

Marysville Joint Unified School District

Comprehensive Safe School Plan
(Education Code Section 32280-32288)
2025-26

Marysville Charter Academy for the Arts

School

58-72736-5830138

CDS Code

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Table of Contents

MISSION AND VISION STATEMENT	4
EMERGENCY RESPONSE PLAN	7
PREVENTION AND INTERVENTION STRATEGIES	9
SAFE SCHOOL CLIMATE STRATEGIES	11
SITE SAFETY TEAM	13
FIRST AID RESPONDERS	15
STUDENT RELEASE TEAM	16
STUDENT RELEASE FORM.....	17
SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES.....	18
EVACUATION PLANS.....	19
MJUSD LOCKDOWN OBSERVER FORM.....	23
TIMELINE OF LOCKDOWN OF SCHOOL SITE	24
ACTIVE ASSAILANT OR THREAT ON CAMPUS (CODE RED).....	25
HARD LOCKDOWN (CODE RED) PROCEDURE	26
SOFT LOCKDOWN (CODE YELLOW) PROCEDURE	27
SHELTER IN PLACE (CODE YELLOW) PROCEDURES.....	28
AIRCRAFT ACCIDENT (CODE RED).....	33
FLOOD (CODE YELLOW).....	34
FIRE / EXPLOSION (CODE RED)	35
AIR POLLUTION (CODE YELLOW).....	36
PROCEDURES FOR EMERGENCY SCHOOL CLOSURE	37
INSTRUCTIONAL CONTINUITY PLAN	38
ON SITE REUNIFICATION	41
OFF-SITE REUNIFICATION	42
YUBA COLLEGE REUNIFICATION MAP	43
DISTRICT EMERGENCY RESPONSE TEAM (DERT).....	44
DISTRICT EMERGENCY RESPONSE TEAM RESPONSIBILITIES	45
THREAT ASSESSMENT & STUDENT WELLNESS PLAN	48
SITE THREAT ASSESSMENT TEAM.....	49
THREAT ASSESSMENT GUIDELINES	50
THREAT ASSESSMENT PROTOCOL.....	51
THREAT ASSESSMENT WORKSHEET.....	53
THREAT ASSESSMENT MANAGEMENT TEAM (TAMT).....	54
SUICIDE RISK ASSESSMENT PROTOCOL	55
REMOVAL OF STUDENT FROM SCHOOL	61
SUSPENSION	62
CARDIAC ARREST PREPAREDNESS AND ACTION PLAN	66
OPIOID OVERDOSE PREVENTION & TREATMENT	68
SUSPENSION AND EXPULSION/DUE PROCESS AR 5144.1(6/27/2023)	70
SUSPENSION AND EXPULSION/DUE PROCESS (Students with Disabilities) AR 5144.2(6/26/2019)	72
SEARCH AND SEIZURE (Board Policy 5145.12) BP 6/27/2023	76
BULLYING	78
DRESS AND GROOMING	80
VISITORS/OUTSIDERS (AR 1250).....	82
MJUSD SAFE ACT NOTIFICATION PROCEDURES	84
PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS STUDENTS (Education Code 49079).....	87
CHILD ABUSE REPORTING PROCEDURES	88
DISCRIMINATION AND HARASSMENT POLICIES.....	89
CIVILITY POLICY INCIDENT REPORT	92
RECOMMENDATIONS AND ASSURANCES	93

MISSION AND VISION STATEMENT

Comprehensive School Safety Plan Annual Update

1. Team

California Education Code 32281 requires schools to identify their schoolsite safety committee (this could be the School Site Council) composed of:

Role:	Individual:
Principal or principal's designee:	Eric Preston
One teacher who is a representative of the recognized certificated employee organization:	Todd DeVlaming
One parent whose child attends the school:	Anna Mitchell
One classified employee who is a representative of the recognized certificated employee organization:	La Song
Other members, if desired:	Gabe Coomes
Other members, if desired:	
Other members, if desired:	

This team met on Multiple Dates including 1/28/2026, to discuss and develop the following:

- Site safety vision (review and update)
- Reviewed site safety data
- Identified areas of desired change
- Review disaster plans and ensure adaptation for all students with disabilities on your campus
- Developed two goals for the school year
 - One focused on the physical environment
 - One focused on school climate
- Outline strategies and resources that will be utilized to achieve these goals

2. Mission and Vision Statement

MJUSD Mission:

- The Marysville Joint Unified School District, in partnership with our staff, students, their families and the community, will provide each student with the most appropriate educational opportunities in a safe environment.

Our Vision for the Education of Children:

- All students have the opportunity to experience success within our district and community through alignment and development of programs, facilities and other resources.
- All students have the opportunity to meet and/or exceed the outcomes established in board policy for graduation requirements and grade level promotion/retention standards.
- All students will have multiple ways of learning and demonstrating that they have learned those things required by district graduation requirements and grade level promotion/retention standards.
- Student success is a self-fulfilling process; the more we believe that all students can be successful and the more students experience success, the more success will happen.

Site Safety Vision (what would success, in regards to safety, look like at your site):

Our school fosters an environment where safety is ingrained in our culture, ensuring the physical, emotional, and mental well-being of every student, staff member, and visitor. We commit to proactive safety measures, open communication, and a community of care that empowers everyone to thrive.

3. Safety Data (can include suspension data, office referrals, attendance rates, Healthy Kids Survey, etc.):

Success in school safety means walking through the campus and witnessing:
Smiling students who feel confident and cared for.
Staff who are calm, well-prepared, and attentive to safety protocols.
Families who trust the school's commitment to safety.
An environment where every individual feels empowered to contribute to a safe and supportive atmosphere.

4. Safety Site Goals:

a) Physical Safety Goal:

Secured Facilities: Entry points are monitored and controlled, with clear visitor protocols. Classrooms and communal spaces are free from hazards--need to fix the flowerbeds in the quad.

Emergency Preparedness: Staff and students are trained in emergency procedures (fire drills, lockdowns, etc.), and regular drills ensure confidence and efficiency in response.

b) School Climate Goal:

Inclusive Environment: Students feel a strong sense of belonging, free from bullying, discrimination, or harassment. Access to Support: Counselors, peer programs, and mental health resources are readily available for anyone in need. Open Communication: Students and staff feel confident reporting concerns, knowing they will be taken seriously and addressed promptly.

5. Strategies and Resources to improve physical safety and school climate:

Strategies to Improve Physical Safety

1. Facility Security Enhancements

Controlled Access: Visitor sign-in and surveillance cameras at key locations.

Regular Safety Audits: Conduct periodic inspections to identify and mitigate risks (e.g., broken locks, insufficient lighting, etc.).

Safe Zones: Establish designated areas for emergencies, such as lockdown-safe classrooms.

Clear Signage: Post evacuation routes, emergency contact numbers, and safety instructions throughout the campus.

2. Emergency Preparedness

Training and Drills: Regularly practice fire, lockdown, earthquake drills with students and staff.

Emergency Kits: Provide classrooms with emergency supply kits containing first aid and communication tools.

3. Technology Integration

Real-Time Alerts: Use communication systems that send instant alerts to staff (Catapult).

Anonymous Reporting Tools: Implement platforms like apps or hotlines for reporting safety concerns (available on both site and district website).

Strategies to Improve School Climate

1. Build Relationships and Trust

Mentorship Programs: Pair students with staff or older students to foster connections (Link Crew).

Staff Visibility: Encourage staff to engage with students during breaks, at lunch, or during extracurricular activities.

2. Promote Inclusivity and Respect

Diversity Education: Implement programs to teach cultural awareness, anti-bullying, and empathy.

Student Voice: Create platforms (e.g., student councils or suggestion boxes) for students to express their ideas and concerns.

Celebrations: Recognize and celebrate achievements, cultural events, and milestones to foster a sense of community.

3. Support Mental Health and Well-Being

Accessible Counseling: Ensure trained mental health professionals are available on-site.

Wellness Programs: Offer workshops on stress management, mindfulness, and healthy habits.

Peer Support Groups: Facilitate groups where students can share experiences and support one another.

4. Foster Positive Behavior

Conflict Resolution Training: Teach students and staff skills to resolve disagreements peacefully.

Character Education: Incorporate lessons on responsibility, kindness, and teamwork into the curriculum.

6. Adaptations of the site disaster plan for student with disabilities (students in wheelchairs, noise sensitivity, etc.)

Most of our students with noise sensitivity wear headphones, so they should be ok, as they are on on a daily basis. We do have one student who is visually impaired and is being trained to use a cane, but she is able to maneuver around the campus unimpeded.

7. This vision, goals, and plans were shared at a public meeting with invitations to campus and community stakeholders on 2/5/2026.

STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

EMERGENCY RESPONSE PLAN

PURPOSE:

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

LEVELS OF EMERGENCIES:

Level One Emergency:

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

Level Two Emergency:

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

Level Three Emergency:

- A major disaster that requires mutual aid assistance where recovery time is extensive and response time may be delayed or impaired. *Example: Active Shooter, Flood, Earthquake.*

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

- Initiated by the Superintendent, Principal or Designee;
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;
- Reviewed and approved annually by Site Council by March 1, 2026
- Submit for approval by MJUSD Board of Trustees by March 1, 2026.

HAZARD ASSESSMENT:

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

STAFF TRAINING:

Understand that training is the most effective way to ensure a safe response to natural or man-caused disasters, all certificated and classified staff will review the safety plan annually and discuss the responsibilities set forth in the Emergency Response Plan. The current safety plan was reviewed by staff on 2/24/2026

CATAPULT EMS:

CATAPULT EMS is an emergency response system that alerts all staff and emergency personnel of emergencies. The system uses real-time student accounting, staff location check-ins, threat report management, and more, from a portable, dependable, cloud-based system. New teachers will be trained yearly on CATAPULT and all other emergency procedures.

RAPTOR VISITOR MANAGEMENT SYSTEM:

ALL visitors, volunteers and roving staff will check in at the office and scan their I.D. through our RAPTOR system. This system screens against the national sex offender registry for every visitor based on first name, last name and date of birth. Once cleared, a badge will be printed with their picture, name, and destination. RAPTOR keeps a log of those on campus at all times. RAPTOR alerts SITE SAFETY TEAMS of visitors that have restraining orders, sex offender status, etc. through email and text messages so they can respond quickly.

EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement or uniform bell.

- Fire drills will be conducted monthly for elementary schools, four times a year for Middle Schools, and twice a year for High Schools.
- “Drop, Cover, and Hold” drills will be held twice per year.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.
- Lockdown drills will be held twice a year.

EVACUATION ROUTES:

The Principal or Designee is responsible for establishing and maintaining a safe evacuation route from all school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. Evacuation routes from school sites to safe areas will be determined by local law enforcement and reviewed yearly. ***Evacuation routes from school buildings will be posted in all classrooms, multi-purpose rooms, libraries and school offices and on Catapult EMS.***

PARENT COMMUNICATION:

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

STUDENT RELEASE/ EMERGENCY FILE:

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

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

COMMUNICATION:

During an emergency, each site will report the condition of the site, injuries, and damage to buildings through email using Catapult EMS. Telephones and cell phones may be used, but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will receive updates via Aeries Communication.

KEY EMERGENCY CONTACT:

After contacting 911, it is imperative during an emergency that the Principal or Designee contacts the Superintendent and District Safety Team using Catapult EMS, District Emergency Radio, and/or cell phone.

SITE SAFETY TEAM (SST):

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

OPERATIONAL AREA

The school Site Safety Team (SST) carries out the Field Response level of crisis and emergency management and the District Emergency Response Team (DERT) functions at the Local Government level.

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

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

Tasks are delegated to members of the Site Safety Team (SST) and District Emergency Response Team (DERT) to successfully handle critical incidents. The SST & DERT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (Principal & Superintendent or Designee) and assist them in making informed decisions. Information will be updated every 15 minutes in CATAPULT EMS for staff.

GENERAL EMERGENCY PROCEDURES:

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

SCHOOL CRIME STATUS AND REPORTING:

All schools within Marysville Joint Unified School District comply with all Federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspension, and truancy information. All calls to law enforcement are documented in Assertive Discipline in AERIES. Discipline and truancy data can be found on School Site Report Cards, CDE Dashboard, as well as demographics of each school. None of the schools within MJSUD are at risk of being classified as persistently dangerous schools.

SAFE FIREARM STORAGE NOTIFICATION:

All families within Marysville Joint Unified School District are notified annually of the correct ways to store firearms in the home in pursuant to section 48980.

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

RESTORATIVE JUSTICE PRACTICES

Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making. The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

WELLNESS & MENTAL HEALTH

- Wellness Center
- YCOE Prevention Specialists
- Opportunity Teachers at Middle School Level

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS):

School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

- Behavioral Expectations Taught
- Reward system for appropriate behavior
- Clearly defined consequences for problem behavior
- Differentiated instruction for behavior
- Continuous collection and use of data for decision-making
- Universal screening for behavior support

COMMUNITY RELATIONSHIPS

LAW ENFORCEMENT: Marysville Joint Unified School District has teamed up with the Yuba County Sheriff's Department, Marysville Police Department and Yuba County Probation Office to promote positive relationships with law enforcement as well as prevent violence and criminal activity. Administrators meet monthly with the Marysville Police Department (MPD) and Yuba County Sheriff's Department (YCSO) to address concerns, schedule assemblies, and work on strategies to increase school safety. The goal of the partnership with YCSO and MPD are develop relationships with

families, counsel students, and enforce the rules of the school and laws of the community. MJUSD provides support to law enforcement in its investigations and threat assessments in accordance with Education Code 49394.

The **Marysville Police Department** provides a School Resource Officer for our schools located within Marysville city limits. The School Resource Officer will be centrally located at Marysville High School.

The **Yuba County Sheriff's Department** provides 2 School Resource Officers for our schools located in Yuba County. The SRO will be centrally located at Lindhurst High School and Yuba Gardens Intermediate School.

YUBA COUNTY GANG TASK FORCE COMMITTEE: MJUSD administrators meet with Yuba County Probation, Yuba County Sheriff's Department and Marysville Police Department weekly to discuss gang trends, gang activity in the community, and to offer gang awareness training to school staff, parents, etc.

YUBA COUNTY OFFICE OF EMERGENCY SERVICES:

MJUSD district office staff are in regular communication with OES regarding community safety events and potential hazards. MJUSD and OES have partnered to get information to the community and have school facilities available for mass care and welfare shelters during an emergency.

MJUSD consults with local agencies annually on this plan.

Yuba County Sheriff on:

Fire Department on:

Office of Emergency Services on:

SAFE SCHOOL CLIMATE STRATEGIES

DISTRICT-WIDE GOALS

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

- ✓ Survey staff, students and teachers through online surveys annually
- ✓ Healthy Kids Survey every other year
- ✓ Counseling services available through referrals to school psychologist, Victim Witness, Sutter-Yuba Mental Health, YCAT.
- ✓ Schedule Student Study Team (SST) meetings for students at risk for retention, suspension and/or truancy.
- ✓ Align resources to meet the student's individual needs.
- ✓ After-School homework assistance with para professionals through our ASES (After School Care).

Site Additions:

Goal 1 (MCAA): Our students' physical, emotional, social, vocational, and academic needs are identified and met.

1. MCAA surveys staff, students, and parents through annual online surveys.
2. Staff and students will be provided with training on recognizing signs of depression and potential suicide.
3. Meet with students considered at-risk to find ways to make these students successful.
4. Provide opportunities for tutoring/study hall for students struggling with academic classes.
5. Find mentors for students struggling emotionally and/or academically.

DISTRICT GOAL: Continue to promote a safe educational environment conducive to student learning.

- ✓ Positive Behavior Interventions and Supports (PBIS) are implemented at most school sites.
- ✓ School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. The ultimate goal is to have fewer days of suspension, higher attendance and academic success for our students as they are present to learn.
- ✓ Implemented CATAPULT EMS to provide instant notification to staff, school administrators, district administrators, and local law enforcement in the event of a lockdown, shelter in place or evacuation of students on our campuses.
- ✓ Quarterly Safety Meetings with Marysville Police Department, Yuba County Sheriff's Department, Yuba County Probation, teachers, school administrators, and district administrators; safety procedures, concerns, and school site needs are addressed at this meeting.
- ✓ Weekly gang meetings are held at the Yuba County Courthouse.
- ✓ Attendance and Discipline data is shared with all stakeholders over the years to compare trends.
- ✓ Student Attendance and Review Board (SARB) provides services to our families that have students that are considered truant.
- ✓ Ability for students and parents to report bullying anonymously on all school websites. The report alerts all school site safety team members and the Director of Student Welfare & Attendance.

Site Additions:

Goal 2 (MCAA): Our school unites our student body and physically reflects creativity, teamwork, individual responsibility, and safety.

1. Communicate proper behavior and the importance of good grades and citizenship.
2. Each classroom has a First Aid Kit in preparation for an emergency.
3. The Gaggle system is used to provide a safe digital environment for students.
4. Emergency services are coordinated with local law enforcement and emergency services agencies. This includes the use of the CATAPULT Emergency Management System.



ANONYMOUS REPORTING

Staff, parents and students can report bullying, concerns about self-harm, harassment or threats to school safety anonymously on all school websites or using QR codes or school posters. The report alerts all school site safety team members and the Director of Student Welfare & Attendance to investigate report.



SITE SAFETY TEAM

In the event of an emergency situation, the Site Safety Team should report to MCAA School Office (designated location) to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following:

- (1) Secure the area
 - a. Make sure students are secure in a classroom or building
 - b. Check restrooms to make sure students are not in restrooms
- (2) Assess damage or areas of concern; i.e. smoke from building, broken windows
- (3) Assess for injury or if medical aid is needed
- (4) Report findings through CATAPULT EMS (DERT)

POSITION & NAME	RESPONSIBILITY
Eric Preston	Secure the area a. Make sure students are secure in a classroom or building b. Check restrooms to make sure students are not in restrooms Assess damage or areas of concern; i.e. smoke from building, broken windows
Jamie Supernaugh	Assess for injury or if medical aid is needed
Anthony Nelson	Secure the area a. Make sure students are secure in a classroom or building b. Check restrooms to make sure students are not in restrooms
Violet Vigil	Report findings through CATAPULT EMS (DERT)
Jamie Supernaugh	Report findings through CATAPULT EMS (DERT)
Anna Mitchell	Secure the area a. Make sure students are secure in a classroom or building b. Check restrooms to make sure students are not in restrooms

POSITION & NAME	RESPONSIBILITY
Gabriel Coomes	Secure the area a. Make sure students are secure in a classroom or building b. Check restrooms to make sure students are not in restrooms Assess damage or areas of concern; i.e. smoke from building, broken windows
Kristen Batchelder	Assess for injury or if medical aid is needed
Juan Lopez/Tanya Hernandez	Assess for injury or if medical aid is needed

FIRST AID RESPONDERS

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

CPR	First Aid	Name	Title
[X]	[X]		
X	X	Gabriel Coomes	Security
X		Violet Vigil	Secretary
X	X	Jamie Supernaugh	Counseling Secretary
X		Eric Preston	Principal
X		Anna Mitchell	Outreach Consultant
X		Anthony Nelson	Outreach Consultant
X		Kristen Batchelder	Counselor

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

The flipchart and first aid supplies are located First aid supplies are located in the office and in each classroom.. Additional supplies are located at the district office..

Any time an employee is involved in a possible blood exposure incident, it shall be reported as a worker's compensation incident.

CPR Precautions

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with the first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

AED

AED are on every school campus. Gabe Coomes is the site Representative and checks that the units are in working order.

STUDENT RELEASE TEAM

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

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

STAFF MEMBER	TITLE	EMERGENCY TASK
Principal	Incident Commander	In-Charge of Parent Reunification
Ashley Vette	Incident Commander	In Charge of Parent Reunification off-site
Zachary Pless	Incident Commander of Communication	In Charge of Communication w/Law Enforcement and Superintendent
Giselle Ferreira	Incident Commander of Communication	
Lori Guy	Incident Commander of Release Team	Manages staff who are checking students
Wakita Wilson	Release Team	Parent Reunification
Bob Eckart	Release Team	Release Team
Liz Diaz	Release Team	Release Team / Spanish Speaking
Adriana Espinoza		Bi-Lingual Parent Greeter
Trinity Keeble	Release Team for Special Needs Students	Parent Guide
Amy Eggleston	Release Team for Special Needs and students with trauma	In Charge of sending school psychs to reunification area (Yuba College)
Jen Passaglia	Release Team	Parking Lot Guide/ Parent Greeter
Officer Martinez	School Resource Officer	Communication between Law Enforcement + School
Deputy Rocco	School Resource Officer	Communication between Law Enforcement + School

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

Principal / Site Safety Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate by using Catapult EMS.
2. Posts and regularly updates Site Safety Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Site Safety Team members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
 - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or information in an orderly fashion).
 - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control and information in an orderly fashion.
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
7. Assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel, parents, district staff and media to appropriate areas, and prohibit unauthorized persons from entering campus.
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and recover critical supplies and equipment.
 - d. Establish and/or coordinate Communication Center
 - e. Administer first aid
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures
 - h. Check building utility systems and appliances for damage.
8. Schedules regular emergency drills and reviews the emergency plan with staff, students and parents to schedule regular site inspections for safety hazards.
9. Plans alternate classroom evacuation routes, if standard routes are obstructed.
10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

EVACUATION PLANS

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

Stage ONE Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus.

Location:

Football Stadium parking lot just northeast of the campus.

Stage TWO Relocation: At the direction of the Principal or Designee, all students and staff are relocated to a determined location off campus at time of event. Below are the two/three locations approved by Yuba County Sheriff's Department and MJUSD Transportation:

1. Circle Park
2. High Wheelers field
- 3.

Evacuation Plan Checklist:

- Detailed evacuation routes
- Designated areas for each teacher and class
- Areas of supervision
- Transportation points (for busses and autos)
- Student Release Area
- Press Area

TEAMS:

- Crisis Response Team
- Student Release Team

OTHER:

- Emergency cards and census list (Always ready to be taken to student release area)
- Parent/ Guardian sign out log or forms
- Impaired mobility list (Location of these students throughout the school day)
- Classroom evacuation materials
- Communication Plan (How teachers will communicate to the Site Safety Team)

FIRE EVACUATION (CODE RED)

If a fire occurs on or off school grounds, students may need to be evacuated to an off-site location as determined by YCSO and/or District Emergency Response Team (D.E.R.T.).

The Principal or Designee will:

1. Call 9-11
2. Alert staff/students through fire alarm and PA system to let them know where the fire is located and where to evacuate.
3. Initiate CODE RED using CATAPULT EMS
4. Communicate with D.E.R.T. through District Emergency Radio and/or cell phone
5. Evacuate students to the bus locations to transport students to safe location off campus.
6. Confirm ALL classrooms are empty and locked.
7. Confirm all students are accounted for.
8. Meet students/parents at off-site location.

Office staff and/or support staff will:

1. Load buses with enough water and snacks (66 passengers per bus) & first aid kit.
2. Organize buses by classes:
 - a. **Bus 1- Preschool-2nd grades**
 - b. **Bus 2- 2nd and 4th grades**
 - c. **Bus 3- 5th and 6th grades**

Middle School

 - d. **Bus 1- 6th grade**
 - e. **Bus 2- 7th grade**
 - f. **Bus 3- 8th grade**
3. Teachers will follow buses to evacuation area (location to be determined by local law enforcement and D.E.R.T)
4. Stay at school site to direct parents to off-site location. (Only if it is safe to do so)
5. Confirm student emergency cards are taken to evacuation location
6. Confirm student medications are taken to evacuation location

Bus Drivers will:

1. Make sure all buses are loaded with water/snacks/first aid kit (office staff will bring this out)
2. Make sure all buses are fueled.
3. Make sure vents and windows are closed to keep smoke out of the bus
4. Transport students to the off-site location as determined by YCSO and/or D.E.R.T.

Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. Lock all doors when exiting their classroom/building.
3. Secure their location and account for students using CATAPULT EMS.
4. Load Buses and account for students. Missing students need to be reported to Safety Team through CATAPULT
5. Bring all student records and emergency booklet for important phone numbers
6. Teachers will follow buses to off-site location to help with student release/parent reunification.

EVACUATION TO RECOLATION SITE: At the direction of the Principal or Designee, all students and staff are relocated to a determined location off campus at time of event. Below are the three locations approved by Yuba County Sheriff's Department, District Emergency Response Team (D.E.R.T) and MJUSD Transportation:

- Closest school site deemed safe as determined by law enforcement
- Marysville Joint Unified School District 1919 B Street, Marysville CA—Board Room Student Holding
- Yuba Community College

TEAMS:

- Site Safety Team—Will make sure all students are accounted for at school site before leaving to evacuation site.
- District Emergency Response Team—Will remain at District Office for instruction. Use walkie-talkie for communication
- District Reunification Team—Will be at evacuation site

REQUIRED ITEMS FOR EVACUATION (OFFICE STAFF WILL GATHER):

- Student Emergency cards (Always ready to be taken to student release area)
- Student Medication and instructions

- Parent/ Guardian sign out log or forms
- Impaired mobility list (Location of these students throughout the school day)
- Classroom evacuation materials

FIRE DRILL & LOCKDOWN DRILL SCHEDULES

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001 & AR 3516.1).

FIRE DRILL SCHEDULE

MONTH	DATE	TIME
August		
September		
November		
December		
February	2/13/2026	1:40 p.m.
March	3/2/2026	10:05 a.m.

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL	October 15, 2025	12:15 p.m..
SPRING	TBD	

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL	October 16, 2025	10:16 a.m..

Checklist for LOCKDOWN DRILL

- The Director of Student Welfare and Attendance will send out a message to parents that a drill will happen the following week.
- School administrators will provide map and keys for law enforcement and/or district employees to check classrooms.
- School administrators will provide safety team with observer form to complete and be turned in at the end.
- Divide campus up so all classrooms can be checked
- Announce lockdown drill over PA (Follow safety procedures which included cards in windows)
- Initiate Catapult EMS CODE RED in DRILL MODE (do NOT include first responders and district safety team)
- After drill, resolve CODE RED using Catapult. Take it off DRILL MODE
- After drill, debrief with team. (Share with staff at next staff meeting or before).
- Send out message to parents on ParentSquare:
 - a. Hello, this is Eric Preston from MCAA school. I am calling to inform you that our school participated in a lockdown drill today to enhance student safety. We have been working closely with Yuba County Sherriff's Department and Marysville Police to improve procedures and guarantee all students and staff is prepared in the event of an actual emergency. Have a great day!
- We will debrief at the next Safety Meeting scheduled in the board room.

TIMELINE OF LOCKDOWN OF SCHOOL SITE

Date of lockdown:

Type of Lockdown:

ACTION	TIME	STAFF MEMBER	DEPARTMENT
DETERMINED POSSIBLE THREAT ON CAMPUS			
STAFF ALERTED THROUGH TELEPHONE MESSAGING SYSTEM			
LAW ENFORCEMENT NOTIFIED (911)			
LOCKDOWN INITIATED ON CATAPULT			
LAW ENFORCEMENT ARRIVES ON SCENE			
PARENTS NOTIFIED THAT SCHOOL IS IN LOCKDOWN			
LOCKDOWN LIFTED STAFF NOTIFIED THROUGH INTERCOM			
CATAPULT RESOLVED			
PARENTS ARE NOTIFIED THAT INCIDENT IS RESOLVED			

ACTIVE ASSAILANT OR THREAT ON CAMPUS (CODE RED)

Active ASSAILANT Defined

An Active Assailant is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no apparent pattern or method to how they choose their victims. Active shooter situations evolve quickly and there is no way to anticipate their course. Typically, the immediate deployment of police is needed to stop the shooting and mitigate harm. Active shooter situations can be over within 10 to 15 minutes. For this reason, it is important that you are prepared to take the actions necessary to protect yourself and students.

Staff will determine whether to **EVACUATE**, **LOCKDOWN** or **COUNTER** to keep students and staff safe with the information given. The District Emergency Response Team (DERT) will be activated.

(A)LERT Imminent Danger Signal (All-Call over intercom, “**ACTIVE ASSAILANT OR THREAT ON CAMPUS! Code Red!**” Catapult EMS will be activated to alert staff, law enforcement and district office staff through a smart phone or tablet. CALL 911 when it is safe to do so.

(L)OCKDOWN If evacuation is not a safe option, lock doors, barricade entry points. Stay away from windows or doors. Barricade door with heavy items, i.e. desks, filing cabinets, chairs. Find the safest place in the room to hide.

(I)NFORM Communicate real time information on shooter location through CATAPULT EMS/911. Use clear and direct language.

(C)OUNTER Create Noise, Movement, Distance and Distraction with the intent of reducing the shooter’s ability to shoot accurately.

Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter’s ability to shoot accurately. Creating a dynamic environment decreases the shooter’s chance of hitting a target and can provide the precious seconds needed in order to evacuate.

(E)vacuate: Run from danger when safe to do so using non-traditional exits if necessary. Evacuate to an off-site designated area.

Each classroom/ office will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Once Law Enforcement are in control of the site a Catapult message will be sent directing staff to place cards in window. Do not place before the directive is given. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

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

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

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

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

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

HARD LOCKDOWN (CODE RED) PROCEDURE

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

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

1. **(A)LERT** Imminent Danger Signal (All-Call over intercom, “**LOCKDOWN, Please lock all classroom doors! This is a hard lockdown!**” **Code Red!** Catapult EMS will be activated to alert staff, law enforcement and district office staff through a smart phone or tablet.
2. **CALL 911**
3. **(L)OCKDOWN** Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
4. **(I)NFORM** The Principal will maintain phone communication with the district office. Use extension x1111
5. If emergency is away from campus, principal or designee may modify the Hard Lockdown to Soft Lockdown and allow teachers to continue their regular school activities within the building.
6. **(C)OUNTER Create Noise, Movement, Distance and Distraction with the intent of reducing the shooter’s ability to shoot accurately. Counter is NOT fighting.**
Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter’s ability to shoot accurately. Creating a dynamic environment decreases the shooter’s chance of hitting a target and can provide the precious seconds needed in order to evacuate.
7. **(E)vacuate:** Be prepared to evacuate to a safe location.

In the event of a Lockdown, TEACHERS will carry out some or all of the following depending on the event:

1. If outside, move students to classrooms or designated safe interior buildings OR off campus at a designated location.
2. Close all windows lock doors and turn off lights.
3. Turn off television, computer, Smartboard and anything that illuminates the room.
4. Do not evacuate if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or email. Teachers are able to use as necessary.
6. Students are to move away from doors and windows to hide from possible intruder.
7. Barricade doors with bookshelves, and any other furniture to make it more difficult for the intruder to enter the room.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able, report any missing or extra students using CATAPULT EMS.
10. **Students and staff may evacuate the area if lockdown could be compromised.**
11. If Hard Lockdown is modified to Soft Lockdown (principal will advise) teachers may continue with their normal schedule inside the classroom and interior of building.

Each classroom will contain a set of color coded cards for emergency situations. These cards will signify to emergency responders the current status of students in the classrooms. Once Law Enforcement are in control of the site a Catapult message will be sent directing staff to place cards in window. Do not place before the directive is given. Cards will be placed on the exterior of the classroom door or on the interior door window if appropriate. The color of each card is universal with the Disaster Management System and will have the following meanings:

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

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

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

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

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

After Emergency:

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

SOFT LOCKDOWN (CODE YELLOW) PROCEDURE

A soft lockdown is when there is a suspicious person(s) in the area who could pose a threat to our students, or police activity in the general area that could threaten the safety of students and staff. When a soft lockdown is initiated, teachers will lock their doors and instruction will continue. Students will not be allowed to use the restroom without permission from administration.

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

1. All-Call over intercom, **“This is a SOFT LOCKDOWN! Teachers please lock classroom doors!”** Catapult EMS will be activated by a safety team member to alert staff, law enforcement and district office staff through their smart phone or tablet.
2. **CALL 911**
3. Office staff will call student welfare department using extension x1111
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
5. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safe location.
8. Stay in control of all site activities until emergency personnel arrive.

In the event of a Lockdown, TEACHERS will carry out some or all of the following depending on the event:

1. If outside, move students a designated safe interior building.
2. Close all windows and lock doors.
3. Turn off television or music.
4. Do not evacuate your secure location if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and not use telephone, intercom system or email. Teachers are able to use as necessary.
6. Students can remain at their desks and do work quietly.
7. Teachers will use Catapult EMS for further instructions and communication with Site Safety Team.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. Use Catapult EMS to account for students in your classroom.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Lockdown event by announcing “ALL CLEAR.” Teachers will not release students until “ALL CLEAR” is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using ParentSquare.
4. If student release is necessary, follow release plan.

SHELTER IN PLACE (CODE YELLOW) PROCEDURES:

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

Upon notification, the Principal or Designee will:

1. Notify teachers and staff of Shelter in Place
2. Activate Site Incident Command Post which will:
 - a. Contact emergency personnel, as needed.
 - b. Contact District Office using extension x1111
 - c. Implement portions of the Incident Command Team to address current situation (such as turning off heating and air systems, check for safe evacuation routes, etc.)
3. Consider evacuating students to the nearest safe location.
4. Control all site activities until further help arrives.

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

1. If outside, move students to classrooms or nearest safe area.
2. If inside, instruct students:
 - a. To sit at their desks and not to move about the room.
 - b. Instruct students to turn off cell phones, do not to use the telephone, intercom system or email (Teachers are allowed to use any of the necessary technology.
3. Close down air handling systems and circulating fans
4. Close windows and doors
5. Tape cracks in windows, doors and vents to block unwanted air or interference.
6. Secure location and account for students using CATAPULT EMS.
7. Place the appropriate color card in the window.
8. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
9. Do not evacuate if a fire alarm is heard.

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

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

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

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

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

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

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Lockdown event by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.

BIOLOGICAL / CHEMICAL THREAT EMERGENCY (CODE RED)

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

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

Follow these directions:

1. Notify main office
2. Do not open the letter / package
3. If letter/ package is open or torn, do not touch, smell or taste the substance
4. If you have handled the letter/ package with your hands, arms, and any exposed parts of your body with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.

Principal or Designee will:

- a. Call 911 (Fire / Hazardous Materials)
- b. Initiate CODE RED by alerting teachers using PA and using CATAPULT EMS
1. Keep area isolated until emergency unit arrives
2. With advice of Law Enforcement or District Safety Team, consider Shelter in Place or need for evacuation.
3. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Be prepared to carry out Shelter in Place procedures or evacuate students and follow Principal's or designee's direction.
2. Account for students using CATAPULT EMS.
3. Do not release students for any reason unless authorized by one-site emergency personnel or school administrators.

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

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using ParentSquare.
4. If student release is necessary, follow release plan.

DROP, COVER & HOLD AND PROCEDURES (EARTHQUAKE)(CODE RED)

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

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

If you are in a classroom:

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

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

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

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

If you are outside:

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to nearest safe assembly area.
5. When able, report injuries and account for students using CATAPULT EMS.
6. Some teachers may be assigned additional duties on the various response teams; teams will be assigned and staff will be given notice through CATAPULT EMS.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing “ALL CLEAR.” Teachers will not release students until “ALL CLEAR” is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Make sure message has been sent out to parents using ParentSquare.
4. If student release is necessary, follow release plan.

BOMB THREAT (CODE YELLOW)

If a threat is received by telephone:

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

If a written threat is received:

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

The Principal or Designee will:

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

Teacher will:

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

8. Use color coded cards to display in the windows to report missing or injured students.

Additional Steps:

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

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

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE YELLOW in CATAPULT EMS
3. Make sure message has been sent out to parents using ParentSquare.
4. If student release is necessary, follow release plan.

AIRCRAFT ACCIDENT (CODE RED)

If you were witness to an airplane accident:

1. If able, call 911
2. Notify main office
3. Move students to nearest safe area

When accident occurs, Principal or Designee will immediately:

- a. Call 911
- b. Contact District Office
- c. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, "drop, cover, and hold."
2. Following accident, move students to nearest safe location.
3. If inside and classroom is unsafe evaluate students using safest route to assembly area
4. USE color cards to determine classroom status.
5. SECURE location and account for students using CATAPULT.

After Emergency:

1. At the direction of the District Office, principal or designee will announce, "All Clear" and resolve incident in CATAPULT EMS.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.

FLOOD (CODE YELLOW)

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

1. Initiate CODE YELLOW in CATAPULT EMS to warn staff and district administrators that evacuation may be necessary as determined by the District Safety Team.
2. Take necessary precautions (stay alert, cancel all scheduled outside events, and communicate via Catapult and email).
3. Determine need and ability to evacuate staff and students while maintaining communication with District Safety Team.
4. If evacuation is necessary, the Principal or Designee will elevate CODE YELLOW to CODE RED for EVACUATION
5. Depending on the urgency of the specific flood emergency, students will be moved to the nearest and safest highest ground, including rooftops, hillsides or second story buildings at school sites.
6. Evacuation Routes will be determined based on the nearest safe routes to higher ground, in order to transport students to higher and safer locations within the District.

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of site administration.
2. Take necessary precautions (stay alert, cancel all scheduled outside events, and communicate via Catapult and email).
3. Account for students using CATAPULT EMS and report any missing students.
4. Be open and willing to assist with additional duties as assigned.

District Safety Team:

1. Initiate and/or Receive a CODE RED in CATAPULT EMS of warning of potential evacuation.
2. Begin and stay in communication with local law enforcement and Office of Emergency Services (OES) to determine specifics of event occurring.
3. Depending on the urgency of the specific flood emergency, order students to be moved to the nearest and safest highest ground, including rooftops, hillsides or second story buildings at school sites.
4. District safety team will notify parents through ParentSquare and District Website of evacuation and location of students.
5. Determine the safest evacuation routes based on the nearest routes to higher ground in order to transport students to safer locations.

FIRE / EXPLOSION (CODE RED)

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If able, call 911
3. Initiate CODE RED by using PA system and CATAPULT EMS
4. If able, evacuate students to nearest safe location.

The Principal or Designee will:

1. Contact the fire department / 911- for assistance
2. Initiate CODE RED by using PA system and CATAPULT EMS
3. If evacuation is necessary, check for safest route.

Caution should be taken to maintain a safe upwind position away from the fire.

If the alarm is used, verify situation with the fire department.

(Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. Place appropriate color card on door. (See below)
3. Secure their location and account for students using CATAPULT EMS.

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

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

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

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

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

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

After Emergency:

1. At the directions of the District Office, principal or designee will deactivate even by announcing, "All Clear" and resolve incident in CATAPULT EMS.
2. Students may return to regular schedule.
3. Confirm with District Office Safety Team that parents have been notified via ParentSquare.
4. If student release is necessary, follow release plan.

AIR POLLUTION (CODE YELLOW)

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

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

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

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

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

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

PROCEDURES FOR EMERGENCY SCHOOL CLOSURE

1. In the event of a possible school closure, i.e. power outage, loss of water, risk of flood, air quality, etc., the administrator will notify the Student Welfare Department.
2. Once the Safety Team has the information, the administrator shall wait for a call from the Superintendent or another Safety Team member to determine if school shall be closed by answering the following:
 - Have minimum day minutes been met?
 - If the school has a well, is there bottled water on campus since there is no running water? The Safety Team will provide bottled water for the school site if there isn't any readily available.
 - Are there flushing toilets for students and staff? If not, we may need to find an alternative solution, which may include an off-campus bathroom where staff can walk students.
 - How will lunch be provided?
 - Will the after-school program be canceled?
 - Will preschool be canceled?

IF THE DECISION IS TO CLOSE THE SCHOOL, PLEASE USE THE FOLLOWING PROCEDURES:

1. The Superintendent, or designee, will make the final decision in all non-life-threatening situations and the administrator and Superintendent, or designee, will continue communication throughout the process.
2. If the situation is deemed life threatening, the principal will make the decision and communicate it to the district via CATAPULT EMS District Messenger as soon as possible.
3. Staff will be notified by the administrator of school closure via email/CATAPULT EMS.
4. Technology will send out a message to all parents notifying them of the closure.
5. School and District Website will be updated with information about school closure.
6. Keep a record of events and decisions made with times indicated. There must be a log if parents/guardians are checking out students.
 - **HIGH SCHOOL STUDENTS** can be released and/or sent home on a school bus after the Parent Notification has been sent to parents/guardians explaining the reason and time of the early release. This message can be sent from the school site or by District Office.
 - **ELEMENTARY AND INTERMEDIATE STUDENTS** cannot be released and/or sent home on a school bus until the regularly scheduled release time. These students must be kept at school until their parent, guardian, or a name listed on their emergency card picks them up and signs them out of school. The Parent Notification can be activated to notify parents/guardians to pick up their student and/or students may call their parents to pick them up.
7. Employees are responsible for providing students with supervision in a safe environment while the school is being evacuated.
8. During this process, all staff members are required to stay on campus and supervise students or complete other tasks assigned by a site or district administrator or law enforcement officer.
9. Students who are still at school at the end of the regular day may be taken home (or other location identified on their emergency card; e.g., daycare) by bus. Staff members should not take students home. If no one picks up the child in a reasonable amount of time after school, the Sheriff or Police Department should be contacted to take the child until such time as they are able to contact a parent, guardian, or another adult on the emergency card and make arrangements for the child to be picked up.
10. After all students have been evacuated from the school, the principal will call the Superintendent to determine whether staff members are to stay on campus for the rest of their regular school day or be released early.
11. If a school will be closed for more than one day, the principal is responsible for identifying a place for staff members to come to work and notify staff employees on the following day. This time can be used for staff development or other school-related activities. The school day will be the same as for a normal day at the site affected. Under unique circumstances, and with the approval of the Superintendent or an Assistant Superintendent, the principal can waive the requirement for staff members to report to alternate sites.
12. If the Superintendent or an Assistant Superintendent determines a school will be closed for succeeding days, it is the principal and staff's responsibility to contact parents with this information as soon as possible by using the district's Parent Notification to contact parents/guardians and posting the information on your school website and district website. However, the process used by a school needs to be included in the school's emergency plan and communicated to parents at the beginning of the year.

**Marysville Joint Unified School District
INSTRUCTIONAL CONTINUITY PLAN**



Executive Summary

The Marysville Joint Unified School District (MJUSD) Instructional Continuity Plan (ICP) will ensure that teaching, learning, and student support services will continue seamlessly in the event of emergencies such as natural disasters, public health crises, or other unforeseen disruptions. This plan will provide the structure, systems, and guidance needed to maintain educational equity, access, and quality for all students while ensuring staff and family readiness.

1. Purpose and Guiding Principles

This plan will establish a sustainable process for maintaining instructional and service continuity during emergencies. Guiding principles will include equity, communication, flexibility, and a focus on whole-child well-being. MJUSD will remain committed to ensuring every student will continue to learn and feel supported regardless of the learning environment.

2. Governance and Roles

The District Emergency Response Team (DERT), led by the Superintendent or designee, will coordinate district-wide implementation. Site administrators will handle communication, support teachers, and track engagement. Specialized staff, such as counselors, special education teachers, and bilingual liaisons, will ensure targeted support for all students.

3. Communication with Parents and Families

MJUSD will ensure multilingual, multi-channel communication during emergencies. Families will receive updates via the district website, email, AERIES communication (ParentSquare), and social media. A parent hotline and bilingual family liaisons will be activated to provide direct access for support. Weekly updates from the Superintendent and site principals will keep families informed.

4. Student Access to Technology and Materials

The district will maintain an updated inventory of Chromebooks, tablets, and hotspots. The District will always maintain a one-to-one device ratio of Chromebooks for students. Printed materials will be provided for those without internet access. Technical support will be available through a bilingual help desk and video tutorials.

5. Instructional Delivery Models

MJUSD will use synchronous (live), asynchronous (independent), and hybrid instructional models during emergencies. Teachers will provide clear schedules and expectations while maintaining flexibility for students' home circumstances. Instruction will include academic content, enrichment, and social-emotional learning.

6. Support for Social-Emotional and Mental Health Needs

Counselors, social workers, and school psychologists will provide both virtual and in-person services when feasible. SEL check-ins, wellness activities, and mental health resources will be embedded in the learning process. Staff will also receive training on trauma-informed practices and well-being.

7. Support for Special Populations

Special Education services will continue virtually or through modified delivery models, ensuring compliance with IEP requirements. English Learners will receive designated and integrated ELD instruction. Foster youth, homeless, and migratory students will receive priority access to resources and case management support.

8. Family and Community Outreach

MJUSD will collaborate with local agencies and organizations to provide food, mental health, and connectivity support. Family workshops will teach parents how to support students at home and use online learning platforms. Bilingual communication will ensure accessibility for all families.

9. Monitoring, Evaluation, and Adjustment

Student participation and progress will be tracked daily through attendance, assignments, and teacher check-ins. Feedback from families, staff, and students will inform plan adjustments. The district will review engagement data and modify interventions as needed.

10. Implementation Timeline and Phases

Phase 1 – Activation: The district will initiate emergency communication and distribute materials.

Phase 2 – Stabilization: The district will establish full distance or hybrid instruction.

Phase 3 – Sustainment: The district will continue instruction and refine interventions.

Phase 4 – Transition: The district will reintegrate students into in-person instruction safely.

11. Alignment with MJUSD Policies and Plans

This plan aligns with MJUSD's Strategic Plan (2022–2025) and the Yuba County Multi-Hazard Mitigation Annex. It complements district policies regarding attendance, equity, and technology use.

ON SITE REUNIFICATION

To maintain an orderly and safe reunification, the site must think through what this process will look like at your site. **District Office staff will be dispatched to assist with the process ASAP**, but some parents may arrive before the District Office staff are on site.

<p>Logistics:</p> <ul style="list-style-type: none"> ● Students will be located: in classrooms and will make their way to the parking lot either in front of the school or in front of the district office ● Parents will line up to check in: at the office or in front of the office. ● Parent and Student will reunify: at the picnic tables in front of the school. 	<p>Student Area</p> <ul style="list-style-type: none"> ● In Student Area, students sorted by: <ul style="list-style-type: none"> ○ classroom (elementary) ○ last name (secondary). ● Name Tags ● ID students who need to be moved to the triage room. ● Runners will come in to get the students ● The school site staff helps ID kids.
<p>Staff: Anthony Nelson and Gabe Coomes</p> <ul style="list-style-type: none"> ● Place parking lot signs ● Direct traffic ● Crowd Control 	<p>Staff: Anna Mitchell</p> <ul style="list-style-type: none"> ● Parent Information ● Problem-Solving ● Missing Students
<p>Staff: Kristen Batchelder and Tanya Hernandez/Juan Lopez</p> <ul style="list-style-type: none"> ● Triage Room <ul style="list-style-type: none"> ○ Nurses ○ Counselors/Psychologists ● Student Sign In/Out of Triage 	<p>Clerical Staff: Violet Vigil</p> <ul style="list-style-type: none"> ● Aeries Parent Identification ● Complete Reunification form <ul style="list-style-type: none"> ○ Duplicate in color to Parent ○ White to Runner
<p>Staff: Eric Preston and Kathy Smith-McQuerry</p> <ul style="list-style-type: none"> ● Runners ● Take white form from sign in staff to Gym ● Locate correct student ● Meet parent at side door ● Match color and white forms ● Give White form to Catapult Team 	<p>Staff : Jamie Supernaugh</p> <ul style="list-style-type: none"> ● Catapult Check Out ● Using white form to check students out on Catapult ● Log White forms in case we need to find out who picked up the student.
<p>Staff:</p> <ul style="list-style-type: none"> ● Food/Water ● Supplies 	<p>Staff: Violet Vigil and Jamie Supernaugh</p> <ul style="list-style-type: none"> ● Answering Phones

OFF-SITE REUNIFICATION

This plan would be enacted if a school or multiple school sites could not reunify students with families on their own sites.

Reunification Location #1: Football Stadium Parking Lot

Reunification Location #2: Yuba College

<p>Transportation</p> <ul style="list-style-type: none"> ● Load from Evacuation Point. ● Students should be loaded by class if possible and accompanied by school staff. ● Students dropped off at Reunification Location ● Pick up signs from Warehouse and transport to Reunification Location 	<p>School Sites (Inside Student Area)</p> <ul style="list-style-type: none"> ● Students sorted by: <ul style="list-style-type: none"> ○ classroom (elementary) ○ last name (secondary). ● Name Tags ● ID students who need to be moved to the triage room. ● Runners will come in to get the students ● The school site staff helps ID kids.
<p>Maintenance</p> <ul style="list-style-type: none"> ● Place parking lot signs ● Direct traffic ● Crowd Control 	<p>Ed Services Directors</p> <ul style="list-style-type: none"> ● Parent Information ● Problem-Solving ● Missing Students
<p>Pupil Services</p> <ul style="list-style-type: none"> ● Triage Room <ul style="list-style-type: none"> ○ Nurses ○ Counselors/Psychologists ● Student Sign In/Out of Triage 	<p>Ed Services Clerical/Tech Staff</p> <ul style="list-style-type: none"> ● Aeries Parent Identification ● Complete Reunification form <ul style="list-style-type: none"> ○ Duplicate in color to Parent ○ White to Runner
<p>Business Services/Benefits</p> <ul style="list-style-type: none"> ● Runners ● Take white form from sign in staff to Gym ● Locate correct student ● Meet parent at side door ● Match color and white forms ● Give White form to Catapult Team 	<p>STARS</p> <ul style="list-style-type: none"> ● Catapult Check Out ● Using white form to check students out on Catapult ● Log White forms in case we need to find out who picked up the student.
<p>Communications/Superintendent</p> <ul style="list-style-type: none"> ● Media Center ● Press Releases 	<p>CTO/Student Welfare</p> <ul style="list-style-type: none"> ● Logistics ● Messages to Parents ● Brings supplies (Radios, forms, etc.)
<p>Purchasing/Nutrition Services</p> <ul style="list-style-type: none"> ● Food/Water ● Supplies 	<p>HR/Sup Office</p> <ul style="list-style-type: none"> ● Answering District Phones

YUBA COLLEGE REUNIFICATION MAP

Reunification Map Yuba College

Reunification Area

- Parent Check In
- Student Area
- Support Room
- Reunification Door
- Bus Drop Off Location
- Parent Parking Area



DISTRICT EMERGENCY RESPONSE TEAM (DERT)

Teams	Job Description	Team Leads
Intelligence Planning and Safety Team	Communicating with Law Enforcement. Communicating with school sites for updates, and communicating through Catapult. Communicate and coordinate with all district and county departments.	Jordan Reeves, Zachary Pless
Parent Communications and Media Liaison	Getting messages out to parents. Handle communication with media. Translating messages in different languages primarily Spanish. Update the school sites via Catapult EMS district message about basic progress of the emergency detail.	Dr. Gabe Simon, Bryan Williams, Giselle Ferreira
Technology and Communications	Check server rooms to make sure they are operational. Close all Wi-Fi channels, and activate emergency Wi-Fi channel.	Bryan Williams, Ruda Nelson, Kevin Keith
Transportation	Setting up alternate routes for pick up and drop off. Transport students to reunification.	Greg Taylor, Javier Vega
Nutrition	Coordinate with cafeteria staff to provide emergency meals to students.	Amber Green, Nick Dramis
Maintenance and Facilities	Provide facility access including keys, mechanical rooms, power water gas shutoff. Provides portable toilets. Potable water. Temporary power. Notify maintenance and grounds workers.	Doug Trower, Summer Odesha
Pupil Services/ Counseling	Coordinate victim assistance volunteers, counseling services, and interventions services, and community response for victims.	Amy Eggleston
Business Services	Manage and expedite accounting, purchasing, and administrative logistics for the Emergency Response Team members.	Jennifer Passaglia, Brian Horn
STARS	Assist any after school sites affected by an emergency situation.	Lunden Duenas, Liz Diaz, Angelica Mora
Preschool	Assist any preschool sites affected by an emergency situation.	Jolie Critchfield
Parent Reunification	Establish a team to help support with parent pick up and/ or parent student reunification.	Liz Diaz, Lori Guy, Ashley Vette

IN THE EVENT OF AN EMERGENCY DISTRICT EMERGENCY RESPONSE TEAM RESPONSIBILITIES

The **District Emergency Response Team** will meet immediately in Board Room to help with the following:

1. Alert all surrounding schools of incident.
2. Compose and/or approve ALL messages to media, board members, staff and all students affected.
3. Change transportation routes if needed and/or provided transportation for evacuation if needed. All parents will be alerted of any change in transportation through ParentSquare.
4. Superintendent will assign any other tasks to the District emergency response team.
6. Convene School Crisis Management Team to implement procedures awaiting 911 response.
7. Inform arriving Police/EMS/Fire Department of situation and status
8. District emergency response team members will help school site with release of students (if needed) when it is safe to do so.

District Office Safety Team Responsibilities:

Once we have been alerted of a CODE RED at a school site, the District Safety will get direction on the time and place we will meet through District Messaging. *ALL school administrators will receive all alerts through CATAPULT and will be aware that the district emergency response team is meeting.*

RESPONSIBILITY	TEAM MEMBER	ACTION
Determine when/where to meet	Jordan Reeves	Safety Team will get message through CATAPULT EMS
Notify District emergency response team of place and time to meeting	Giselle Ferreira	Will put out District Message to Safety Team
Contact YCSO / MPD for information	Zach Pless	Phone call to contact person TBA
Determine if other schools need to be on lockdown	District emergency response team / YCSO or MPD	Determine wording to go out to school sites.
Alerting other schools to go on lockdown through CATAPULT <i>Include Maintenance and Transportation</i>	Giselle Ferreira, Adriana Motto-Ros	CATAPULT EMS—ALL STAFF District emergency response team, First Responders, Maintenance, and Transportation
Message out to parents of schools involved	Bryan Williams Translation Giselle Ferreira	Telephone message and update on District Website Sites will be notified of when this occurs through district messaging on CATAPULT. Site Safety Team Only.
BUSSING for Students in area	Greg Taylor	Sites will be notified using district messaging on CATAPULT. Site Safety Team Only
ASES / STARS	Lunden Duenas, Liz Diaz	Notify parents if canceled
ROP Students (traveling from site to site)	Site Principal needs to alert Safety Team	Determine plan for CTE students (stay at school/parent pick up)
Release Times/ Releasing students to parents	District emergency response team	Notify school sites through district messaging of update
District Preschool / County Preschool	Jolie Critchfield	Notify her staff and County Preschool /lockdown/message home to parents.
Notifying other support staff Students on medical plans	Amy Eggleston	Text messages or phone calls, or district email
Proving lunch/breakfast to students (bringing meals to classrooms.)	Amber Green	Sites will be notified through District Messaging through CATAPULT EMS
Bathroom Breaks	District emergency response team, Law Enforcement	Sites will be notified through updates in CATAPULT EMS
Continued Communication to school sites (every 15 minutes)	CONTACT PERSON: This to be determined at District emergency response team	Sites will be updated through CATAPULT EMS **District message prior to resolving CODE RED

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

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

Key Phone Numbers

Police, Fire, CHP, Ambulance	911	Yuba County OES	749-7520
Marysville Police (MPD)	749-3908	PG & E	1-800-743-5000
Rideout Emergency Center	749-4511	American Red Cross	673-1460
Rideout Hospital	749-4300	Yuba County Sheriff's Dept.	749-7777
Toxic Chemical Control	1-800-424-8802		
Victim Witness	741-6275		

THREAT ASSESSMENT & STUDENT WELLNESS PLAN

Education Code 49393

- (a) A school official who's alerted to or observes any threat or perceived threat, as described in subdivision (e) of section 49390, shall immediately report the threat or perceived threat to law enforcement. The report shall include copies of any documentary or other evidence associated with the threat or perceived threat.

Education Code 48900.7~ Terroristic Threats

- (b) In addition to the reasons specified in Sections 48900, 48900.2, and 48900.3 and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent's designee or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
- (c) For the purpose of this section, "terroristic threat " shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

California Welfare and Institutions Code 5150

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

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

SITE THREAT ASSESSMENT TEAM

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

SITE THREAT ASSESSMENT TEAM:

- Eric Preston, Principal
- Violet Vigil, Principal's Secretary, Assistant Principal
- Juan Lopez, School Psychologist
- , District Nurse
- Gabriel Coomes, Campus Supervisor, MPD SRO

DISTRICT THREAT ASSESSMENT TEAM AT MJUSD

- Superintendent
- Deputy Superintendent of Personnel Services
- Assistant Supt. Of Bus Services
- Director of Student Welfare & Attendance
- Director of Special Education
- Executive Director of Personnel Services

THREAT ASSESSMENT PROCEDURE

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

THREAT ASSESSMENT GUIDELINES

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

Threat Assessment Levels

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

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

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

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

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

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

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

THREAT ASSESSMENT PROTOCOL

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

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

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

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

STEP ONE: REFERRAL

- Referral to Administrator and STAT if needed.

STEP TWO: THREAT ASSESSMENT

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

STEP THREE: 4-PRONGED ASSESSMENT

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

STEP FOUR: OTHER INTERVIEWS

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

STEP FIVE: EVALUATION AND RESPONSE

LEVEL 1: LOW

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

LEVEL 2: MEDIUM

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

LEVEL 3: HIGH

- Almost always the school should immediately inform Law Enforcement for possible 5150 or arrest and notify Superintendent and/or Director of Student Welfare & Attendance. **RESPONSE: Suspension, Recommendation for Expulsion, Criminal Prosecution.**

TERMS AND FACTORS

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

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

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

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

FACTORS AND THREAT ASSESSMENT

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

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

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

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

THREAT ASSESSMENT WORKSHEET

Name:

School:

Date:

Step 1: REFERRAL

- Referred to administrator / STAT?

Step 2: TYPE OF THREAT

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

Step 3: FOUR PRONGED ASSESSMENT

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

Student / Parent Interview

Access to weapons? _____ Yes _____ No

If yes, please explain:

Actual preparations? _____ Yes _____ No

If yes, please explain:

Does the student seriously intend to carry out the threat?

Target of Threat Interview

Is it likely to be acted on?

Step 4: ASSESSMENT OF ACCESS TO WEAPONS

If there is reasonable suspicion of a threat or perceived threat:

- Conduct a search of student and personal belongings
- Contact law enforcement
- Law Enforcement review of firearm registry (Ed Code 49394(b))
- Law Enforcement conducts weapon access assessment of student's home

Step 5: EVALUATION

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

THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)

(Student Wellness Team)

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

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Institution Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the MJUSD 5150 process, this team becomes a **Student Wellness Team**. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

STAFF MEMBER	TITLE
Eric Preston	Principal
Jamie Supernaugh	Counseling Secretary
Juan Lopez	School Psychologist
Gabriel Coomes	Campus Supervisor
Zach Pless	Director of Student Welfare & Attendance
Kristen Batchelder/Tanya Hernandez	Counselor/Social Worker

SUICIDE RISK ASSESSMENT PROTOCOL

A suicide risk assessment should be initiated **immediately** whenever a *student talks about harming himself/herself, or if there is concern that a student has thoughts about hurting himself/herself*. Do not leave the student unattended by an adult. Do not allow the student to leave the building until this protocol is completely filled out and a plan for ensuring the student's safety is being carried out. The Site Administrator/Principal must be informed. This Suicide Risk Assessment will guide your evaluation, document your concerns, and help you develop a student safety plan. Contact administrative offices as necessary for guidance: Director of Special Education 530-749-6180 or Director/Student Welfare and Attendance 530-749-6901.

Step 1: Keep the Student Safe

- Have a staff member directly supervise the student.
- If there is imminent danger, call 911.

Step 2: Identify MJUSD Staff Member(s) to Complete the Risk Assessment

It is recommended that this process include a MJUSD staff member with mental health training and one other staff member (preferably with mental health training) and/or an administrator.

- If only one staff member is present to conduct the assessment, a second staff member should be consulted, preferably a staff member with mental health training, before making recommendations.
- If there are no mental health professionals available, school administrators are advised to call Director/Special Education 530-749-6180 or Director/Student Welfare and Attendance 530-749-6901.
- If the situation is deemed an emergency (e.g. the student has harmed themselves and requires immediate medical attention), call 911.

Step 3: Perform Risk Assessment

- Staff member(s) with mental health training should complete the assessment.
- Staff may refer to Appendix A for a sample risk assessment.

Step 4: Determine Risk

- If deemed to be **Low Risk** (i.e., Student has made suicidal verbalizations, demonstrations, writings, or other communication. However, there is no indication that the student has considered how, when, or where to attempt suicide and/or has no known prior attempts).
 - 1) Ensure administration is notified if not already notified.
 - 2) Call parent(s) and consult with them regarding the needs and concerns regarding their child.
- If deemed to be **At-Risk** by school staff (i.e., in addition to thoughts of suicide, the student has any or all of the following: known prior suicide attempts, a plan [i.e. how], access to the means for the plan, and/or a timeline for committing suicide).
 - 1) Immediately ensure administration is notified if not already notified.
 - 2) Contact parent(s):
 - Briefly discuss concerns regarding the child.
 - Request that the parent comes to the school.
 - Notify them of the referral to law enforcement.
 - 3) Contact local law enforcement (regardless of the ability to reach the parents):
 - Marysville Police non-emergency at 530-749-3900
 - Yuba County Sheriff non-emergency at 530-749-7777
 - 4) If the student is deemed to be at-risk by law enforcement, then law enforcement will follow protocol (e.g. hospitalization).

Step 5: Documentation

- Regardless of the determined level of risk, documentation should always be completed by the staff conducting the risk assessment.
 - 1) Document in Aeries under Behavior Emergency. Documentation should include:
 - Name and titles of staff involved in risk assessment
 - Date and time of risk assessment
 - Risk assessment conversation details (i.e. ideation, access, means, timeline)
 - Procedures and steps followed

- Persons contacted (i.e. law enforcement, parents, etc.)

Step 6: Student Re-entry

- Upon returning to school, if it is determined that the student will continue to be at-risk at school, a meeting should be held to complete and/or update a school based Safety Plan. Participants should include a mental health professional, an administrator, the student and, whenever possible, the parent (*parent should be informed of the plan*).
- All relevant staff with a need to have knowledge of the Safety Plan (i.e. teachers, administration, campus security, bus driver etc.) should be informed of their role in the plan. Relevant staff should sign the Safety Plan acknowledging that they have been informed of their roles and duties in the plan.
- A copy of any Safety Plans generated should be kept on file by school site administration.

Risk Assessment Protocol

Identifying Information:

Student: _____ School: _____
DOB: _____ Student Number: _____ Grade: _____ Age: _____
Parent/Guardian Names: _____ Phone: _____ Date: _____

Referral Information:

Who reported the concern: Self Peer Staff Parent / Guardian Other Referral concern (describe):

Guiding Questions:

Does the student report to be thinking about suicide? Yes No

Does the student think about harming self or others? Yes No

Does the student report having a plan? Yes No

If yes, what is the plan?

How? _____

When? _____

Where? _____

Does the student have access to their planned method? Yes No If yes, how much detail?

- Little to no detail
- An understanding of how to obtain
- Very detailed

What is the current level of physical or emotional pain being experienced? None Some

Unbearable

Is there a history with previous gestures or attempts? Yes No

If yes, describe _____

Is there a family history of self - harm or suicide? Yes No

If yes, describe _____

Has the student been exposed to self - harm or suicide by others? Yes No

If yes, describe _____

Does the student have a support system? Yes No

If yes, list name of supportive persons listed by student:

Family: _____

Peers: _____

School Staff: _____

Other (community): _____

Does the student have a mental health diagnosis?

STUDENT SAFETY CONTRACT

Marysville Joint Unified School District

Student Name: _____ Date of Birth: _____

School: _____ Grade: _____

Parent/Guardian Names: _____

I have expressed thoughts about hurting myself. School staff members are concerned and want to support me. I understand that I have a part in keeping myself safe, and I am making this agreement to stay safe. I, _____, agree that I will not try to hurt myself. If I think about hurting myself, I will help myself in the following ways:

- **Get help from an adult immediately:**

At school, I will talk to*: 1. _____, or

2. _____, or

_____ *Include how the person will be contacted.

Outside school, I will 1. _____, or
talk to*:

2. _____, or

*Include how the person will be contacted.

Call 911 or a Crisis Hotline that is open 24 hours per day:

✓ Sutter Yuba Behavioral Health Crisis Line, 530-673-8255

✓ National Crisis Line, 988

- **Not take any alcohol or drugs**

- **I could also do this:** _____

Student Signature/Date

Parent Signature/Date

School Staff Signature/Date

School Staff Signature/Date

School Staff Signature/Date

School Staff Signature/Date

School Safety Plan Agreement

A. Warning signs (thoughts, images, mood, situation, behavior) that a crisis may be developing:

- 1) _____
- 2) _____
- 3) _____

B. Internal coping strategies - Things I can do to take my mind off my problems without contacting another person (relaxation techniques, physical activity):

- 1) _____
- 2) _____
- 3) _____

C. People and social settings that provide distraction:

- 1) _____
- 2) _____
- 3) _____

D. People whom I can ask for help:

- 1) _____
- 2) _____
- 3) _____

E. Professionals or agencies I can contact during a crisis:

- 1) _____
- 2) _____
- 3) Suicide Prevention Lifeline: 988
- 4) Sutter Yuba Mental Health Emergency Services: (530) 673-8255

F. Making the environment safe:

- 1) _____
- 2) _____

G. Next steps for the school if I become unsafe at school:

- 1) _____
- 2) _____
- 3) _____

This safety plan is in effect from _____ to _____.

Student: _____

Parent: _____

Counselor: _____

Other: _____

Other: _____

Other: _____

Other: _____

Resources

National Suicide Prevention Life Line: Provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.

- Call **988**

California Peer Run Warm Line: The line is toll free: **1-855-845-7415** via telephone or instant messaging.

Mondays-Fridays 7 am to 11 pm
Saturdays 7 am to 3 pm
Sundays 7 am to 9 pm

Sutter Yuba Behavior Health: <https://sutter.networkofcare.org>

- 24-Hour psychiatric emergency services (Crisis Services): **(530) 673-8255** or toll free **(888) 923-3800**
- List of Low-Cost/No-Cost People Services in Sutter County – Yuba County Link Sutter / Yuba Network of Care
https://www.suttercounty.org/assets/pdf/hs/lcs/People_Services_2016.pdf
- Triage Clinic: Walk-In Triage is for parents/guardians of children under the age of 18 years old or attending high school in the Sutter-Yuba area to speak to a clinician to express their concerns without their child present.
Mondays & Thursdays: 8:30am to 11am
Wednesday Evening (Financial Registration Only): 5pm to 8pm

American Foundation for Suicide Prevention: AFSP raises awareness, funds scientific research and provides resources and aid to those affected by suicide. Go to <https://afsp.org/>

California Youth Crisis Line: 24/7 statewide emergency response system for youth (ages 12-24) and families in crisis. Call **(800) 843-5200**

Crisis Text Line: Provides 24/7 crisis support. Text **HOME** to **741741** from anywhere in the USA to text with a trained Crisis Counselor.

Teen Line: Talk with another teen who understands.

- Call **(310) 855-4673**
- Text **TEEN** to **839863**
- Download the **Teen Talk App** in the App Store.

The Trevor Project: Provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13–24.

- Call **(866) 488-7386** (Available 24 Hours A Day / 7 Days A Week)
- Text **START** to **678678**
- Chat online at <https://www.thetrevorproject.org> (Available 7 Days A Week 3pm–10pm ET /12pm–7pm PT)

REMOVAL OF STUDENT FROM SCHOOL

During School Hours

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

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

Student's Name Birthday Age

Parent/ Guardian Address Phone

Name of Peace Officer Agency Badge #

Basis for Action (Check One)

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

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

Date: _____ **Time:** _____

Signature of Principal/ Designee: _____

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

SUSPENSION

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

Teacher's Notice of Pupil Suspension

School Name: _____ Date: _____

To: Principal and Parent

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

**** Other means of correction have failed:

Pupil suspension is only from the class stated above and not from the school. Attendance by the pupil is required at all other classes during the period of suspension.

The period of suspension is for:

____ 1. The remainder of the day or period on which the suspension occurred

____ 2. The remainder of the day or period on which the suspension occurred and the school day following.

You are hereby requested to attend a parent-teacher conference regarding the suspension of your child at _____ on _____ at _____

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

Signature of Teacher

Date

Parent Request for Attendance by Administrator at Suspension Conference

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

LEVEL FOUR DISCIPLINE - Mandatory Expulsion

The principal shall immediately suspend and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.

LAW ENFORCEMENT SHALL BE NOTIFIED

Firearm: 48915 (c)(1) Possessing, selling, or otherwise furnishing a firearm. See the definition of Firearm below.

Knife: 48915 (c)(2) Brandishing a knife at another person. *“Knife: fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.”*

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

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

(Title IX)

Explosive: 48915 (c)(5) Possession of an explosive. *“Explosive: means ‘destructive device’ as described in Section 921 of Title 18 of the United States Code.”*

Sexual Assault/Battery: 48900 (n) (Title IX) as defined in Section 261, 266c, 286, 287, 288, or 289 or Battery under section 243.4

LEVEL THREE DISCIPLINE (Discretionary Expulsion Recommendation)

The principal shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

LAW ENFORCEMENT SHALL BE NOTIFIED

Serious Physical Injury: 48915 (a)(1)(A) Causing serious physical injury to another person, except in self-defense. *“Serious physical impairments of physical condition, such as loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, a wound requiring suturing, and serious disfigurement.”*

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

Controlled Substance: 48915 (a)(1)(C) Unlawful possession of any controlled substance except for the first offense for the possession of not more than one avoirdupois ounce of marijuana. Except for possession of over the counter medication for use by the pupil for medical purposes or medication prescribed by pupil by a physician.

Robbery or Extortion: 48915 (a)(1)(D) Robbery or extortion

Assault or Battery: 48915 (a)(1)(E) Assault or battery, as defined by Penal code 240 and 242, upon any school employee

LEVEL TWO DISCIPLINE

Students may be suspended on the first offense

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

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

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

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

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

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

LEVEL ONE DISCIPLINE – Permissive Suspension

Pursuant to California Education Code Section 48900.5, suspension, including supervised suspension as described in Section 48911.1 **shall be imposed when other means of correction fail to bring about proper conduct.**

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

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

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

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

Drug Paraphernalia: 48900 (j) Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia as defined in section 11014.5 of Health & Safety Codes

Disruption of School Activities or Defiance of School Personnel: 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers administrators, school officials, or other school personnel engaged in the performance of their duties. ***(Can only be used for teacher suspension, as of 2024-25 school year this can not be used to suspend students TK-12)**

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

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

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

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

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

Bullying: 48900 (r) any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Sections 48900.2, 48900.3, or 48900.4 (see below), directed toward one or more pupils that has or can be reasonably predicted to have the effect of **one** or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

Sexual Harassment: 48900.2 Harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance **or** to create an intimidating, hostile, or offensive educational environment ***(4th-12th grade only / Title IX)**

Hate Violence: 48900.3 Pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as described in Section 233 ***(4th-12th grade only / Title IX)**

Harassment: 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils ***(4th-12th grade only)**

Terrorist Threats: 48900.7 Any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. **(*This is a partial definition and you must look at Ed Code for the complete definition)**

**** Jurisdiction: 48900 (s)** Pupil may be suspended or expelled for acts related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following: **1. While on school grounds. 2. While going to or coming from school. 3. During the lunch period, whether on or off campus. 4. During or going to or coming from a school sponsored activity.**

CARDIAC ARREST PREPAREDNESS AND ACTION PLAN

- **Preparedness**
 - Annually, staff are informed of the locations of the AED and this plan
- **Athletics**
 - Coaches are required to remove students who faint
 - A licensed medical professional must then clear those students before they return to the sport.
 - Coaches are required to take a course on cardiac arrest
 - Parents and students sign a sudden cardiac arrest acknowledgement form outlining the risks and warning signs.
- **Action Plan:**
 - **Ensure Scene Safety**
 - Make sure the environment is safe for both you and the victim before approaching.
 - **Check for Responsiveness**
 - Tap the victim and shout: “**Are you okay?**”
 - **Call for Help**
 - Shout for assistance.
 - If someone responds, give clear instructions:
 - “**Call 911 and get an AED.**”
 - **Note:** AED locations are marked on the **campus map**.
 - **Assess for Breathing and Pulse (5–10 seconds)**
 - Check for:
 - **Normal breathing**
 - **Carotid pulse** (on the side of the neck)
 - If the victim is **not breathing normally** and has **no pulse**, begin CPR immediately.
 - **Begin High-Quality CPR (if no pulse)**
 - **Chest Compressions**
 - Perform 30 compressions
 - Depth: At least 2 inches
 - Rate: 100–120 per minute
 - **Rescue Breaths (if trained)**
 - Give 2 breaths after every 30 compressions
 - **Compression Tips**
 - Allow full chest recoil
 - Minimize interruptions
 - **When AED Arrives**
 - One rescuer continues CPR while the other:
 - Turns on the AED
 - Listens to and follows AED prompts
 - Ensures everyone is **clear** during:
 - Rhythm analysis
 - Shock delivery
 - **Important:**
 - AEDs are designed for **public use**
 - They provide **verbal step-by-step instructions**
 - **Continue Care**
 - Continue CPR cycles (30 compressions and 2 breaths)
 - Follow all AED instructions
 - If two rescuers are present:
 - Switch roles every 2 minutes to reduce fatigue
 - Maintain continuous compressions with minimal pause
 - **When EMS Arrives**
 - Immediately transfer care to EMS personnel
 - Provide a clear verbal report, including:
 - What happened
 - Time CPR began
 - Time AED was applied

- Number of shocks delivered
 - Any changes in the victim's condition
- **Document the Event**
 - Complete a written incident report including:
 - Time of collapse
 - Time CPR and AED use began
 - Details of AED usage and shocks
 - Names of responders involved
 - Any other relevant information

OPIOID OVERDOSE PREVENTION & TREATMENT

Opioid Overdose Protocol

Purpose: To provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 12, in accordance with Senate Bill 10.

I. Identification of Overdose Signs

- All staff and students will be educated on recognizing signs of an opioid overdose, which include, but not limited to:
 - Loss of consciousness or unresponsiveness
 - Slow, shallow, or stopped breathing
 - Constricted (small) pupils
 - Choking or gurgling sounds
 - Limp body

II. Immediate Response Procedures

- In the event of a suspected opioid overdose:
 1. Immediately call 911.
 2. If trained, administer first aid.
 3. If available and permitted, administer naloxone.

III. Naloxone Availability and Administration

- Naloxone kits will be stored in accessible, yet secure locations.
- Designated staff members will be trained in the administration of naloxone.

IV. Training and Education

- Annual training for staff on opioid overdose recognition and response.
- Educational programs for students about the dangers of opioid misuse.

V. Emergency Contact and Post-Overdose Procedures

- Maintain up-to-date emergency contact information for all students.
- Establish post-overdose support, including counseling and referral to treatment.

VI. Coordination with Local Health Authorities

- Coordinate response plans with local health departments and emergency services.

VII. Regular Review and Update of Protocol

- The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.

VIII. Communication Plan

- Regular communication of the protocol to staff, students, and parents.

- Ongoing awareness campaigns about opioid risks and prevention.

Confidentiality: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

SUSPENSION AND EXPULSION/DUE PROCESS AR 5144.1^(6/27/2023)

The Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

Administrators may take appropriate action when information becomes available about student misconduct that originates away from school grounds or school activities that has a direct and detrimental effect on or seriously threatens the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the district. When assessing the impact of conduct or behavior originating away from school grounds on a District school, staff, students, and/or the educational environment, district administrators will take into consideration the seriousness of the alleged student conduct and the protection of students, faculty, staff and administrators from the effects of violence, drugs, disruption of the educational environment, or other relevant factors. District administrators should evaluate each situation relating to conduct originating away from school grounds on a case-by-case basis. Student conduct originating away from school grounds, which may be subject to discipline as provided herein includes, but is not limited to, electronic acts that result in a substantial disruption to the educational environment, or for which a substantial disruption to the educational environment is reasonably foreseeable under the circumstances.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-38 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

adopted: August 25, 2009 Marysville, California revised: June 27, 2023

SUSPENSION AND EXPULSION/DUE PROCESS (Students with Disabilities) AR 5144.2_(6/26/2019)

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k) (5); 34 CFR 300.534)

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k) (5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k) (5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k) (5); 34

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The district shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services during Suspension

Any student suspended more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a) (1) (A); 34 CFR 300.530)

If a student with disabilities is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k) (1) (G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k) (1) (G), 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k) (1) (H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k) (1) (D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k) (1) (H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the

relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k) (1) (E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k) (1) (E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k) (1) (E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k) (1) (F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k) (1) (F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k) (1) (D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k) (1) (D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k) (3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k) (4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student with a disability, the principal or designee shall notify appropriate city or county law enforcement authorities of any act of assault with a deadly weapon which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a suspension or expulsion of a student with disabilities, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any act by the student which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

SEARCH AND SEIZURE (Board Policy 5145.12) BP 6/27/2023

The Governing Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, and only as authorized by law, Board policy, and administrative regulation, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. School officials shall exercise discretion and use good judgment when conducting searches.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

Searches Based on Individualized Suspicion

School officials may search an individual student, the student's property, or district property under the student's control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

Any search of a student, the student's property, or district property under the student's control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property.

A student's personal electronic device may be searched only if a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050) Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Searches of Student Lockers and Desks

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Student Cell Phones

The search of student cell phones shall be governed by this policy, the reasonable suspicion standard, as well as procedures and instructions provided to district school site administrators which are consistent with the requirements of Penal Code section 1546 et seq.

Use of Metal Detectors

The Board finds that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also finds that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall use metal detectors as necessary to keep weapons out of schools and help provide a safe learning environment. The Superintendent or designee shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without individualized suspicion.

BULLYING

BP 5131.2 (5/28/2019)

The Board of Education 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. District 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.

(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying 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. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish 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 perpetrators of bullying.

(cf. 5137 - Positive School Climate)
(cf. 6164.2 - Guidance/Counseling Services)

The district 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.

(cf. 6163.4 - Student Use of Technology)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)

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

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

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.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

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 expulsion, in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

DRESS AND GROOMING

AR 5132

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board of Education policy and administrative regulations. These school dress codes shall be regularly reviewed and revised when appropriate. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. Student and parents/guardians will be notified of any changes through written means such as school bulletins and/or newsletters.

The district prohibits any manner of apparel, shoes, accessories or appearance likely to cause a substantial disruption of, or a material interference with, the educational process, student health regulations and site-specific dress and grooming standards enacted by each individual school site. Students cannot opt out of these mandatory dress standards. A student who violates these standards shall be subject to appropriate disciplinary actions.

Students and parents/guardians (cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Student clothing, accessories, shoes and personal items (jackets, headgear, backpacks, handbags, fanny packs, gym bags, notebooks, water bottles, etc.) shall be free of writing, pictures or any other insignia which display crude, vulgar, obscene and/or sexual content, profanity, or drug-related, alcohol-related, or tobacco-related content, advertising or symbols, or which advocate racial or ethnic prejudice, death or violence, or which contain gang-related symbols or insignia.
2. Gang-related attire is strictly prohibited, as defined below and by the specific dress code established at each individual school site.
3. Shoes must be worn at all times.
4. Each school shall allow students to wear sun-protective clothing, including but not limited to hats and caps, for outdoor use during the school day, but must be removed when entering buildings. Bandanas, triangle scarves, beanies and hair nets are prohibited and shall not constitute "sun-protective" clothing.
5. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
6. If the width size of pants, shorts or skirts is too large so as to result in the exposure of undergarments, the student shall be required to wear a belt.
7. Belts must be threaded through all belt loops. No belt ends hanging down from the buckle. No chains belts or wallet chains.
Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Gang-related apparel or insignia can include, but is not limited to the following:

1. Some professional team logos as determined by the individual school site
2. Specific gang-related colors as determined by individual school sites.
3. Clothing with lettering styles attributed to local gangs or gang activity as determined by Yuba County Gang Task Force.
4. Prison Insignia
5. Belt buckles with gang-affiliated numbers, symbols or insignia
6. Fingerless gloves

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Enforcement of Dress Code Policy

Students are expected to comply with the district and local school dress codes on a daily basis. A student who violates the dress code may not remain at school or at a school function unless the violation is corrected. School administration shall have discretion to determine how a violation can be corrected, which can include, but is not limited to, requiring students to: (a) turn the clothing inside out, or (b) removing the accessory. Parents/Guardians may also be called to bring a change of clothing. Repeated violations will constitute defiance and will be subject to progressive discipline, including, but not limited to, detention and suspension.

Student free speech rights shall not include the wearing of clothing, buttons, armbands or other accouterment that signify or are related to gangs, gang membership or gang activity as provided by Education Code 35183, or are obscene, libelous or slanderous, or so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, or which result in the substantial disruption of the orderly operation of the school.

VISITORS/OUTSIDERS (AR 1250)

Community Relations

The Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Outsider Registration

Any person other than the following is considered an outsider and required to register upon entering school premises during school hours: (Penal Code 627.1, 627.2; Evidence Code 1070)

1. A student of the school, unless currently under suspension
2. A parent/guardian of a student of the school
3. A Board of Education member or district employee
4. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request
5. A representative of a school employee organization who is engaged in activities related to the representation of school employees
6. An elected public official
7. A publisher, editor, reporter or other person connected with or employed by a newspaper, magazine, other periodical, radio station or television station

Registration Procedure

In order to register, outsiders shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her name, address and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Denial of Registration

The following provisions of law shall apply to outsiders. Outsiders do not include students, parents/guardians, district employees, elected public officials, or other persons listed in Penal Code 627.1.

1. The principal or designee may refuse to register any outsider if he/she reasonably concludes that the outsider's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke an outsider's registration if he/she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff. (Penal Code 627.4)
2. The principal or designee may request that an outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When an outsider is directed to leave, the principal or designee shall inform the outsider that if he/she reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

MJUSD SAFE ACT NOTIFICATION PROCEDURES

Confirmation and Notification Protocols in compliance with the 2025 Senate Bill 98

Confirmation Protocol

The site principal will confirm the presence of immigration enforcement on their campus.

Required Notification Recipients

The site principal will notify the MJUSD Student Welfare Department. The Student Welfare Department will send out a catapult message to inform all staff on the campus and all administrators that immigration enforcement is on site. Student Welfare will contact district leadership and dispatch a district representative to the school site to support. The following message will be issued to parents via Parent Square:

Dear parents and guardians of Marysville Charter Academy for the Arts,

In accordance with Senate Bill 98 we are notifying parents and guardians that immigration enforcement officials (are/were) present on the Marysville Charter Academy for the Arts campus. If you have any questions, please reach out to Zachary Pless, Student Welfare and Attendance, zpless@mjUSD.com or (530) 749-6901.

Thank you,
Zachary Pless

Notification Timing

Notification of all parties listed above will take place within the first 30 minutes. Messages will be crafted to align with safety goals and minimize panic.

Notification Content and Privacy Requirements

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the school site.

Privacy Constraint

All notifications will not include personally identifiable information.

Notification Methods

Both the use of Catapult with staff and Parent Square with parents allows for two-way communication.

Resource Provision

Schools are not allowed to give immigration enforcement any student records or other information unless immigration enforcement has a valid warrant for this information.

Review and Compliance

Annual Evaluation

This plan will be evaluated and amended as needed by the school safety planning committee, but it shall be reviewed at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan as outlined by the California Department of Education.

RAPTOR VISITOR MANAGEMENT SYSTEM

*Raptor Visitor Management System screens against the national sex offender registry for every visitor based on first name, last name and date of birth. The RAPTOR system will also screen against custom alerts the district configures, such as, restraining orders, stay away from campus orders, non-trespassing, etc. (All alerts must be inputted by Student Welfare office. Please call immediately when you have information of a dangerous individual. **Please email me a copy of your restraining order**).*

BEFORE SCHOOL BEGINS:

- Post RAPTOR signs in front of school to remind visitors that an ID will be required.
- Send out letter to parents (letter was emailed to administrators at the end of the year)
- Remind parents of new procedure through newsletters

QUESTIONS FROM COMMUNITY / PARENTS:

- Raptor can read 2D barcodes and/or Machine-Readable zone (MRZ).
- We will need to manually input ID's from foreign countries.
- Raptor ONLY collects first name, last name, date of birth, partial ID# and picture. Raptor DOES NOT keep a copy of the ID.
- If a parent doesn't have an ID, their information can be manually inputted. They will have to manually input their information *every time* until they have a picture ID/driver's license.
- This information is not stored, nor does it get sent to law enforcement.
- ALL visitors will be scanned if going beyond the front office or picking up a student early. This includes: parents dropping off lunch, couriers, etc.
- All parents/guardians checking out students will need to scan I.D.
- We will NOT allow anyone on campus that refuses to present an I.D. or manually input it in the system.

EMERGENCY ALERTS: **ACTIVE SHOOTER (Red) **ADMIN ASSIST (Orange)** **MEDICAL ALERT (Blue)****

RAPTOR has an awesome feature that allows you to alert your safety team immediately with a click of a button on your office staff computer screens. This can be done without the unsafe individual knowing. Alerts will send a message via text and email to your site safety team (and District Safety Team) that there is an unsafe situation in the office or on campus.

- When should the emergency button be activated?
 - When the office staff is feeling unsafe. This can include an angry parent that has escalated to the point of feeling unsafe.
 - Medical emergency
 - Active shooter (Follow Lockdown Procedures)
 - A violent student

SEX OFFENDER ALERTS:

- What happens if a positive match is made with sex offender?
 - Do NOT tell them a match has been made. Ask the individual to have a seat in the office while you alert school administration (alert will come across email and text to site safety team). A private meeting will take place with a school administrator. *By law, a registered sex offender is not allowed on any school campus without prior approval of school administration.*
- What happens if there is no *potential offender* picture displayed and a decision cannot be made from other details given (i.e. address, race, and weight)?
 - Notify school administration (you can utilize the ADMIN ASSIST button on computer screen) and ask the individual to have a seat in the office. A private meeting will be conducted with a school administrator.

WHO WILL RECEIVE RAPTOR ALERTS?

- The school site Safety Team (as listed on CATAPULT EMS) will receive alerts. Alerts consist of an email and text message. This safety team includes the following: office staff, administrators, teacher-in-charge, and security staff. *Please review attached list of site safety team to make sure information is correct.*

To add or delete staff from this feature, please email Giselle at (gferreira@mjud.com) or by phone (749-6172).

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS STUDENTS (Education Code 49079)

All teachers have access to “read only” in Aeries for Student Discipline. This access will provide the teacher with student information as it pertains to progressive discipline and all student suspensions while enrolled in MJUSD schools. Students transferring from schools outside the district should have suspension information located in their cum file. Teachers will have access to student cum files for review.

CHILD ABUSE REPORTING PROCEDURES

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

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

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

Child abuse or neglect includes the following:

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

Child abuse or neglect does not include:

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

Initial Telephone Report

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

Written Report

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. Forms are located in every school office. **Send Form to: 5730 Packard Ave., Marysville 95901 or fax to 530-749-6288 and send copy to MJUSD Student Welfare Office.**

DISCRIMINATION AND HARASSMENT POLICIES

Discrimination Policy

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

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

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

Student Sexual Harassment Policy

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

DEFINITION

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

INSTRUCTION / INFORMATION

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

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

COMPLAINT PROCESS

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

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

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

DISCIPLINARY MEASURES

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

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

RECORD KEEPING

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

PROHIBITED SEXUAL HARASSMENT CONDUCT

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

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

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

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

COMMUNITY RELATIONS (BP 1313 CIVILITY POLICY^{11/17/2015})

The Governing Board believes that Marysville Joint Unified School District staff will treat all community members with respect and will expect the same in return. The district is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility, and orderly conduct among district employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free work place for our students and staff. In the interest of presenting district employees as positive role models to the children of this district as well as the community, MJUSD encourages positive communication, and discourages volatile, hostile, or aggressive actions. The district seeks public cooperation with this endeavor.

DISRUPTIONS

1. Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive, discourteous language, which would provide a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on school district property, will be directed to leave school or school district property promptly by the Superintendent or designee.

2. If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the district employee will verbally notify the abusing party that the meeting, conference, or telephone conversation is terminated, and if the meeting or conference is on district premises, the offending person will be directed to leave promptly.

3. When an individual is directed to leave under Paragraph 1 or 2, the Superintendent or designee shall inform the person that he/she will be guilty of a misdemeanor in accordance with California Education Code 44811 and Penal Codes 415.5 and 626.7, if he/she reenters any district facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. If an individual refuses to leave upon request or returns before the applicable period of time, the Superintendent or designee may notify law enforcement officials. The Civility Policy Incident Report should be completed for the situations as set forth in paragraphs 1 and 2. (Exhibit 1313)

4. If an individual wishes to contest an action under paragraph three (3) of this part, he/she may present a Notice of Complaint to the Superintendent or designee who will investigate the situation, take into account the nature of the Complaint and all necessary factors, and respond appropriately within a reasonable time.

SAFETY AND SECURITY

1. When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their principal or supervisor and complete an Incident Report. Employees and supervisors should complete an Incident Report and report to law enforcement any attack, assault, or threat made against them on school/district premises or at school/district-sponsored activities.

2. An employee whose person or property is injured or damaged by willful misconduct of a student may pursue legal action against the student or the student's parent/guardian.

DOCUMENTATION

When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of occurrence. The employee will immediately notify his/her supervisor and provide a written report of the incident on the attached form.

CIVILITY POLICY INCIDENT REPORT

Name: _____ Site/Location: _____

Today's date: _____ and time (approximate) of incident: _____

Location(s) of incident(s) (office, classroom, hallway, etc.) and brief description of incident:

Did you politely and calmly remind the offending person to communicate in a civil manner? Yes No

If the individual continued to use obscenities or speak in a loud, discourteous, insulting, and/or demeaning manner, did you notify them that the meeting, conference or telephone conversation will be terminated? Yes No

Did this occur at a school site or district property? Yes No

Did you direct the offending person to leave the premises? Yes No

Did you notify the site administrator of the situation? Yes No

Was the behavior demonstrated disruptive to the work environment? Yes No

Name of person you are reporting (if known): _____

Is this person a parent/guardian or relative to a student at MJUSD? Yes No

Did you feel your wellbeing and/or safety was threatened? Yes No

Were there any witnesses to this incident? Yes No

Name(s) of witness(es): _____

Were Marysville Police Department and/or Yuba County Sheriff's Dept. contacted? Yes No

RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site council or its delegates formed a school safety planning committee with the minimum of the following members:
 - The Principal or Designee
 - One certificated employee
 - One parent whose child attends the school
 - One classified employee
 - Other members if desired
3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Marysville Joint Unified School District Comprehensive Safe School Plan template have been met.
4. This school plan was adopted by the school site council on: 2/5/2026

Attested:

Eric Preston, Principal

Daniel Tejada, SSC Chairperson