area using cover and concealment as you move. If moving students away from the danger, give loud and direct instructions to assist in their own protection.
Evaluate the need to move further from the threat in order to increase safety.
Maintain custody of students to the degree possible
When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.

4. If it appears an active shooter/lethal assailant may gain access to the location where you have sought shelter, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.

5. If an active shooter/lethal assailant gains access to your location and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

Biological or Chemical Release

EVACUATION should be the initial action to a hazardous material release

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

ON-CAMPUS RELEASES WITHIN A BUILDING:

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

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

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

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

- Describe the nature of the emergency and actions being taken to safeguard students and staff
- Provide the exact location of the problem
- Advise of the location of the School Incident Command Post upwind and out of the immediate danger area
- Contact site's First Responders
- Direct staff to secure the area around the chemical spill
- Confirm with First Responders that roll has been taken of those evacuated and that all students are accounted for
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

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

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

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

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

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

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

- The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors, and turn off fans and air conditioners by shutting off the electrical power in the classroom.

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

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

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

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

Bomb Threat/ Threat Of Violence
 Since most bomb threats are hoaxes the best first response is to shelter in place.

Person receiving call should:

1. Remain calm
2. Listen – Do not interrupt caller. Keep caller on the phone as long as possible. (see bomb threat check list on back)
3. If possible, write a note to a colleague to alert the Site administrator and call 911 or, as soon as the caller hangs up, immediately notify them yourself.
4. If your phone has a display, copy the number on the window display.
5. Complete bomb threat checklist immediately. Write down as much detail as you can remember. Try to get exact words.
6. Immediately upon termination of the call, contact 911 with information and await instructions.

Administrator or designee:

1. Call for a Shelter in Place until police arrive and evaluate the threat
2. Notify: District Safety Coordinator, Director of Student Services, and Superintendent's office
3. Do not use two-way radios or cellular phone, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

Bomb Threat/ Threat Of violence

Since most bomb threats are hoaxes the best first response is to shelter in place.

Person receiving call should:

1. Remain calm
2. Listen – Do not interrupt caller. Keep caller on the phone as long as possible.
3. If possible, write a note to a colleague to alert the Site administrator and call 911 or, as soon as the caller hangs up, immediately notify them yourself.
4. If your phone has a display, copy the number on the window display.
5. Complete bomb threat checklist immediately. Write down as much detail as you can remember. Try to get exact words.
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Administrator or designee:

1. Call for a Shelter in Place until police arrive and evaluate the threat
2. Notify: District Safety Coordinator, Director of Student Services, and Superintendent's office
3. Do not use two-way radios or cellular phone, or activate the fire alarm
4. Do not touch or move a suspicious package
5. Responding police will evaluate the threat and determine whether to evacuate the building or institute a search while students and staff Shelter in Place
6. If police call for evacuation, move students and staff to evacuation site #2

This action is taken after the decision is made that it is unsafe to remain inside the building. If full or partial evacuation is ordered, initiate and direct evacuation operations according to the following guidelines:

Contact WJUSD Transportation Department at 406-5980 and the Yolo County Office of Education - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

1. Close windows and doors. Lock doors.
2. Take safety binder and roll book.
3. Lead students to your assigned area (see map) in a silent, single or double file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At destination, move on to side walk.
6. Line up with teacher at front of line. Keep everyone calm, silent, and in single/double file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
 - o ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.
11. Contact the Yolo County Office of Education Office EOC once the staff and students have moved off of site (if necessary) and have been accounted for.

Bus Disaster

YCOE does not operate bus services, but it does operate 10-passenger vans.

School Incident Commander (Principal or designee) will:

Dispatch a school representative to the accident location

Notify appropriate YCOE officials (Director of Student Services and Director of Support Operations Services)

Ensure any special health information or medication for any injured student is sent to the hospital

Make parent notifications (County Office can assist)

School representative at the scene will:

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

District Office will:

Work with Site to arrange that YCOE or site official(s) are available to meet injured student(s)/staff at the hospital
Alert Prevention and Crisis Managers who can assess counseling needs of victim(s) or witness(s) and implement postvention crisis plan procedures
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

Death and/or Mass Casualty

Any traumatic death or mass casualty incident requires a coordinated approach between the the Site crisis team, the Site staff and the County Office. Every member of the site crisis team will have comprehensive instructions located in their Red Emergency Binder and also at the site office.

First 24 Hours

After the team members have been alerted to the crisis by the school administrator, they meet before the opening of school to address the following tasks:

Review crisis plan
Review role-specific tasks
Consider substitute coverage for certain team members
Gather information about the deceased from accurate sources
Contact other schools in the district about the death
Begin identification of potentially vulnerable students
Arrange for team members to follow the class schedule of the deceased
Determine level of information exposure of students and staff
Create scripts for dissemination of information to all members of the school community
Determine number and location of care stations for students
With administrator, set agenda for staff meeting
Contact appropriate community support resources
Make a plan for contacting the family of the deceased
Arrange to remove the student's belongings from locker and desk
Implement the procedure for responding to impromptu student memorials
Schedule optional staff debriefing at the end of the school day
Debrief team at the end of the school day

48 to 72 Hours

Assist school in returning to regular routine
Continue to reach out and provide support to the most affected staff, staff, and students
Contact all absentees to determine if their absence is related to the death
Continue care stations as needed
Monitor student Web tributes
Update staff on postvention activities
Review the process for identifying vulnerable students
Prepare the school community for funeral activities
Debrief and document

Postvention Responses to Avoid:

Ignoring the impact of the death and conducting the entire school day in a "business as usual" fashion
Dismissing school early so students can grieve in the privacy of their often unsupervised homes
Announcing the death via an impersonal public address system
Announcing the death in a large venue like the auditorium where student emotionality can become contagious
Assuming every member of the school community will react to the death rather than providing support on an as needed basis
Allowing students to leave the school campus without parental accompaniment/permission
Closing the school for the funeral

Encouraging student memorials, which can romanticize the deceased and create a contagion risk

Disorderly Conduct

SHELTER IN PLACE should be the initial action to disorderly conduct.

School Incident Commander will:

- Determine the level of response required for the incident (call 911)
- Establish an Incident Command Post (ICP)
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, contact site's First Responders
- If necessary, initiate student release procedures
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

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

Earthquake

Earthquake/Tornado Response (Shelter in Place with duck and cover) should be the initial action to an earthquake/tornado. However, evacuation may need to occur if there is concern that the building is damaged. Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. A tornado or other severe weather does often come with some warning and all students and staff should try to get indoors if possible.

School Incident Commander will:

- If necessary, call 911 to report damage and/or injuries
- If necessary, contact site's First Responders
- If necessary, after the shaking stops, initiate an EVACUATE BUILDING alert
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- If necessary, initiate parent notification and Student Release procedures
- If necessary, establish an Incident Command post
- Be prepared to assist with building access for emergency responders
- Consider need to dismiss school due to power loss, building damage or other factors
- As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy

Explosion or Risk Of Explosion

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

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

School Incident Commander will:

- Determine the level of response required for the incident
- Call 911 and describe the current situation, including damage and estimated number of injured
- Describe the best access for emergency responders (driveway/gate) and be prepared to assist
- If possible, remain online to provide updates
- Ensure fire alarm has been sounded

- If needed, announce changes in EVACUATION routes due to incident location
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- Meet arriving fire and police personnel
- If necessary, initiate Student Release procedures
- Prepare an incident status report for emergency response personnel if needed

This action is taken after the decision is made that it is unsafe to remain inside the building. If full or partial evacuation is ordered, initiate and direct evacuation operations according to the following guidelines: Contact WJUSD Transportation Department at 530-406-5980 and the Yolo County Office of Education - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

1. Close windows and doors. Lock doors.
2. Take Staff Handbook binder and attendance roster.
3. Lead students to your assigned area (see map) in a silent, single or double file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At destination, move on to side walk.
6. Line up with teacher at front of line. Keep everyone calm, silent, and in single/double file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed. ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.
11. Contact the Yolo County Office of Education Office EOC once the staff and students have moved off of site (if necessary) and have been accounted for

Action is rescinded when:

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

Fire in Surrounding Area

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

School Incident Commander will:

Determine the level of response required for the incident

Establish an Incident Command Post (ICP)

Contact site's First Responders

Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

Prepare incident status report for emergency response personnel if needed

Be prepared to EVACUATE if ordered to by emergency responders

Action is rescinded when:

It is deemed safe by the Incident Commander (Principal or other official)

Staff is given the "All Clear" or other instructions

Continue to communicate with County Office who will be monitoring air quality for participation in P.E. and other outdoor activities

Fire on School Grounds

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

SIGNAL: Smoke, flames, or fire alarm.

Cesar Chavez Community School has identified in priority 1) Harris Park, 2) Greengate parking lot, 3) CommuniCare parking lot. These locations should be in reasonably close proximity to the school. The locations should also be on different sides of the building or property.

EVACUATE:

Contact Principal and the Yolo County Office of Education - EOC where the student population will be going. Advise them of your transportation requirements, if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

Contact WJUSD Transportation Department at 406-5980 and the Yolo County Office of Education Office - EOC and advise them of your transportation requirements if off-site evacuation is required (i.e. number of evacuees, number of evacuees with special needs, nature of special needs, location of host evacuation centers)

Staff will:

1. Close windows and doors. Lock doors.
2. Take staff handbook binder and attendance roster
3. Lead students to your assigned area (see map) in a silent, single, or double-file line. If you have an aide, have him/her bring up the rear.
4. Be sure to stay on walkways, and not in parking lots or driveways.
5. At the destination, move on to the sidewalk.
6. Line up with the teacher in front of the line. Keep everyone calm, silent, and in a single/double-file line.
7. Take attendance.
8. Hold up a green card if everything is okay and no one is missing or hurt. Hold up the red card if help is needed.
 - a. ONLY if someone is missing, fill out Teacher/Staff Report Form (green). Hold up your red card, and a staff member will be over to assist and collect your Report Form.
9. Please continue to have your students lined up and silent; please model for them.
10. For dismissal, each teacher/class will be dismissed individually beginning with the outer groups. Please continue in a silent, single/double file line.

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Prepare an incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders

Action is rescinded when:

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

Flooding

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

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate County Office officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems

Action is rescinded when:

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

SEVERE WEATHER PROCEDURE

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

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

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

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

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

After passage of the storm:

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

Loss or Failure Of Utilities

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

LOSS OF UTILITIES

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

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

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

Gas leaks may require only a spark to set off an explosion

A broken water pipe may cause extensive flood damage to buildings and property

Electrical failures cause disruption of needed heating, ventilation, and air conditioning

Electrical failure may also result in loss of well water and sewage disposal

Broken electrical lines or components may pose a shock hazard to staff or students

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

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

UTILITY LOSS OR DAMAGE EMERGENCY PROCEDURES

Gas Leak - Indoor:

Upon detecting gas odor, staff shall initiate EVACUATION of the affected building

If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark

DO NOT turn off lights or other electrical equipment which may cause a spark

Leave doors open to provide ventilation of the building

Turn off HVAC system to entire campus

The School Incident Commander will call 911:

Give location of gas leak - what building and what's leaking, if known

Describe best UPWIND access point for emergency responders (driveways/gates)

Request 911 operator to call Gas Company since they have rapid access

Indicate that EVACUATION is underway and stay on the line to provide updates

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

Determine whether to evacuate other buildings since SHELTER IN PLACE may be appropriate if the leak is small and contained to another building

Do not reenter the affected building(s) until fire or utility officials say it is safe

Gas Leak - Outdoor:

Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area

Move everyone UPWIND, at least 100 feet (more if leak is major)

Post staff to prevent entry to the area (including vehicles)

If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark

DO NOT turn off lights or other electrical equipment which may cause a spark

Leave doors open to provide ventilation of the building

Turn off HVAC system to entire campus

The School Incident Commander will call 911:

Give location of gas leak - what building and what's leaking, if known

Describe best UPWIND access point for emergency responders (driveways/gates)

Request 911 operator to call Gas Company since they have rapid access

Indicate that EVACUATION is underway and stay on the line to provide updates

Determine whether to evacuate buildings since SHELTER IN PLACE may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and upwind of leak

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)
Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
Do not reenter the affected building(s) until fire or utility officials say it is safe

Electrical System Damage or Failure:

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

Close, but do not lock doors

Notify the School office/Incident Commander

The School Incident Commander will call 911:

Give location and nature of the electrical problem

Describe best access point for emergency responders (driveways/gates)

Request 911 operator to call Electrical Company since they have rapid access

Indicate if EVACUATION is underway and stay on the line to provide updates

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

Direct staff to attempt to shut down electrical at main shut-off or building shut-off

Do not reenter the affected building(s) until fire or utility officials say it is safe

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

Water/Sewer Line Break:

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

The School Incident Commander will:

Direct staff to attempt to shut down water at main shut-off or building shut-off

Assess situation and determine if EVACUATION is needed-

Notify appropriate School District officials (Director of Student Services and Director of Support Operations Services)

Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means

Work with Maintenance and Operations to have the water/sewage removed

Do not allow anyone to reenter the buildings(s) until fire, utilities, or Maintenance and Operations say it is safe

If problem is outdoors, direct staff to isolate the area and stand watch until the leak is shut down

Motor Vehicle Crash

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

Psychological Trauma

In case of psychological trauma, the situation would be evaluated and then the appropriate steps would follow. A counselor should be involved in the initial assessment and then additional counselors will be involved as needed. All counselors, nurses, and psychologists are trained to do Risk Assessments to determine the level of threat of self-harm.

Suspected Contamination of Food or Water

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

Tactical Responses to Criminal Incidents

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

Unlawful Demonstration or Walkout

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

Emergency Evacuation Map

9. 4. School Accountability Report Cards Update

Description

SARCs are due to be adopted by boards prior to February 1st of each school year. Staff will provide an update as to the process for the 2022 adoption of the SARCs. It is staffs' intention to bring the SARCs back to the board at the February board meeting.

Recommendation

Information only.

Contact Person

Dr. Micah Studer, Assistant Superintendent of Equity and Support Services, will present this item.

9. 5. 2021-22 Second Quarterly Report on Williams Uniform Complaints for YCOE Schools

Description

Statutory changes to the Williams Settlement as stated in California Education Code 35186 (d) requires that a school district report summarized data on the nature and resolution of all Uniform Complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. Further, the summaries must be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report must include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses must be available as public records. Education Code 35186 (a) states that a school district shall use the Uniform Complaint process it has adopted as required by Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations, with modifications, as necessary, to help identify and resolve any deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. The 21-22 YCOE Second Quarter on Williams Uniform Complaints Education Code 35186 is attached.

Recommendation

For information.

Supporting Documents



Q2_UCP_YCOE

Contact Person

Deborah Bruns, Director, Teaching and Learning will present this item.

Quarterly Report on *Williams* Uniform Complaints

[Education Code § 35186(d)]

District: Yolo County Office of Education

Person completing this form: Deborah Bruns Title: Director, T&L

Quarterly Report Submission Date:
(check one)

- October 2021
- January 2022
- April 2022
- July 2022

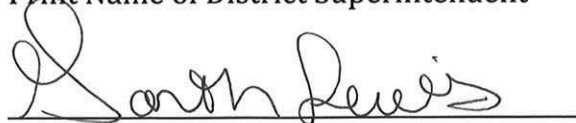
Date for information to be reported publicly at governing board meeting: January 11, 2022

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Garth Lewis
Print Name of District Superintendent


Signature of District Superintendent

January 4, 2022
Date

9. 6. Monthly Board Financial Report

Description

Per request of the County Board of Education, attached is the current financial report for December 2021.

Recommendation

For information only.

Supporting Documents



January Board Meeting (Dec)

Contact Person

Debra Hinely, Director, Internal Fiscal Services, will present this item.

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
	REVENUE LIMIT SOURCES :	11,196,023.00	4,345,694.00	15,541,717.00	1,668,185.65	13,873,531.35	10.73
	FEDERAL REVENUES :	6,649,256.00	1,400,584.00	8,049,840.00	2,565,039.00	5,484,801.00	31.86
	OTHER STATE REVENUES :	3,638,185.00	275,978.00	3,914,163.00	2,241,123.79	1,673,039.21	57.25
	OTHER LOCAL REVENUES :	7,589,240.00	493,694.00	8,082,934.00	1,052,169.66	7,030,764.34	13.01
* TOTAL YEAR TO DATE REVENUES	* *	29,072,704.00 *	6,515,950.00 *	35,588,654.00 *	7,526,518.10 *	28,062,135.90 *	21.14

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	6,682,079.00	147,889.00	6,829,968.00	3,112,641.53	3,717,326.47	45.57
	CLASSIFIED SALARIES :	7,984,580.00	175,715.00	8,160,295.00	3,607,363.72	4,552,931.28	44.20
	EMPLOYEE BENEFITS :	6,719,744.00	55,498.00	6,775,242.00	2,455,119.34	4,320,122.66	36.23
	BOOKS AND SUPPLIES :	920,842.00	703,026.00	1,623,868.00	246,087.35	1,377,780.65	15.15
	SERVICES, OTHER OPER. EXPENSE:	7,320,092.00	2,078,356.00	9,398,448.00	1,875,798.55	7,522,649.45	19.95
	CAPITAL OUTLAY :	153,016.00	788,673.00	941,689.00	169,873.14	771,815.86	18.03
	OTHER OUTGOING :	.00	1,292.00	1,292.00	.00	1,292.00	0.00
	DIRECT SUPPORT/INDIRECT COSTS:	359,687.00-	59,168.00-	418,855.00-	82,488.82-	336,366.18-	19.69
* TOTAL YEAR TO DATE EXPENDITURES	* *	29,420,666.00 *	3,891,281.00 *	33,311,947.00 *	11,384,394.81 *	21,927,552.19 *	34.17

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	5,231,085.73	1,723,225.18-	3,507,860.55

10. Suggested Future Agenda Item(s)

Description

- Discussion on upcoming Board retreat agenda items (meeting currently schedule for March 4, 2022)
-
- Past Board Retreat items:
- Statement on YCOE's collective view that will set tone and template for future trustees on the budget.
- Create a sheet listing COE property leased and/or owned (amounts owed - annual payment) for future use
- Document to share with Board to close out YCCA and the required steps in this process with lessons learned as a future board meeting item.

11. ADJOURNMENT
