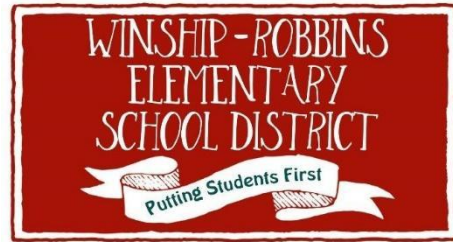


Winship-Robbins Elementary School District



Comprehensive School Safety Plan 2023-2024

Robbins Elementary School

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Robbins, CA 95676

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A meeting for public input was held on August 9, 2023

Plan approved by Winship-Robbins Elementary School District Governing
Board for review September 13, 2023

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SECTION 1: SAFE PHYSICAL ENVIRONMENT ASSURANCE

Development and Review of School Site Safety Plan

The School Site Council (SSC) shall write and develop a Comprehensive School Safety Plan (CSSP) relevant to the needs and resources of Robbins School. The School Site Council shall consult with local law enforcement and fire districts each year when updating the (CSSP) and notify each entity of any updates that occur during the year. (Education Code 32281, 32282)

The School Site Council may delegate the responsibility for writing and developing a school safety plan to a School Safety Planning Committee. This committee shall be composed of the following members: (Education Code 32281)

- The principal
- One teacher
- One parent/guardian whose child attends the school
- One classified employee
- Other

Before adopting its Comprehensive School Safety Plan, the School Site Council or School Safety Planning Committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. (Education Code 32288)

The School Site Council or School Safety Planning Committee may consider incorporating into the plan the following “three essential components”: (Education Code 35294.21)

1. Assuring each student a safe physical environment
2. Assuring each student a safe, respectful, accepting and emotionally nurturing environment
3. Providing each student resiliency skills

Comprehensive School Safety Plan shall include, but not be limited to both of the following (Education Code 32282):

- Assessing the current statues of school crime committed on school campuses and at school-related functions
- Maintenance of a safe and orderly environment conducive to learning at the school.
- Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address Robbins School’s procedures for complying with existing laws related to school safety, which shall include:
 - Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of chapter 2 of Title 1 of Part 4 of the Penal Code
 - Disciplinary policies and procedures adopted pursuant to Sections 35291, 35291.5, and 47605.6
 - Policies pursuant to Education Code 48915c and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
 - A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4
 - From CDE: Schools must annually make available the CDE’s online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. *EC* Section 32283.5(c).
 - The CDE recommends including the school and district bullying/cyberbullying prevention policies and procedures in the CSSP.

- The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code.
- Procedures to notify teachers of dangerous pupils pursuant to Section 49079
- Safe ingress and egress of students, parent/guardians and employees to and from school
- Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.
- Routine and emergency disaster procedures including, but not limited to, adaptations for students with disabilities in accordance with the Americans with Disabilities Act.
- Establishing an Earthquake Emergency Procedure System. The system shall include, but not be limited to all of the following:
 - A disaster plan for maintaining the safety and care of pupils and staff.
 - A drop procedure. Practice shall be held at least one each school quarter in elementary schools.
 - Protective measures to be taken before, during and following an earthquake.
 - A program to ensure that pupils and staff are aware of, and properly trained in, the earthquake emergency procedure system.
- Emergencies and Disaster Preparedness Plan for the following situations may include but are not limited to:
 - Bomb Threats
 - Hazardous materials
 - Flood
 - Transportation Safety and Emergencies
- Fire Drills and Fires (EC sections 32001-32004)
 - Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The EC requires monthly fire drills for elementary and intermediate-level students.
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.
 - Procedures to prepare for active shooters or other armed assailants based on specific needs.

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

SECTION 2: SCHOOL CLIMATE/CRIME ASSESSMENT

Robbins School will complete an analysis of school climate, suspensions/expulsions, and attendance each school year. We make comparisons from year to year and also look at trends in the types of offenses. The information is reported to the school board and to the state.

Data Source	2020/21	2021/22	2022/23
Suspensions	.2%	1.6%	0%
Expulsions	0	0	0
P2 Attendance Rate	94%	96%	94.3%
Chronic Absence Rate	3%	15.7%	16.98%
Parent Survey – School is Safe	60%	60%	95%
Student (4 th -8 th) Survey – School is Safe	75%	75%	96.1%
Student (4 th -8 th) Survey – Bullying is a Problem			Usually: 7.7% Sometimes 40.4% Never 21.2%

SECTION 3: SAFE AND ORDERLY ENVIRONMENT CONDUCTIVE TO LEARNING

Development of a Positive School Climate

To create a positive school climate, there must be an emphasis on positive relationships among students and staff. Research shows this is one of the most critical factors in preventing student violence. Staff need to be available to provide support when needed. Students need help overcoming feelings of isolation and learning how to make connections to others. To implement:

- A. Provide time for projects that are fun where everyone has an equal chance for success. Examples:
 - Winter play
- B. Create opportunities to empower students to feel ownership of classroom and school. Examples:
 - Student Council
 - Community Service projects
 - Flag raising and lowering
 - Morning announcements

Keep the focus on academic achievement. Students need to receive the message that we expect all children to achieve academically and behave appropriately, while at the same time appreciating individual differences. The expectations need to be clearly communicated. To implement:

- A. Cheer for their classmates' academic successes. Examples:
 - Award assemblies for academics
 - Poetry readings
 - Oral presentations
 - Science fair
- B. Share and demonstrate progress in ways that are clear to students. Examples:
 - Visual representations of reading progress

- “Hall of Fame” recognition

Treat all students with equal respect. Conflict can arise from students feeling that they are receiving unfair or biased treatment, both by staff and peers. Communicate to students that all students are valued and respected. This can be done by displaying students’ work and recognizing diversity, thus demonstrating a sense of community.

To implement:

- A. Respond to their writing in a personal way that validates what they have to say. Examples:
 - Journals
 - Monthly writing or art displays

SECTION 4: POLICIES TO SUPPORT A HIGH LEVEL OF SCHOOL SAFETY

Child Abuse

Definition of Child Abuse:

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 cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 1166)

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child’s emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Reporting Procedures:

1. Initial Telephone Report
 - a. Immediately or as soon as possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone
 - b. Telephone reports should be made to Child Protective Services at (530) 822-7227 for Sutter County and (530)669-2345 for Yolo County
 - c. When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received
2. Written Report
 - a. Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form

- b. Reports of suspected child abuse or neglect shall include:
 - i. Name, address, and telephone number of mandated reporter
 - ii. Child's name and address, school, grade, and class
 - iii. Names, addresses and telephone numbers of the child's parents/guardians
 - iv. Information that gave rise to the reasonable suspicion of child abuse or neglect
 - v. The name, address, telephone number and other relevant personal information about the person or persons who might have abused or neglected the child
- 3. Internal Reporting
 - a. Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal after the initial telephone report to an appropriate agency
 - b. Principal will provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, School Board policy, and administrative regulation
 - c. Principal may assist the mandated reporter in completing and filing these forms

Training:

Training of mandated reporters shall include child abuse identification and reporting. The training shall be given by professional employees of the Child Protection Agency at the school site each year.

Discipline

BP 5144(a)
adopted: May 6, 2020

The Board of Trustees desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

Suspension and Expulsion/Due Process

BP 5144.1(a)

adopted: May 6, 2020

The Board of Trustees has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

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

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent/Principal or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

Student Due Process

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

Supervised Suspension Classroom

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent/Principal or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Superintendent/Principal or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the Superintendent/Principal or designee. (Education Code 48900.1)

The Superintendent/Principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Decision Not to Enforce Expulsion Order

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law.

Discipline Matrix

Violation	Step 1	Step 2	Step 3	Step 4	Step 5
Class 5: - Weapons - Assault on staff					<u>Minimum:</u> 5 day suspension <u>Maximum:</u> Expulsion
Class 4: - Fighting - Sexual Harassment - Theft - Arson - Vandalism - Threats - Possession of or under the influence of alcohol, tobacco or drugs			<u>Minimum:</u> 1 day suspension <u>Maximum:</u> Expulsion	<u>Minimum:</u> 2 day suspension <u>Maximum:</u> Expulsion	<u>Minimum:</u> 3 – 5 day suspension <u>Maximum:</u> Expulsion
Class 3: - Roughhousing - Graffiti - Profanity - Defiance - Gambling or forgery - Verbal threat - Cheating - Repeated use of Electronic equipment	<u>Minimum:</u> Missed recess Conference with parent Parent notified <u>Maximum:</u> 1 day suspension	<u>Minimum:</u> Missed recess Conference with parent Parent notified <u>Maximum:</u> 2 day suspension	<u>Minimum:</u> 1 day suspension <u>Maximum:</u> 3 day suspension	<u>Minimum:</u> 2 day suspension <u>Maximum:</u> Expulsion	<u>Minimum:</u> 3 day suspension <u>Maximum:</u> Expulsion
Class 2: - Cafeteria misconduct - Excessive show of affection	<u>Minimum:</u> Missed recess Conference with parent Parent notified <u>Maximum:</u> 1 day suspension	<u>Minimum:</u> Missed recess Conference with parent Parent notified <u>Maximum:</u> 2 day suspension	<u>Minimum:</u> Missed recess Conference with parent Parent notified <u>Maximum:</u> 1 day suspension	<u>Minimum:</u> Missed recess Conference with parent Parent notified <u>Maximum:</u> 4 day suspension	<u>Minimum:</u> 1 day suspension <u>Maximum:</u> 5 day suspension
Class 1: - Disrespectful - Inappropriate language &/or gestures - Poor decision making - Dress Code - Cell Phones	<u>Minimum:</u> Citation Missed recess Parent notified <u>Maximum:</u> 1 day in-school suspension	<u>Minimum:</u> Citation Missed recess Parent notified <u>Maximum:</u> 1 day in-school suspension	<u>Minimum:</u> Citation Missed recess Parent notified Conference with parent <u>Maximum:</u> 1 day in-school suspension	<u>Minimum:</u> Citation Missed recess Parent notified Conference with parent <u>Maximum:</u> 1 day in-school suspension	<u>Minimum:</u> Citation Missed recess Parent notified Conference with parent <u>Maximum:</u> 2 day in-school suspension
Bus Misconduct: - Defiance - Out of seat - Yelling - Throwing objects - Fighting - Food or drink	<u>Minimum:</u> Parent Notified <u>Maximum:</u> 1 day no ride	<u>Minimum:</u> Parent conference <u>Maximum:</u> 2 days no ride	<u>Minimum:</u> 2 days no ride <u>Maximum:</u> 3 days no ride	<u>Minimum:</u> 3 days no ride <u>Maximum:</u> 1 week no ride	<u>Minimum:</u> 1 week no ride <u>Maximum:</u> 1 week no ride

Violación	1er paso	2º paso	3er paso	4º paso	5º paso
Clase 5: - Armas - Asalto al personal					Mínimo: 5 días de suspensión Máximo: Expulsión
Clase 4: - Peleas - Acoso sexual - Robo - Incendio - Vandalismo - Amenazas - Posesión o bajo la influencia de alcohol, tabaco, y/o drogas			Mínimo: 1 día de suspensión Máximo: Expulsión	Mínimo: 2 días de suspensión Máximo: Expulsión	Mínimo: 3 – 5 día suspensión Máximo: Expulsión
Clase 3: - Juego Rudo - Grafiti - Profanidades - Desobediencia - Apuestas o falsificar - Amenaza verbal - Copeando - Uso repetido de aparatos electrónicos	Mínimo: Pierde recreo Conferencia con los padres Se notifica a los padres Máximo: 1 día de suspensión	Mínimo: Pierde recreo Conferencia con los padres Se notifica a los padres Máximo: 2 días de suspensión	Mínimo: 1 día de suspensión Máximo: 3 días de suspensión	Mínimo: 2 días suspensión Máximo: Expulsión	Mínimo: 3 días de suspensión Máximo: Expulsión
Clase 2: - Mala conducta en la cafetería - Demostración excesiva de afecto	Mínimo: Pierde recreo Conferencia con los padres Se notifica a los padres Máximo: 1 día de suspensión	Mínimo: Pierde recreo Conferencia con los padres Se notifica a los padres Máximo: 2 días de suspensión	Mínimo: Pierde recreo Conferencia con los padres Se notifica a los padres Máximo: 1 días de suspensión	Mínimo: Pierde recreo Conferencia con los padres Se notifica a los padres Máximo: 4 días de suspensión	Mínimo: 1 día de suspensión Máximo: 5 días de suspensión
Clase 1: - Irrespetuoso - Lenguaje y o gestos inapropiados - Mala toma de decisiones - Código de vestimenta - telefono	Mínimo: Citación Pierde recreo Se notifica a los padres Máximo: 1 día de suspensión en la escuela	Mínimo: Citación Pierde recreo Se notifica a los padres Máximo: 1 día de suspensión en la escuela	Mínimo: Citación Pierde recreo Se notifica a los padres Conferencia con los padres Máximo: 1 día de suspensión en la escuela	Mínimo: Citación Pierde recreo Se notifica a los padres Conferencia con los padres Máximo: 1 día de suspensión en la escuela	Mínimo: Citación Pierde recreo Se notifica a los padres Conferencia con los padres Máximo: 2 días de suspensión en la escuela
Mala conducta en el autobús: - Desobediencia - Fuera del asiento - Gritando - Lanzando objetos - Peleando - Comida o bebidas	Mínimo: Se notifica a los padres Máximo: 1 día sin viaje	Mínimo: Se notifica a los padres Máximo: 2 días sin viaje	Mínimo: 2 días sin viaje Máximo: 3 días sin viaje	Mínimo: 3 días sin viaje Máximo: 1 semana sin viaje	Mínimo: 1 semana sin viaje Máximo: 1 semana sin viaje

Harassment

BP 5145.3(a)
adopted: May 6, 2020

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 district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

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 which 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 Board hereby designates the following position(s) as Coordinator(s) for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent/Principal or designee
Winship-Robbins ESD
17451 Pepper Street
Robbins, CA 95676

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent/Principal or designee and refer the matter to law enforcement where required.

Bullying and Hazing

Create ways to have students share their concerns. Students must feel safe to report troubling behaviors that may lead to dangerous situations. Students who report violence must be protected.

To implement: Have peer coaches trained by conflict managers. School Psychologist or Sutter County Intervention Specialist trains peer coaches on strategies to resolve conflict.

- a) Establish a climate that communicates clearly that we are a unit that pulls together to get jobs done. Conduct classroom meetings to share ideas and concerns.
- b) Discuss safety issues with students in an open way. Students come to school with a wide variety of understandings about issues such as death, violence, and the use of weapons. Students need to be taught about the dangers of firearms as well as appropriate strategies for dealing with feelings of violence. We should teach students that they are responsible for their actions and that their choices have consequences for which they will be held accountable. Discuss literature that addresses violence and positive outcomes.
- c) Offer information specifically dealing with bullying and hazing. Students need to know that they do not have to “put up with” this type of behavior. Provide bullying workshops through District professional development workshops or from the Sutter County Intervention Specialist.
- d) The district will make available CDE’s online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils (EC Section 32283.5(c)).

Notification to Teachers of Dangerous Students

Education Code 49079 states that a school district shall inform the teacher of each student who commits an expellable act. Information available to the teacher shall be from the previous three school years.

- a) At the beginning of each school year the principal will forward an abbreviated version of the files of students who have been placed on a suspended expulsion, mitigation contract, or who have been fully expelled.
- b) During the course of the school year, additional students who are placed on suspended expulsions, mitigation contracts or who are expelled shall have their files added by the school
- c) Any files that are three or more years old shall be removed.
- d) At the beginning of each year and periodically throughout the year, the teaching staff shall be notified that the file exists, where it is located and your procedure of accessing the file.
- e) The file should be kept in the principal’s office.
- f) Teachers assigned to the school shall be able to easily access those files, and shall be given access to additional information regarding the expellable offense, if requested.

SECTION 5: SAFE INGRESS AND EGRESS

Students arriving to school before 8:00 a.m. must check in to the ELO-Program. All students arriving after 8:00 a.m. may go to the cafeteria for breakfast or to the playground for morning recess.

At 8:20, when the bell rings students report to the blacktop in their grade level lines for the pledge and announcements. On rainy days, students are to stay in the cafeteria until they are dismissed to their classrooms.

When dismissed for the day students are to walk to their designated bus immediately. Students being picked up by parents must use the sidewalk leading to the community hall and wait with the teacher on duty until their parents arrive. Parking spaces are located between the community hall and the field in the gravel parking lot for dropping off and picking up students.

SECTION 6: INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, personnel in the Winship-Robbins School District must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Listed below are some of the identifiable emergencies:

1. Animal Disturbance
2. Armed Assault on Campus
3. Intruder on Campus
4. Biological or Chemical Release
5. Bomb Threat
6. Disorderly Conduct
7. Earthquake
8. Explosion/Risk of Explosion
9. Fire in Surrounding Area
10. Fire on School Grounds
11. Flooding
12. Motor Vehicle Crash

Identify Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. To assist Robbins School in classifying emergency situations, a three-tiered rating system is used:

Level 1 Emergency: A **minor** emergency that is handled by school personnel without assistance from outside agencies.

Level 2 Emergency: A **moderate** emergency that requires assistance from outside agencies, such as a fire or moderate earthquake, or the dispersion of a potentially hazardous material.

Level 3 Emergency: A **major** emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism.

Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

1. Evacuation and/or Fire
2. Lock Down
3. Shelter-in-Place
4. Duck and Cover
5. Disorderly Conduct
6. Off-Site Evacuation
7. All Clear

Descriptions of each of these Immediate Response situations and actions are found in Section 8.

SECTION 7: EMERGENCY/DISASTER PROCEDURES

Disaster Service Workers (Government Code 3100)

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.

Emergency and Disaster Preparedness Plan

The Robbins School staff and students must be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster when it occurs.

The principal shall maintain a disaster preparedness plan which shall make provisions for handling all foreseeable emergencies and disasters, and which shall also be adaptable for unforeseeable disasters. The plan shall be reviewed and updated periodically. The principal will have a copy of the disaster preparedness plan at the school site. The plan shall be provided to all employees who shall be responsible for studying the plan and being prepared to operate effectively within its framework.

The site disaster preparedness plan shall be available to staff, students and the public in the school office. Individual building disaster plans shall be available for public inspection at the principal's office. The principal shall make certain that all students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster. The Evacuation Plan directs paraprofessionals to ensure that pupils with disabilities are loaded on their assigned bus and tended to by paraprofessional assigned to the student's class.

Any public agency that needs to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency will contact the Superintendent/Principal. The Superintendent/Principal will work with appropriate staff to ensure that whatever school facilities that are in need during an emergency are given. Specific procedures will be determined depending on emergency need.

The principal shall have the School Site Council review the disaster preparedness plan and recommend changes and/or improvements.

Duties of School Personnel during an Emergency

All staff members are to be thoroughly familiar with the contents of the Safety Plan and the procedures to follow in an emergency. Each staff member will report to the Principal or designee any activity or situation that is perceived as a threat to the safety and well-being of students and staff.

1. The Principal - General Responsibilities

The Principal has a variety of responsibilities to ensure that the school site is adequately prepared to deal with an emergency situation. Among the specific duties of the Principal are the following:

- a) To review and update the Emergency Response Plan annually, with particular attention to the unique characteristics of the site.
- b) To verify that equipment, supplies such as first aid kits and emergency telephone numbers are in place in classrooms, the bus, the kitchen and/or office, etc.
- c) To plan alternate classroom evacuation routes, if standard routes are obstructed.
- d) To establish a system of specific disaster warning signals that is well known to staff and students.

- e) To ensure that teachers are trained in responsibilities during disaster and drill procedures.
- f) To ensure that each classroom contains a current Emergency Response Plan Binder, properly labeled and located in a prominent place.
- g) To schedule various disaster drills and to review the disaster plan with staff, students and parents.

2. Superintendent - Emergency Responsibilities

The District Office, under the direction of the Superintendent or designee, shall have the primary responsibility for providing assistance and maintaining communication and coordination in the event of an emergency or disaster. Among the specific functions of the Superintendent or designee are the following:

- a) To establish procedures that include notifying local law enforcement and medical assistance agencies as appropriate.
- b) To establish a communications center and assign District Office personnel specific duties in the event of an emergency.
- c) To maintain communication with the Board of Trustees and the Sutter County Superintendent of Schools Office.
- d) To ensure that there is communication system in place between the District Office and designated staff members in the event that the regular telephone system is disrupted by the conditions of the disaster or emergency.
- e) To maintain communication with all outside agencies.
- f) To assign the following duties to school staff:
 1. Patrol main entrance to direct emergency personnel, parents, and district staff to appropriate areas and to prohibit unauthorized persons from entering campus.
 2. Monitor/supervise school buildings to maintain safe and secure environment.
 3. Conduct search-and-rescue operations to systematically search every room and area to locate trapped or injured persons.
 4. Administer first aid.
 5. Supervise pupil release procedures.
 6. Check building utility systems and appliances for damage and possible shut off.
 7. Provide for fire control.
 8. Give direction to staff and students at various assembly areas on school site.
- g. To act as the Public Information Officer. The Superintendent acts as the designated spokesperson for all disaster/emergency related public information. The press should be handled by the Superintendent exclusively and the press should be permitted to approach staff and students only after it has been determined that this contact will not cause any adverse effects. The duties of the Public Information Officer may include preparation of press releases, communication with parents, establishment of on-site rumor control/information post, and other related duties.

3. School Secretary/Confidential Office Manager

During an emergency situation, the office staff will be under the direction of the Principal and will perform a variety of important functions under his/her direction. A partial list of the functions of the office staff may be responsible for are as follows:

- a) Assist Principal in sounding emergency signals and making general announcements over the PA system as well as the telephone intercom.
- b) Communicate and work with emergency medical and fire personnel.
- c) Administer first aid as necessary to both students and staff.
- d) Distribute first aid supplies as necessary.
- e) Establish and coordinate a communication center.
- f) Monitor both local radio and T.V. stations and disseminate pertinent

- information to the appropriate personnel.
- g) Secure and keep safe critical records.

4. Maintenance/Custodial Staff

The maintenance/custodial staff on site have a number of maintenance/facility issues to deal with in time of an emergency. During an emergency situation the Maintenance Person will be in direct and constant contact with the Principal or Designee and will be dispatched as needed. Some of the responsibilities of the Maintenance Person are as follows:

- a) Maintain tool inventory for emergency use.
- b) Check utility systems and appliances for damage and if necessary shut off main power or gas supplies.
- c) Extinguish small fires before they get out of control until firefighters arrive.
- d) Coordinate entrance and exit of emergency personnel and vehicles.
- e) Assist with the lock down of the campus if necessary.
- f) Seal off and indicate areas where hazardous materials have been spilled.
- g) Coordinate all safety and evacuation procedures. Patrol and monitor the campus checking all evacuation routes for safety.
- h) Locate missing students or personnel.
- i) Disburse emergency equipment.
- j) Take steps necessary to conserve usable water supplies.

5. Teachers

The classroom teachers are critical to the welfare and safety of their students in time of an emergency. The school staff should be familiar with emergency procedures and any assigned responsibilities. Some of the responsibilities of the teachers in time of an emergency include:

- a) Respond with students to emergency warning signals.
- b) Immediately take student attendance and notify appropriate personnel of missing or injured students.
- c) Administer first aid as necessary.
- d) Carry Emergency Binder when evacuating room.
- e) Release students per Pupil Release Procedures.
- f) Remain calm; supervise and ensure student safety at all times.
- g) Follow the directions of the Principal or designee and unless otherwise instructed, continue in the normal routine to ensure the safety of students.
- h) Direct the evacuation or lockdown of his/her students.
- i) Take roll when the class regroupes at the designated assembly area and report the names of students who are unaccountably absent.
- j) Other

6. Bus Driver

- a) Supervise the care of children when disaster occurs while children are in the bus.
- b) Issue the Duck-and-Cover or Evacuate command, as appropriate.
- c) Assist emergency services in accounting for all students on the bus.
- d) Arrange for any first aid attention for those in need.
- e) Report any activities that are perceived as a threat to the safety of students

7. The Cafeteria Manager will:

- a) Survey the kitchen for damage and report the damage to the principal
- b) Maintain and protect all food supplies from spoilage

8. General Directions for all Personnel:

- a) Be aware of falling objects such as electrical lines.
- b) If the situation requires evacuation from the campus, students shall be taken to the Community Methodist Church in Knights Landing on the school bus, district vehicles and/or private vehicles for protective custody until parents/guardians can pick the students up or they can be transported safely home.
- c) Always move crosswind, never up or downwind, to avoid fumes or smoke.

All drill procedures shall be reviewed with all staff twice per year and communicated with parents at least once per year. Robbins School shall keep a log showing the dates and types of drills performed, the dates that the drill procedure was reviewed with the staff, and the dates that the procedures were reviewed for parents.

NOTE: Some elements of this Comprehensive School Safety Plan are considered confidential, and therefore not included as part of this document. Confidential components are not available to the public. Elements that are considered confidential include any information that may contain student or staff personal data, tactical response procedures or strategies, building infrastructure or asset information, and sensitive emergency contact information. Copies of the Comprehensive School Safety Plans are kept on file at the school site. School staff and responders have access to the Plan through hard copy and electronic formats. This Plan is available, by appointment, for public inspection during regular business hours.

