

Comprehensive School Safety Plan SB 187 Compliance Document

**2019-20
School Year**

School: Ralph Waldo Emerson Junior High School
CDS Code: 57726786066245
District: Davis Joint Unified School District
Address: 2121 Calaveras Ave.
Davis, CA 95616
Date of Adoption:

Approved by:

| Name | Title | Signature | Date |
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| Mary Ruiz | Parent, Emerson Junior High School | | |
| Ryan Galles | Community Member | | |
| John Campbell | Vice-Principal | | |

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at The Emerson Junior High Office..

Safety Plan Vision

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

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

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

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

Components of the Comprehensive School Safety Plan (EC 32281)

Ralph Waldo Emerson Junior High School Safety Committee

Principal: Scott Thomsen

Vice Principal: John Campbell

Vice Principal, DVCA: Annie Nelson

Site Council:

, Teacher

Camica Edwards, Counselor

Ximena Diez-Jackson, Library Technician

Mary Ruiz, Parent

Ryan Galles, Community member

Assessment of School Safety

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

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

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

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

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

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

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Yolo County Child Welfare Services (530) 669-2345 and the Davis Police Department (530) 758-3600. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168)

For complete policies and procedures see Board Policy and Administrative Regulation BP 5141.4 Child Abuse Reporting Procedures available on the District Website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

Disaster Plan (See Appendix C-F)

The following BP and ARs give information on our disaster procedures. In addition, each site's crisis team has an Emergency Response binder which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has a red emergency folder which contains lockdown, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

BP and AR 0450 Comprehensive Safety Plan
BP and AR 3516 Emergencies and Disaster Preparedness Plan
AR 3516.3 Earthquake Emergency Procedure System
BP and AR 4158 Employee Security

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

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

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

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

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

The parent/legal guardians were given the Davis Joint Unified School District Standards of Behavior at the start of the school year as part of on-line re-enrollment procedures. Upon request, a school site can supply the parent/guardian/student with another copy of the document as well as any applicable policies or regulations or they can be found on the District website at djud.net.

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

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

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

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

BP and AR 4158 Employee Security
BP 5119 Students Expelled from Other Districts
BP 5131 Conduct
BP and AR 5144 Discipline
BP and AR 5144.1 Suspension and Expulsion/Due Process
BP and AR 5144.2 Suspension and Expulsion/Due Process, students with disabilities

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

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

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

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

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

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

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

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

Additional information can be found in AR 4158 Employee Security, available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

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

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

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

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy and to ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

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

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

The Director of Student Support Services maintains a record of reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in District schools.

For additional information see:

BP and AR 1312.1 Complaints Concerning District Employees
BP and AR 1312.3 Uniform Complaint Procedures
BP and AR 5145.7 Sexual Harassment

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

All schools follow the same District dress code. The District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parents or guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District Dress Code policy applies to all schools in the district.

Allowable Dress and Grooming:

- Students must wear clothing which includes a shirt with pants, skirt, dress, or the equivalent
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments; however, waistbands and bra straps may show
- Fabric covering all private parts must not be transparent
- Footwear must be worn at all times, and must not limit student participation in school activities
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff (hoodies must allow the student's face and ears to be visible to staff)
- Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, wood shop, and other activities where unique hazards exist
- Specialized courses may require specialized attire, such as sports uniforms or safety gear

Non-Allowable Dress and Grooming:

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances
- Clothing may not depict violence, obscenities, pornography, nudity, or sexual acts
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups
- Clothing must not threaten the health or safety of any other student or staff member

Generally, students who do not follow the dress code will be referred to the school office to correct the issue, which may include changing into PE clothes, wearing a t-shirt provided by the school, or being sent home to change. Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

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

For additional information, see BP and AR 5132 Dress and Grooming available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

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

1. Education activities that promote safety and awareness, such as:
 - a. Instructing students about pedestrian, bicycle, and personal safety
 - b. Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school
2. Encouragement strategies designed to generate interest in active transport to school, such as:
 - a. Supporting "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
 - b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions
 - c. Publicizing the District's efforts in order to build support of parents/guardians and the community, including providing information about the District's and City's Safe Routes to School program in parent/guardian communications (for example, linking safe routes maps on the District websites and at schools) and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
 - a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs
 - b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver and bicyclist safety campaigns
 - c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212
4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
 - a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
 - b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
 - c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
 - d. Considering safe routes to school when making decisions about siting and designing of new schools
5. Evaluation to assess progress toward program goals, including:
 - a. Gathering and interpreting data based on indicators established by the Superintendent or designee and the Board of Education
 - b. Presenting data to the Board, program partners, and the public
 - c. Recommending program modifications as needed

For additional information see the following BP/ARs:

BP 5142 Safety

AR 5142.1 Identification and Reporting of Missing Children

BP and AR 5142.2 Safe Routes to School Program

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

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

Component:

Component 1: Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

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

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|--|--|-------------------------------------|------------|
| Maintain a current Comprehensive School Safety Plan to ensure school-wide safety. | Update Safety Plan | Current School Safety Plan District Safety Coordinator (Marc Hicks) Director Student Services (Laura Juanitas) | Scott Thomsen, Tyler Millsap (DVCA) | 2019/2020 |
| Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students. | Update Procedures | Current School Safety Plan District Safety Coordinator (Marc Hicks) Director Student Services (Laura Juanitas) | John Campbell, Annie Nelson (DVCA) | 2019/2020 |
| Update red safety cards and evacuation maps for all rooms to increase awareness of safety procedures for all staff and students. | Order and update safety cards and evacuation maps | Current School Safety Plan District Safety Coordinator (Marc Hicks) Director Student Services (Laura Juanitas) | John Campbell, Annie Nelson (DVCA) | 2019/2020 |
| Ensure student safety by practicing emergency drills with students and staff on a regular basis. | Conduct emergency drills: Fire, Shelter in Place/Lock Down, Teacher Down, Emergency Communication. | Current School Safety Plan District Safety Coordinator (Marc Hicks) Director Student Services (Laura Juanitas) Public Information Officer (Maria Clayton) | John Campbell, Annie Nelson (DVCA) | 2019/2020 |
| Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation. | Maintain in nurses office the Blue Nurse Triage Backpack, and Red First Responder (clam shell) Kit. Maintain one Red Emergency Backpack for each classroom and workspace (i.e. staff room, library) . | Current School Safety Plan District Safety Coordinator (Marc Hicks) Director Student Services (Laura Juanitas) | Scott Thomsen, Annie Nelson (DVCA) | 2019/2020 |

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|--|---|------------------------------|------------|
| Increase campus and facility safety by participating in ongoing operations meetings with DJUSD personnel. | <p>Meet with DJUSD personnel to review updated safety practices and protocols</p> <p>Meet with DJUSD personnel to review findings from the Safety Analyst who worked with the school district in the 2015-16 school year and address concerns that were shared</p> | <p>Current School Safety Plan</p> <p>District Safety Coordinator (Marc Hicks)</p> <p>Director Student Services (Laura Juanitas)</p> | Scott Thomsen, John Campbell | 2019/2020 |
| Update and maintain bell, PA, and fire alarm systems | Test and maintain systems at regular intervals. | M & O | Scott Thomsen | 2019/2020 |
| Increase emergency communication to parents/guardians. | Implement Emergency Communication test at regular intervals | <p>Current School Safety Plan</p> <p>DJUSD Crisis Communications Plan</p> <p>District Safety Coordinator (Marc Hicks)</p> <p>Director Student Services (Laura Juanitas)</p> <p>Public Information Officer (Maria Clayton)</p> | Scott Thomsen, John Campbell | 2019/2020 |

Component:

Component 2: School Climate

Element:

Creating a positive atmosphere for learning.

Opportunity for Improvement:

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

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|--|---|---|------------|
| Increase school connectedness | Develop regular use of School Messenger communication Update School Messenger databases Create Emerson Only and Whole School databases | School Messenger Access Coordinate with Maria Clayton, PIO School Messenger Trainings | Scott Thomsen, Principal | 2019/2020 |
| Increase Parent Communication | Update school and teacher websites Increase use of school loop to communicate with families | School Loop School Loop training for all staff | Scott Thomsen, Principal | 2019/2020 |
| Working with Stakeholders in updating the LCAP and Single Plan for Student Achievement for the school site. | Community Meetings School Governance Training | PTA School Site Council | Scott Thomsen, Principal | 2019/2020 |
| Increase opportunities for all students to participate in campus activities and to experience leadership opportunities. | Regular meetings with student activities/Peer Helping program Increase number of clubs/variety on campus | School Site Council Student Climate Meetings Student Council Meetings | Scott Thomsen, Principal John Campbell, Vice Principal | 2019/2020 |

Component:

Component 3: Personal Characteristics of Student and Staff

Element:

Traits that administrators, and other district office staff bring to the District office.

Opportunity for Improvement:

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

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|--|--|--------------------------|------------|
| Provide professional growth opportunities for teachers, administrators, and other school personnel. | Provide Professional Growth Opportunities Coordinate Professional Growth priorities with Site Liaison, DJUSD priorities and needs driven by Single Plan for Student Achievement Develop collaboration schedule to prioritize deep collaboration in meetings Emphasize focus on professional development on topics of Trauma Sensitive Schools and Goal Setting, and data mining in the SBAC and climate survey results. | Director of Curriculum and Instruction (Troy Allen) Emerson Junior High Site Liaison District Climate Office (Kate Snow) | Scott Thomsen, Principal | 2019/2020 |

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

Ralph Waldo Emerson Junior High School Student Conduct Code

Philosophy and Purpose

DJUSD is committed to ensuring that school is a safe learning environment for every student. Beyond academics, school can be a place where students learn valuable life skills that will serve them well as adults and serve our society in beneficial ways. To that end, DJUSD takes a comprehensive approach to matters involving rights, responsibilities, discipline, and restoration.

There are two purposes for standards of student behavior in a school discipline plan: to promote learning and growth for students as they develop self-discipline, and to provide a caring and respectful environment for all.

In this context, teachers and administrators are legally considered “parent/guardians on location.” This defines the relationship between school staff and their students. Students are young people and it is expected that their behavior will sometimes test boundaries of school rules; therefore, it is age-appropriate for young people to behave in ways that are inappropriate for the school environment. We also recognize that all behaviors serve a function and have complex origins. This is an ongoing process that requires communication and support between students, staff, families, and the larger community.

Break in relationships

School staff regard all students as their responsibility to teach, guide, and support. Thus, just as in a home with parents/guardians, all students at school deserve to be treated consistently with care, hope, and positive attitudes. Our goal in responding to harms to others or the community, including breaches of rules or policies, is to have students understand the effects and impacts of their actions, to be accountable for those actions, and to take the opportunity to make things as right as they can be. Clear and appropriate consequences are part of this effort by school staff to educate and to encourage positive, productive student behavior.

The rights of all students are part of this philosophy. All students deserve to be psychologically and physically safe at school. These rights also mean that students who are accused of wrongdoing have a right to be heard, treated respectfully, and to understand the process as the school staff determine the appropriate response.

Rights and Responsibilities

The rights inherent in a democratic society are maintained only if each individual understands and assumes responsibility for his or her own behavior. Students have both rights and responsibilities.

Student Rights

- To be safe
- To be respected and treated with compassion regardless of actual or perceived characteristics of immigration status, race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or based on his/her association with a person or group with one or more of these actual or perceived characteristics
- To be respected and treated with compassion regardless of actual or perceived wrongdoing
- To express opinions, ideas and feelings, without infringing on the rights of others
- To be heard
- To have their person and property respected (including during a search)
- To be informed of school rules and procedures and what is expected of them as students
- To have confidentiality
- To be academically supported and challenged
- To be treated in a restorative way
- To learn and grow from incidents of conflict or harm

Students Responsibilities

- To take advantage of the academic opportunities offered
- To strive for high achievement
- To support and participate in school activities
- To be knowledgeable regarding student rights and responsibilities
- To attend school regularly and punctually
- To be knowledgeable of school rules and follow them
- To respect private and school property
- To be considerate and non-disruptive in all spaces on campus and on buses
- To be dressed in compliance with the District dress code
- To be considerate to students, teachers, and staff
- To be respectful of all students, and staff regardless of actual or perceived characteristics of immigration status, race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or based on his/her association with a person or group with one or more of these actual or perceived characteristics
- To keep language and gestures respectful and free of profanity or obscenities
- To not use/possess alcohol, tobacco, or drugs on school campuses or school events
- To take responsibility for harm done and work to repair it to the extent possible

Conduct Code Procedures

Procedures

At the beginning of the school year the principal or designee meets with students to review and discuss the importance of a positive school climate, the positive purposes of school discipline and restorative practices, and the importance of respectful and caring behavior. This may be accomplished through school assembly, visits to individual classrooms, and the school's student handbook. The presentation includes an understanding of the school district's restorative principles, the values of respecting each individual's dignity, and of supporting healthy relationships. Students are provided examples of behaviors that support the school community's goals and those that are nonsupportive. The categories of disrespectful behaviors or offenses outlined in the attached table provide examples of which behaviors undermine a strong, respectful community.

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

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

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

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

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

Educating Students

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

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

Suspension and Alternatives to Suspension

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

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

California Education Code dictates that alternatives to home suspension will be exhausted before a student is removed from the school environment. Since the purpose of school is to educate, students need to remain in school and in the classroom as much as possible. Any listing of suspension as a possible consequence on the "Guidelines for Responsive Discipline in Elementary/Secondary Schools" means that an alternative to suspension can be used instead of a home suspension.

Student Concerns

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

For additional discipline information see:

BP 5144 Discipline

AR 5144.1 Suspension and Expulsion/Due Process

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

Standards of Student Behavior Manual (located on DJUSD website under Student Support Services)

(J) Hate Crime Reporting Procedures and Policies

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

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

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

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

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

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

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

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

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

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

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

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

For additional information see:

BP and AR 1312.3 Uniform Complaint Procedures
BP 4119.11, 4219.11, 4319.11 Sexual Harassment
BP 5131.2 Bullying
BP and AR 5144.1 Suspension and Expulsion/Due Process
BP 5145.3 Nondiscrimination/Harassment

Available on District website under Board of Education and at <http://www.gamutonline.net/district/davis>

Review and Evaluation of Safety Plan

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent, Principal or designee oversees the development of a comprehensive district-wide safety plan that identifies major safety concerns as well as the district's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

The school safety plan is reviewed, updated, and approved by site council by January 1 of each year and must be approved by the Board of Education by March 1 of each school year.

The Board reviews the comprehensive District and School safety plans in order to ensure compliance with state law, Board policy, and Administrative Regulation and approves the plan at a regularly scheduled meeting of the Board.

Safety Plan Review Timeline

| Activity Description (i.e. review steps, meetings conducted, approvals, etc) | Date and Time | Attached Document (description and location) |
|--|---|---|
| School Safety Committee to review plan, solicit input from staff | October 1, 2019 | Copy of current year's Comprehensive Safety Plan is available in the main office. |
| Staff Safety Drills | September 19, 2018 | Emerson Junior High library |
| Conduct Safety Drills | September 24-27, 2019; April 13-17, 2020 | |
| Debrief Safety Drills with staff (solicit parent and student input) | October 2, 2019 | All-Staff Meeting Emerson Junior High Conference Room |
| School Site Council Meeting to discuss and approve safety plan (must be approved by March 1) | School Site Council Meeting: November 1, 2019 | School Site Council Meeting Emerson Junior High Conference Room |
| Board Meeting to approve safety plan | District Board meeting | DJUSD |

Emergency Contact Numbers

Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|--------------------|-----------------------------------|-------------------|------------------------------------|
| Emergency Services | Police, Fire, Ambulance | 911 | 530-747-5400 (non-emergent) |
| School District | District Safety Coordinator | (530) 681-1738 | |
| School District | Director Student Support Services | 757-5300 ext. 140 | |
| School District | DJUSD 24 hour Emergency | (530) 681-0059 | |
| Public Utilities | PG&E Emergency | 1-800-743-5000 | 1-800-743-5002 (to report outages) |
| School District | Superintendent's Office | 757-5300 ext. 142 | |
| School District | Prevention and Crisis Manager | 757-5300 ext. 140 | |
| School District | Maintenance and Operations | 757-5385 | |
| School District | Public Information Officer | 757-5300 ext. 193 | |
| Emergency Services | Poison Control | 1-800-876-4766 | |

Emergency Response Guidelines

When emergencies occur during school hours, the goal of all school employees is the safety of all students, teachers and school staff. This requires planning, preparation and practice to know and implement effective procedures during a crisis. Planning and preparation are essential to ensure that every staff member is familiar with their role in the procedures to be followed and has the tools on hand to accomplish them. Practice ensures employees can calmly and effectively carry out their assigned tasks in an orderly and timely manner.

The emergency plan will detail the procedures to be used during specific crisis situations as well as review the areas of responsibilities for each type of school employee. During an emergency, school employees will remain at school accomplishing their assigned tasks to ensure the safety of all students and personnel until released by the principal, the principal's designated supervisor, or the Police/Fire Incident Commander (when fire fighters or police officers have assumed command of the incident).

It is vital that all staff members remain calm, communicate clearly with the person in charge, and work together to follow the procedures necessary to ensure the safety of all students and personnel.

Each School Site, the District Office, and M & O has a team of First Responders called the Crisis Team. This team is used when the physical, emotional, and/or psychological safety of students and staff is threatened and is lead by the Incident Commander (AKA Admin 1). Each role on the team needs to be 2-3 deep due to staff availability and jobs are assigned based on "personal skill set" versus current site title.

The team is made up of the following roles (see Emergency Binder for details):

1. INCIDENT COMMANDER: Guides the crisis team during incident and postvention by working closely with district Director of Student Services, District Safety Coordinator, Prevention and Crisis Manager and Public Information Officer (PIO). Makes decisions about roles, staffing, and substitutes as needed. Leads staff meetings and debriefs; monitors task completion by other members of team.
2. ADMIN 2: Manages staff support (helps them to help students) and is the liaison with other school sites. Takes lead on dealing with any scheduling, substitute coverage or physical plant issues.
3. ADMIN 3: Monitors rumors and gathers information related to incident from staff, students, parents, and social media. In case of student/staff death, takes lead on dealing with impromptu memorials and tributes.
4. ADMIN SUPPORT: Supports Incident Commander and Admin 2 and 3 with logistical coordination. Assists with dissemination of communication to school community in conjunction with Public Information Officer and Incident Commander. Provides student information system support as needed.
5. MENTAL HEALTH COORDINATOR: In conjunction with Prevention and Crisis Managers, manages student support via care stations and risk assessment referrals. MOU with Yolo Family Services Agency may be activated if additional counselors are needed at site. Assists Incident Commander and PIO with postvention sensitive language for messaging to student, staff, families. May be primary contact for family of injured or deceased.
6. COMMUNITY LIAISON: Coordinates communication and support with community partners.
7. PARENT LIAISON: Responsible for communications to parent community and responds to inquiries, requests, and concerns. Coordinates Parent Information Meetings and works with parent organizations to provide support. Works closely with District PIO.
8. MEDICAL LIAISON: Under direction of Fire Incident Commander will coordinate and provide care during event. During postvention period, School Nurse will liaison with medical providers of injured persons and will work closely with counseling/teaching staff regarding necessary accommodations upon return to school.
9. SECURITY LIAISON: Under direction of Police Incident Commander will coordinate and provide assistance during event. During postvention period, will participate in staff meetings and debriefs, and will work with Director of Student Services to modify safety policies and procedures as needed.
10. PUBLIC INFORMATION OFFICER: Works closely with Incident Commander/Principal, Community and Parent liaisons, and Prevention and Crisis Managers to provide appropriate and sensitive messaging to students, parents, staff, and the public regarding incident.
11. LEAD JANITOR: Works closely with Incident Commander and Admin 2 and 3 to provide access to site physical plant.

All DJUSD campuses use a Fire Alarm, with the exception of DSIS (which uses a bullhorn) to indicate a fire or other evacuation incident.

All DJUSD campuses use the campus bell-system, PA system and/or bullhorn to indicate EVACUATION, LOCK DOWN or SHELTER-IN-PLACE.

Step One: Identify the Type of Emergency

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

NOTE: In cases of extreme danger it is not necessary to wait for the principal or designee to call for help. The first person to view the danger can call 9-911 from a classroom phone, and then alert the office by phone or radio.

Step Two: Identify the Level of Emergency

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

Step Three: Determine the Immediate Response Action

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

1. EVACUATION: Signal is the fire alarm (or bullhorn at DSIS)

(May be used for fire, gas leak, chemical leak in lab, etc.)

Student Response:

- Leave belongings in room (unless medications are needed)
- Move calmly to evacuation location #1
- Stay with your class at all times for roll call

Staff Response:

- Take RED emergency binder, RED emergency backpack, cell phone, keys
- Proceed immediately to evacuation area
- Take attendance (hold red side of folder overhead if missing/extra students)
- Keep students near you in assigned area
- Return to building via instructions from administrator or emergency official

2. LOCK DOWN: Signal is the bell or public address system

(May be used for explosions, violent intruder, gunfire, etc.)

DO NOT LET ANYONE IN OR OUT OF THE ROOM

Student Response:

If indoors or can get indoors quickly

- Turn out lights
- Help teacher lock door (or move furniture to block door if door unable to lock)
- Move away from windows and down onto the floor
- Find shelter behind or under furniture (tables, chairs)
- Stay calm and be patient and keep quiet

- Open the Emergency Backpack if needed
- No cell phone usage unless given permission by adult

If outdoors and away from the school

- Go quickly to a safe place, then move to evacuation site #2
- Wait for school people or police to meet you and give instructions

Staff Response:

If indoors or can get indoors quickly

- Gather students rapidly, and lock all doors
- If door cannot lock, barricade the door with furniture
- Close windows, curtains, and blinds
- Move away from windows and down onto the floor
- Seek shelter behind or under whatever is available
- Consider moving students to more interior spaces or escaping through back door if possible
- Take attendance and give Incident Commander the names of missing or extra students

If outdoors and away from the school

- Escort students to evacuation site #2 and keep contained
- Take roll and alert incident commander of students with you
- Release students only to parents (check ID) or authorities

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

(May be used for Bomb Threat, Severe Weather, Animal Disturbance, Disorderly Conduct, etc)

DO NOT ALLOW ANYONE IN OR OUT OF THE ROOM

Student Response:

If indoors or can get indoors quickly

- Help teacher lock doors and close windows, curtains/blinds
- Move away from windows
- Stay calm and be patient
- No cell phone usage unless given permission by adult

If outdoors and not near school building

- Go to evacuation site #1 or #2
- Wait for school people or police to meet you and give instructions

Staff Response:

If indoors or can get indoors quickly

- Lock all doors
- Close windows, curtains, and blinds
- Move students away from windows
- Take attendance and give office the names of missing or extra students
- Can continue instruction if directed by Incident Commander

If outdoors and not near school building

- Escort students to evacuation site #1 or #2 and keep students near you
- Take roll and give office names of students with you
- Release students only to parents (check ID) or authorities

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

Student Response:

If indoors

- Duck under desk/table and cover head and neck with hands
- Stay away from windows or furniture that can fall over

If outdoors

- Earthquake: Drop to ground away from buildings, trees, and power lines and stay put
- Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low area

Staff Response:

If indoors

- Duck under desk/table and cover head and neck with hands
- Close drapes and blinds
- Direct students away from windows or furniture that can fall over

If outdoors

- Earthquake: Drop to the ground away from buildings, trees, and power lines; maintain position for aftershocks
- Tornado: Move indoors if possible; stay out of vehicles and lie down in a ditch or low depression area

5. TEACHER DOWN or MEDICAL EMERGENCY:

Student Response:

If teacher unable to provide direction

- One student calls 9-911 from classroom phone
- One student runs to next room for help
- One student runs to the office to get help
- One student calls the office (number on wall by phone)

When adult arrives

- Stay calm and do not distract staff during emergency
- Stay clear of area

Staff Response:

Practice with students so that they will know what to do:

- If you are the down teacher
- If you need to leave to respond to an emergency

If you are assisting in a medical emergency:

- Verify that 9-911 and the office has been called
- Assist victim until emergency responders arrive, or
- Assist with campus supervision
- Help clear path for medical personnel and emergency vehicles

Step Four: Communicate the Appropriate Response Action

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

- Set up a command post
- Contact First Responders
- Assign duties, determine the need for resources
- Using a site map, identify location of emergency and staging area
- Notify appropriate School District officials (Director of Student Services and District Safety Coordinator
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution on that same day, if possible
- If crisis is chemical or biological in nature, and evacuation is required, direct students to an uphill site
- If evacuation is necessary, take BLUE Nurse Triage backpack, RED first responder clam shells, and RED backpacks (from each classroom), whole school roster, student medication binder, student EMERGENCY medications, radio and bull horn (if available)

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

DO NOT OPEN THE RED EMERGENCY BACKPACK UNLESS IT IS AN ACTUAL EVACUATION OR LOCK DOWN

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

EMERGENCY RESPONSE PHONE NUMBERS

- Emergency: 9-911 from school phone
- District Safety Coordinator (Marc Hicks) 530-681-1738
- District 24 hr. Emergency: 530-681-0059

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

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

The green and red side of the folder is used to indicate if all students on the teachers roster are accounted for, if someone is missing from the class, or if someone needs medical attention.

Green side of folder: All students on roster are accounted for and no medical attention is needed

Red side of folder: Student missing from roster or someone needs medical attention

Evacuation: Hold up the folder up showing the appropriate side until acknowledged by a crisis team member

COMMUNICATION INSTRUCTIONS DURING AN EMERGENCY

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

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

- Remind students that we are prepared for an emergency
- Explain that the Police and Fire Departments are in charge
- Ask parents to go to the District website or District social media page for information

ROLES/EXPECTATIONS OF ADULTS, STUDENTS, AND EMERGENCY RESPONDERS

Adults

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

Students

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

Emergency Personnel

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

Classroom Management during Emergencies

Students will display a range of emotions. Respond by:

- Tell them that you are prepared to take care of them
- Validate their feelings; it is ok to be scared
- Remind them that they have practiced many times for emergencies
- Assure them that strong, smart people are helping

Other considerations:

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

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

Elementary

From LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

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

From EVACUATION SITE:

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

Secondary

From LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

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

From EVACUATION SITE:

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

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

CLASS ROSTERS

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

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

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

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

TRAUMA FAST ACTION CARD

Provides basic first aid information

DJUSD EMERGENCY PHONE NUMBERS (District Office will update yearly)

Types of Emergencies & Specific Procedures

Aircraft Crash

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

School Incident Commander will:

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

Action is rescinded when:

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

Animal Disturbance

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

School Incident Commander will:

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

Action is rescinded when:

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

Armed Assault on Campus

A. Administrator (Office)

1. Activate full lockdown procedures using any available method

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

- a. Location and number of assailants
- b. Description of assailants and any available weapon information
- c. Actions you are taking or have taken
- d. Known injuries to staff and/or students and locations of such

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

4. If active shooter/lethal assailant is inside the school, evacuate immediate staff and others if safe to do so, and order all persons on the exterior to move a safe distance from the campus.
5. If fleeing or evacuating is not possible or if it increases the risk of serious injury or death, barricade an inner office, turn off lights, stay silent to the degree possible, and await help.
6. If active shooter/lethal assailant is outside the school, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remain concealed until told otherwise by law enforcement.
7. If loss of life appears imminent at any time, consider attempting to neutralize the suspect using any available means, but only as a last resort.

B. Staff (Inside School)

1. If in contact with administrator or designee, follow instructions
2. Lockdown the classroom by doing the following:
 - a. Lock all doors including those connecting to adjacent rooms
 - b. If doors cannot lock, barricade the door with furniture
 - c. Close windows, curtains, blinds
 - d. Turn out lights
 - e. Move all students away from windows and down onto the floor
 - f. Seek shelter behind or under whatever is available
 - g. Consider moving students to more interior spaces or escaping through a backdoor if possible
 - h. Maintain silence to the degree possible
 - i. If possible, take attendance and give administrator the names of missing or extra students
3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, barricade the doorway using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the classroom or if evacuating students will increase the chance of survival, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

C. Staff (Outside School)

1. If in contact with administrator or designee, follow instructions
2. If threat is believed to be on the exterior, staff should evaluate and choose the best of the two available response options:
 - a. Enter the closest available building, ensure exterior door is secure and if not an interior room, move to one if available.
 - o Lock all doors including those connecting to adjacent rooms
 - o If doors cannot lock, barricade the door with furniture
 - o Close windows, curtains, blinds
 - o Turn out lights
 - o Move all students away from windows and down onto the floor
 - o Seek shelter behind or under whatever is available
 - o Consider moving students to more interior spaces or escaping through a backdoor if possible
 - o Maintain silence to the degree possible
 - o If possible, take attendance and give administrator the names of missing or extra students
 - b. Flee the immediate area using cover and concealment as you move. If moving students away from the danger, give loud and direct instructions to assist in their own protection.
 - o Evaluate the need to move further from the threat in order to increase safety.

- o Maintain custody of students to the degree possible
- o When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

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

4. If it appears an active shooter/lethal assailant may gain access to the location where you have sought shelter, use any available and direct alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.

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

Biological or Chemical Release

EVACUATION should be the initial action to a hazardous material release

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

ON-CAMPUS RELEASES WITHIN A BUILDING:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bomb Threat/ Threat Of violence

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

Person receiving call should:

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

Administrator or designee:

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

Bus Disaster

Since DJUSD does not maintain our own bus services the Bus Accident Procedures will be initiated by the bus company.

School Incident Commander (Principal or designee) will:

- Dispatch a school representative to the accident location
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Ensure any special health information or medication for any injured student is sent to the hospital
- Make parent notifications (District Office can assist)

School representative at the scene will:

- Assess level of support needed and convey this to the School Incident Commander
- Report to School Incident Commander the names of student passengers, their conditions, and location(s) where injured were taken

District Office will:

- Work with Site to arrange that district or site official(s) are available to meet injured student(s)/staff at the hospital
- Alert Prevention and Crisis Managers who can assess counseling needs of victim(s) or witness(s) and implement postvention crisis plan procedures
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution

Death and/or Mass Casualty

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

First 24 Hours

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

- Review crisis plan
- Review role-specific tasks
- Consider substitute coverage for certain team members
- Gather information about the deceased from accurate sources
- Contact other schools in the district about the death
- Begin identification of potentially vulnerable students
- Arrange for team members to follow the class schedule of the deceased
- Determine level of information exposure of students and staff
- Create scripts for dissemination of information to all members of the school community
- Determine number and location of care stations for students
- With administrator, set agenda for staff meeting
- Contact appropriate community support resources
- Make a plan for contacting the family of the deceased
- Arrange to remove the student's belongings from locker and desk
- Implement the procedure for responding to impromptu student memorials
- Schedule optional staff debriefing at the end of the school day
- Debrief team at the end of the school day

48 to 72 Hours

- Assist school in returning to regular routine
- Continue to reach out and provide support to the most affected staff, staff, and students
- Contact all absentees to determine if their absence is related to the death
- Continue care stations as needed

- Monitor student Web tributes
- Update staff on postvention activities
- Review the process for identifying vulnerable students
- Prepare the school community for funeral activities
- Debrief and document

Postvention Responses to Avoid:

- Ignoring the impact of the death and conducting the entire school day in a “business as usual” fashion
- Dismissing school early so students can grieve in the privacy of their often unsupervised homes
- Announcing the death via an impersonal public address system
- Announcing the death in a large venue like the auditorium where student emotionality can become contagious
- Assuming every member of the school community will react to the death rather than providing support on an “as needed” basis
- Allowing students to leave the school campus without parental accompaniment/permission
- Closing the school for the funeral
- Encouraging student memorials, which can romanticize the deceased and create a contagion risk

Disorderly Conduct

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

School Incident Commander will:

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

Action is rescinded when:

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

Earthquake/Tornado

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

School Incident Commander will:

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

- As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy

Explosion or Risk Of Explosion

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

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

School Incident Commander will:

- Determine the level of response required for the incident
- Call 911 and describe current situation, including damage and estimated number of injured
- Describe best access for emergency responders (driveway/gate) and be prepared to assist
- If possible, remain on line to provide updates
- Ensure fire alarm has been sounded
- If needed, announce changes in EVACUATION routes due to incident location
- Establish an Incident Command Post (ICP)
- Contact site's First Responders
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means for distribution
- Meet arriving fire and police personnel
- If necessary, initiate Student Release procedures
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

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

Fire in Surrounding Area

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

School Incident Commander will:

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

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Staff is given the "All Clear" or other instructions
- Continue to communicate with District Office who will be monitoring air quality for participation in P.E., recess, and other outdoor activities

Fire on School Grounds

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

School Incident Commander will:

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

Action is rescinded when:

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

Flooding

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

School Incident Commander will:

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

Action is rescinded when:

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

SEVERE WEATHER PROCEDURE

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

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

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

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

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

After passage of the storm:

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

Loss or Failure Of Utilities

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

LOSS OF UTILITIES

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

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

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

- Gas leaks may require only a spark to set off an explosion
- A broken water pipe may cause extensive flood damage to buildings and property
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning
- Electrical failure may also result in loss of well water and sewage disposal
- Broken electrical lines or components may pose a shock hazard to staff or students

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

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

UTILITY LOSS OR DAMAGE EMERGENCY PROCEDURES

Gas Leak - Indoor:

- Upon detecting gas odor, staff shall initiate EVACUATION of the affected building
- If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark
- DO NOT turn off lights or other electrical equipment which may cause a spark
- Leave doors open to provide ventilation of the building
- Turn off HVAC system to entire campus

The School Incident Commander will call 911:

- Give location of gas leak - what building and what's leaking, if known
- Describe best UPWIND access point for emergency responders (driveways/gates)
- Request 911 operator to call Gas Company since they have rapid access
- Indicate that EVACUATION is underway and stay on the line to provide updates
- Notify appropriate School District officials (Director of Student Services and District Safety Coordinator)

- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Determine whether to evacuate other buildings since SHELTER IN PLACE may be appropriate if the leak is small and contained to another building
- Do not reenter the affected building(s) until fire or utility officials say it is safe

Gas Leak - Outdoor:

- Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
- Move everyone UPWIND, at least 100 feet (more if leak is major)
- Post staff to prevent entry to the area (including vehicles)
- If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark
- DO NOT turn off lights or other electrical equipment which may cause a spark
- Leave doors open to provide ventilation of the building
- Turn off HVAC system to entire campus

The School Incident Commander will call 911:

- Give location of gas leak - what building and what's leaking, if known
- Describe best UPWIND access point for emergency responders (driveways/gates)
- Request 911 operator to call Gas Company since they have rapid access
- Indicate that EVACUATION is underway and stay on the line to provide updates
- Determine whether to evacuate buildings since SHELTER IN PLACE may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and upwind of leak.
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Do not reenter the affected building(s) until fire or utility officials say it is safe

Electrical System Damage or Failure:

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

- Close, but do not lock doors
- Notify the School office/Incident Commander

The School Incident Commander will call 911:

- Give location and nature of the electrical problem
- Describe best access point for emergency responders (driveways/gates)
- Request 911 operator to call Electrical Company since they have rapid access
- Indicate if EVACUATION is underway and stay on the line to provide updates
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Direct staff to attempt to shut down electrical at main shut-off or building shut-off
- Do not reenter the affected building(s) until fire or utility officials say it is safe

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

Water/Sewer Line Break:

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

The School Incident Commander will:

- Direct staff to attempt to shut down water at main shut-off or building shut-off
- Assess situation and determine if EVACUATION is needed-
- Notify appropriate School District officials (Director of Student Support Services and District Safety Coordinator)
- Work with Public Information Officer to prepare appropriate parent, community and media notification by text, email, or other communication means
- Work with Maintenance and Operations to have the water/sewage removed
- Do not allow anyone to reenter the buildings(s) until fire, utilities, or Maintenance and Operations say it is safe
- If problem is outdoors, direct staff to isolate the area and stand watch until the leak is shut down

Missing Student

When a student is reported missing before, during, or after the school day, the following procedures will be used by the administrator or designee who has received the missing child report:

1. The school office staff, administration and all available staff will:
 - Use the intercom to check the school grounds, classrooms and the last known location of the student.
 - Determine the route the student uses to get to and from school. If they are a walker, contact crosswalk and supervision staff to determine if they were seen walking.
 - Check with the classroom teacher, and any other appropriate staff to determine the last time they were seen, and if they mentioned anything unusual about their plans.
 - Check restrooms, classrooms, meeting rooms and school grounds.
 - Contact known siblings or friends of the student (including neighbors, classmates, etc.) to determine the last time the student was seen and if they mentioned anything about where they were going.
 - Contacts the parent or guardian and other emergency contacts to determine if family members or friends may have picked up the child and inform them of the situation.
2. After a maximum of 5 minutes from the time of the initial missing child report was made, the school office staff will:
 - Contact the District Safety Coordinator, who will notify the Davis Police Department
 - If District Safety Coordinator is not readily available, contact SRO or 911 directly
 - Provide student information profile sheet with picture for law enforcement
 - Contact Director of Student Support Services who will contact PIO and Superintendent
3. If child is still missing at close of school day, make plans for the following day.
 - Contact Prevention and Crisis Manager who will work with site counselor to arrange support for students/staff
 - Prepare for media inquiries (District PIO will assist)
 - Activate site phone tree to inform all staff
 - Prepare Emergency Message to parents (PIO will assist)
4. Once student is found:
 - Contact Director of Student Services, who will notify PIO and Superintendent
 - Prepare follow-up message to parent community (PIO will assist)

Motor Vehicle Crash

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

Psychological Trauma

In case of psychological trauma, a staff member is required to inform administration or counseling of any threats of self-harm or harm to others. All counselors, nurses, and psychologists are trained to do Risk Assessments to determine the level of threat of self-harm. Administrators are trained to do Threat Assessments to determine the level of threat to harm others, and will consult with the police department as appropriate. In addition, the District Managers of Prevention and Wellness are available to assist with assessment and/or follow-up.

Suspected Contamination of Food or Water

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in “good repair” as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as “other.”

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an “X” on the Evaluation Detail) resulting in a “poor” rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

| | |
|----|---|
| ✓ | No Deficiency - Good Repair: Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category. |
| D | Deficiency: Mark “D” if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair. |
| X | Extreme Deficiency: Indicate “X” if the area has a deficiency that is considered an “Extreme Deficiency” in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard. |
| NA | Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark “NA”. |

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

*Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:*

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

*2. Electrical systems, components, and equipment appear to be working properly.
Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

*3. Lighting appears to be adequate and working properly, including exterior lights.
Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

| CATEGORY | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|------------------|-----------|---------------------------------------|-----------|-------|-------------------|---------------------|-------------------------|------------|----------|------------------|-------------|---------------------|-------------------|-------|-----------------------------|------------------------------|
| AREA | | GAS LEAKS | MECH/HVAC | SEWER | INTERIOR SURFACES | OVERALL CLEANLINESS | PEST/VERMIN INFESTATION | ELECTRICAL | RESTROOM | SINKS/ FOUNTAINS | FIRE SAFETY | HAZARDOUS MATERIALS | STRUCTURAL DAMAGE | ROOFS | PLAYGROUND/S CHOOOL GROUNDS | WINDOWS/ DOORS/ GATES/FENCES |
| Office | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | | |
| Indoor Commons | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | D | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | | |
| IDC1 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | | |
| IDC2 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | | |
| Music | | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) Carpet stained - Wallpaper peeling | | | | | | | | | | | | | | |
| Kitchen | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | | |
| Boys Locker Rm. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | D | NA | ✓ |
| | COMMENTS: | 15) Locker doors bent and broken | | | | | | | | | | | | | | |
| Girls Locker Rm. | | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | ✓ | | | | | | | | | | | | | | |
| Gym | | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) Big pieces of paint is chipped | | | | | | | | | | | | | | |
| C14 | | NA | ✓ | ✓ | ✓ | ✓ | ✓ | D | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 7) Missing outlet cover | | | | | | | | | | | | | | |
| C13 | | NA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | | |
| C12 | | NA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | | |
| C11 | | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet torn or seperating | | | | | | | | | | | | | | |

| AREA \ CATEGORY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-----------------|-----------|------------------------------|-------|-------------------|---------------------|-------------------------|------------|----------|------------------|-------------|---------------------|-------------------|-------|-----------------------------|------------------------------|
| | GAS LEAKS | MECH/HVAC | SEWER | INTERIOR SURFACES | OVERALL CLEANLINESS | PEST/VERMIN INFESTATION | ELECTRICAL | RESTROOM | SINKS/ FOUNTAINS | FIRE SAFETY | HAZARDOUS MATERIALS | STRUCTURAL DAMAGE | ROOFS | PLAYGROUND/S CHOOOL GROUNDS | WINDOWS/ DOORS/ GATES/FENCES |
| C10 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet torn or seperating | | | | | | | | | | | | | |
| C9 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet torn or seperating | | | | | | | | | | | | | |
| C8 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet torn or seperating | | | | | | | | | | | | | |
| Technology Lab | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Wood Shop | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| RC1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Staff Workroom | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Art | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Science 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Science 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| S3 Lecture | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Computer Lab | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Boys Restroom | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | ✓ | | | | | | | | | | | | | |

| AREA \ CATEGORY | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-----------------|-----------|---------------------------------------|-------|-------------------|---------------------|-------------------------|------------|----------|------------------|-------------|---------------------|-------------------|-------|-----------------------------|------------------------------|
| | GAS LEAKS | MECH/HVAC | SEWER | INTERIOR SURFACES | OVERALL CLEANLINESS | PEST/VERMIN INFESTATION | ELECTRICAL | RESTROOM | SINKS/ FOUNTAINS | FIRE SAFETY | HAZARDOUS MATERIALS | STRUCTURAL DAMAGE | ROOFS | PLAYGROUND/S CHOOOL GROUNDS | WINDOWS/ DOORS/ GATES/FENCES |
| Library | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Girls Restroom | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| B1 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) Carpet stained - Wallpaper peeling | | | | | | | | | | | | | |
| B2 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet stained | | | | | | | | | | | | | |
| B3 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) Carpet stained. Wallpaper peeling | | | | | | | | | | | | | |
| B4 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet stained | | | | | | | | | | | | | |
| B5 | ✓ | ✓ | ✓ | D | ✓ | ✓ | D | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet stained | | | | | | | | | | | | | |
| B6 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet stained | | | | | | | | | | | | | |
| B8 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet stained | | | | | | | | | | | | | |
| B7 | ✓ | ✓ | ✓ | D | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | 4) carpet stained | | | | | | | | | | | | | |
| A1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| A2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| A3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |

PART II: EVALUATION DETAIL Date of Inspection: 11/20/18 School Name: Emerson Junior High

| CATEGORY AREA | 1 GAS LEAKS | 2 MECH/HVAC | 3 SEWER | 4 INTERIOR SURFACES | 5 OVERALL CLEANLINESS | 6 PEST/VERMIN INFESTATION | 7 ELECTRICAL | 8 RESTROOM | 9 SINKS/ FOUNTAINS | 10 FIRE SAFETY | 11 HAZARDOUS MATERIALS | 12 STRUCTURAL DAMAGE | 13 ROOFS | 14 PLAYGROUND/S CHOO L GROUNDS | 15 WINDOWS/ DOORS/ GATES/FENCES |
|----------------------------|----------------|----------------|------------|---------------------------|-----------------------------|---------------------------------|-----------------|---------------|--------------------------|-------------------|------------------------------|----------------------------|-------------|---|--|
| A4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| A5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| A6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| A8 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| A7 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Foyer | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | NA | NA | ✓ | ✓ | ✓ | ✓ | NA | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Outdoor Commons | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | NA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |
| Grounds | ✓ | NA | NA | NA | ✓ | ✓ | ✓ | ✓ | ✓ | NA | ✓ | ✓ | ✓ | ✓ | ✓ |
| | COMMENTS: | | | | | | | | | | | | | | |

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

(REV 05/09)

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| | | | |
|---|---|--|------------------------------------|
| SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Davis Joint Unified School District | | COUNTY Yolo | |
| SCHOOL SITE Emerson Junior High | | SCHOOL TYPE (GRADE LEVELS) 6-9th | NUMBER OF CLASSROOMS ON SITE 36 |
| INSPECTOR'S NAME Todd Elfen | INSPECTOR'S TITLE Maintenance III | NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) N/A | |
| TIME OF INSPECTION 11:00 AM | WEATHER CONDITION AT TIME OF INSPECTION Cool/Dry | | |

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

| TOTAL NUMBER OF AREAS EVALUATED | CATEGORY TOTALS | A. SYSTEMS | | | B. INTERIOR | C. CLEANLINESS | | D. ELECTRICAL | E. RESTROOMS/FOUNTAINS | | F. SAFETY | | G. STRUCTURAL | | H. EXTERNAL | |
|---|--------------------|------------|-----------|---------|----------------------|------------------------|----------------------------|---------------|------------------------|---------------------|-------------|------------------------|----------------------|--------|----------------------------------|--------------------------------|
| | | GAS LEAKS | MECH/HVAC | SEWER | INTERIOR SURFACES | OVERALL CLEANLINESS | PEST/VERMIN INFESTATION | ELECTRICAL | RESTROOMS | SINKS/ FOUNTAINS | FIRE SAFETY | HAZARDOUS MATERIALS | STRUCTURAL DAMAGE | ROOFS | PLAYGROUND/ SCHOOL GROUNDS | WINDOWS/DOORS/ GATES/FENCES |
| ↓ 47 | Number of "✓"s: | 44 | 45 | 46 | 31 | 47 | 47 | 45 | 21 | 45 | 46 | 47 | 47 | 45 | 2 | 47 |
| | Number of "D"s: | 0 | 0 | 0 | 15 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| | Number of "X"s: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Number of N/As: | 3 | 2 | 1 | 1 | 0 | 0 | 0 | 26 | 2 | 1 | 0 | 0 | 0 | 45 | 0 |
| Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)* | | 100.00% | 100.00% | 100.00% | 67.39% | 100.00% | 100.00% | 95.74% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 95.74% | 100.00% | 100.00% |
| Total Percent per Category (average of above)* | | 100.00% | | | 67.39% | 100.00% | | 95.74% | 100.00% | | 100.00% | | 97.87% | | 100.00% | |
| Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99% | | GOOD | | | POOR | GOOD | | GOOD | GOOD | | GOOD | | GOOD | | GOOD | |

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

| | | | | | |
|--|---|--------|-----------------|---|------|
| DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE | → | 95.13% | SCHOOL RATING** | → | GOOD |
|--|---|--------|-----------------|---|------|

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

| PERCENTAGE | DESCRIPTION | RATING |
|------------|---|-----------|
| 99%-100% | The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. | EXEMPLARY |
| 90%-98.99% | The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. | GOOD |
| 75%-89.99% | The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site. | FAIR |
| 0%-74.99% | The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus. | POOR |

COMMENTS AND RATING EXPLANATION:
