

Robla School District

2020-2023 Comprehensive District Safety Plan

This Comprehensive School Safety Plan was adopted by the Board of Trustees of the Robla School District on April 30, 2020

Board Clerk:

Signature

Date

Superintendent:

Signature

Date

This document is to be maintained for public inspection in the district office during regular business hours.

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Safety Plan Purpose & Compliance

California Education Code (sections 32280-32288) outlines the requirements of all school districts operating any grades kindergarten through grade 12 with an enrollment of fewer than 2,501 students to develop and write a district-wide school safety plan (CSSP).

In 2004, the Legislature and Governor recast and renumbered the CSSP 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 CSSP 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.

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the CSSP, the district consult with first responder entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

Comprehensive School Safety Plans must include 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 CSSP will be reviewed annually by district administrators, and will be updated upon any substantive change in process, policies, school site additions, or at least once every five years. Updated plans will report on the status of its school safety plan including a description of its key elements in the most current school accountability report card.

Small school districts, those with an enrollment of 2,500 students or less, meet the statutory CSPP requirement by developing a **district-wide plan** applicable to all schools serving K-12 students within the district. CSPP development is a cooperative process involving local first responders, district personnel, and any stakeholders who are interested in promoting safe, productive, inclusive, and positive school and work environments.

As defined in Board Policy 0450, the Robla Board of Trustees 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 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 Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting and the adoption of the plan shall not be a consent item. At a minimum, the Board shall discuss both of the following:

1. How the safety plan addresses the needs of each school and students within that school.
2. How the school safety planning committee, when writing the plan, considered the requirements described in Education Code 32280-32288.

A copy of the comprehensive district safety plan is available for review at the Robla District Office, as well as online at: <https://www.robla.k12.ca.us/>.

Declaration regarding board policy and administrative regulation references:

Except when specifically quoted, the Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language.

To review these policies and regulations in their entirety online, please visit:

<http://gamutonline.net/district/robla/>

Safety Plan Vision and Assessment of School District Safety

To support the philosophy and goals of the Robla School District we strive for a safe learning environment where students are empowered to achieve through strong connectedness to their school and community. Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that improve our schools' social, emotional and physical climate.

The Robla Community has an established history of promoting and providing a safe and inclusive school and work climate. As a small and tight-knit district, the Robla Community is vested in and supportive of our efforts to sustain and improve academics, positive school climate, student safety, and supportive work environment. Our schools continue to provide a safe haven for students.

A review of attendance data (Appendix 1), Healthy Kids (Appendix 2), CALPAD school suspension and expulsion data (Appendix 2), campus policies and procedures, and safety interviews with school administration and staff reflect a safe campus climate and a district commitment to student safety. Our sites are in good repair with construction and modernization projects recently completed, underway, or scheduled in the near future at each of our school sites. Student safety is a critical design component in all of our modernization and construction projects.

Some of the overarching district safety concerns include traffic flow and pedestrian safety, access control, and emergency preparedness.

Safety Plan Components

32282(A) *Child Abuse Reporting Procedures*

BP 5141.4 The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

AR 5141.4

Mandated Reporters

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated employees; administrative personnel or supervisors of child attendance; administrators, and directors; START personnel; licensed nurses or health care providers; and psychologists and social workers. (Penal Code [11165.7](#))

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code [11166](#))

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code [11166](#))

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

agency. (Penal Code [11166.05](#), [11167](#))

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Sacramento County Child Protective Services (916) 875-5437.

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

(Penal Code [11165.9](#), [11166](#))

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either fax, or electronically submit to the appropriate agency, a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code [11166](#), [11168](#))

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code [11167](#))

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known

or is uncertain to him/her. (Penal Code [11167](#))

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code [11166.05](#). (Penal Code [11167](#))

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code [11166](#))

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code [11166](#))

32282 (2B) Disaster Preparedness

911 – When & How To Call

Non-Emergency Police: 916-264-5471

Sheriff Department: 916-874-5111

Fire Station #17 Bell Avenue: 916-586-4149

When...

Call 911 anytime there is a critical issue and delay may cause unnecessary harm to student or staff. Examples of when to call include, but are not limited to:

- Violent or potentially violent crime in-progress.
- Severe bleeding injury.
- Unconscious person.
- Non-breathing person.
- Person in convulsions.

How...

- Remain calm.
- State the emergency.
- Give your name and address. Be specific about building and room number.
- Allow the 911 operator to direct the conversation.
- Remain on the telephone. **DO NOT** hang up until the 911 operator says so.
- After the call, contact an administrator to inform that 911 was called.

School Lock Down

When Class Is In Session...

- Direct students to a safe place in the classroom away from windows.
- Lock the door, close the drapes and blinds, and turn off the lights.
- Barricade.
- Stay off the phones, unless called.
- Duck down and spread out.
- Use RAPTOR to account for the students
- Do not release students until the “All Clear” signal is given.

All school sites practice **three lockdowns** per year.

When Class Is Not In Session/Students Are Outside...

- Direct students to the nearest securable location. All staff: admit any student who is not in a secure location.
- Follow the procedures above for when class is in session.

Robla District Reunification Plan

Promulgation

This plan was written to provide a basis for parental/student reunification for the Robla School District and its schools. The plan includes response instructions, emergency information, and guidelines to protect the safety and well-being of students and staff during localized emergencies and across a wide array of potential disasters.

The Robla School District Parent/Student Reunification Plan is promulgated by the Superintendent and is implemented at the time of a disaster or emergency at the direction of the Superintendent or his/her designee. School site emergency plans are activated by school principals under the direction of the Superintendent or designee. In the absence of orders from the Superintendent, each school principal is authorized and directed to implement their reunification plan, or take such other action as may, in his/her best judgement be necessary to save lives and mitigate the effects of disasters.

Purpose

The purpose of this document is to provide for the orderly and coordinated reunification of students and families, of all or any part of the Robla School District, when an emergency situation occurs that warrants evacuating and/or closing a school or schools early. The Student/Parental reunification plan is standardized throughout the schools within the Robla School District, to remain in compliance with the National Incident Management System.

Concepts of Operations

General

Student/parental reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parental reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, waiting areas, and the extent of traffic control and security required.

The Robla School District must be prepared to conduct both small-scale and large-scale reunification at all times of the day from both known hazard areas and from unexpected incident locations.

The Robla School District will use a “Double-Gate System” for reunification. Student/Parent Reunification Team members will be located in two areas. The first area, called the “student holding area,” will be where students can wait for their parents. The second area will include both the “request point” and the “student release point.” Parents will check in at the request point and move to the parent waiting area to wait for their child. These will be two distinctly separate areas, but will be in close proximity to each other.

A. Student Holding Area Operations

Designated classroom teachers will remain with their assigned students in the holding area. Each will have a list of the students assigned to their supervision, including the exact name of parents/guardians.

B. Release Gate Operations

The principal or his/her designee should be at the release point, although if possible, not directly involved in the reunification. While overseeing the entire reunification process, it is important the principal remain calm and give the appearance that all is well so parents know there is no need to panic. When a parent/guardian arrives at the release point, he/she will be given a form to fill out to request their student(s) for pick up. The parent will then be required to show identification. When the staff member confirms the parent/guardian’s identity and authority to pick up student(s), the staff member will use a runner or radio/cell phone to notify the student holding area of the student(s) to be escorted to the release area. When student(s) report to the release point, the staff member will have the parent/guardian sign for the student(s) on the Student Release Form.

C. Notification Room Operations

Counselors or site administrators will be responsible for notifying parents/guardians that their child is not available for pick-up for any of the following reasons: injured, deceased, witness, etc. The staff will:

1. Provide available information regarding the child in a sensitive way.
2. Assure the parent/guardian that everything possible is being done to safeguard their child’s name or their child’s remains.
3. Inform the parent/guardian where they are to await further information about how they will be reunited with their child or the remains of their child.

4. Assist the parent/guardian with their trauma.
5. Make available to the parent/guardian means for communicating with other family members and supporters.
6. Shelter the parent/guardian from media.

D. Student(s) Who Can Not Be Picked Up

At the end of the day, teachers will call all those parents/guardians who have not picked up their children. If the parent cannot be reached, a decision will be made by the principal after consultation with the superintendent as to whether to transport the child(ren) to a centralized location within the school district to await parental contact and pick up. Law enforcement may be requested for assistance with parental outreach at this point.

Student/Parental Reunification Decisions

The Incident Commander shall assess the need for evacuation, plan evacuations or school closures that may require activating the student/parental reunification process. Student/ parental reunification planning should revolve around the following questions:

- How will parents and guardians be advised what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- Does the anticipated duration of the evacuation make it necessary to activate shelter and mass care facilities?
- How will reunion areas be secured?

Reunifications that must be conducted because of incidents that occur without warning may have to be planned quickly and carried out with only those resources that can be mobilized quickly.

Access Control and Security

- A. During reunification, the security of the holding area is extremely important. Parents may want to enter the holding area to get their child in some cases, but this should be avoided if possible. Parents entering the holding area will cause a breach in security and lessen the integrity of the reunification process. (Appendix 4)

- B. Staff and students shall be removed from all danger. The Student/Parent Reunification Team, school based security, or local law enforcement should establish access control points to limit entry into the holding area.

Activities by Phases of Emergency Management:

A. Mitigation/Prevention

- Wherever possible, undertake mitigation for known hazards that have in the past led to situations requiring reunification.
- Seek improvement to pre-planned holding areas if needed.
- Enhance warning systems to increase warning times and reduce the need for hasty evacuations.

B. Preparedness

- To the extent possible, identify staff, students or parents with special needs who would require assistance during the reunification process and maintain contact information for those individuals.
- Identify primary and alternate reunification areas, taking into account capacities of holding areas.
- Review the disaster preparedness plans of facilities and advise facility operators of any changes that may be needed to make them more workable.
- Include reunification periodically into scenario training drills.
- Conduct public information programs to increase staff, student and parent awareness of possible reasons for reunification and preplanned reunification procedures.

C. Response

- Reunification Sheet (Appendix 2)

D. Recovery

- Initiate return of staff and students when it is safe to do so.
- Coordinate temporary supervision for those students whose parents or guardians cannot be contacted.
- Provide traffic control for return.
- Carry out appropriate public information activities.

Organization and Assignment of Responsibilities

A. General:

1. The normal emergency organization described in the District's Safety Plan will plan and carry out student/parent reunification.
2. Incident Command System (ICS)-Emergency Operation Center-(EOC) Interface:
 - i. The Incident Commander will normally determine the need for, organize, and activate the student/parent reunification team.
 - ii. The Incident Commander will normally manage reunification at the scene. In cases where the District's EOC is opened, the Incident Commander will interface with the EOC Director through the concept of Area Command.
1. The Student Control Team Leader will:
 - Direct team activities
 - Interact with the Incident Commander to identify problems and report status.
 - Refer all outside requests for information to the Public Safety Officer.
2. The Student Control Team Members will:
 - Greet parents/guardians.
 - Direct parents/guardians to the notification room if necessary.
 - Provide reassurance to parents/guardians.
 - Maintain order.
 - Dispatch runners to bring students to the release point.
3. The Holding Area Team Leader will:
 - Report missing persons to the Incident Commander.
 - Direct team activities.
 - Interact with the Incident Commander to identify problems and report status.
 - Collect the Injury and Missing Person's Report from team members and make them available to the Incident Commander.
4. The Holding Area Team members will:
 - Maintain order.
 - Obtain reports of missing students.
 - Interact with Holding Area Team Leader.
 - Verify release information when a student is requested.
 - Assist the reunion gate team.

5. School Security and/or Local Law Enforcement will:
 - Assist the reunification by providing traffic control.
 - Limit access to all areas of the school including the reunification holding area.
 - Coordinated Law Enforcement activities with other emergency services.
 - Assist in warning the staff, students, and families of any hazards or dangerous situations.
 - Provide information to the Public Information Officer (PIO) for news release on the reunification process.
6. The Fire Service will:
 - Be responsible for the protection in the reunification holding area.
 - Assist in warning the staff, students and families of any hazards or dangerous situations
 - Assist in evacuation of disabled or special needs persons in the holding area.
7. The Public Information Officer will:
 - Disseminate emergency information from the Superintendent or designee advising the public of reunification actions to be taken.
 - Coordinate with area news media for news releases.

Resources

General emergency response resources that may be required to conduct reunification, (tables and chairs, shade structures for first aid and triage areas, emergency food and water, etc.)

Post Incident Review

For reunifications, the Superintendent or designee will organize and conduct a review of emergency operations by those tasked in the reunification process as described in this Reunification Plan. The purpose of this review is to identify needed improvements in this plan, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario.

Development and Maintenance

- The Student/Parent Reunification Team at each site is responsible for customizing this plan to meet the needs of the individual school site. Recommended changes to this plan should be forwarded as needs become apparent.
- This plan will be reviewed annually and updated as needed.
- Departments and agencies assigned responsibilities in the plan are responsible for developing the Standard Operating Procedures (SOP) covering those responsibilities.

Student/Reunification Drill

1. What you need to do a drill.

a. Identification Tags/Volunteers

- 3-7 Runners (can be staff/volunteers/students)
- 3 Security Type Persons (staff/adult volunteers) -1 at each post to help calm and explain process, and prevent parents from running to pick up area without following the process. 1 at Request Area, 1 at Release Area, and 1 at First Aid
- 3 Request Gate (Staff only)
- 2-3 Release Gate (Staff only)
- 2 Student Holding Area (Staff or Adult Volunteers)
- 1 First Aid Volunteer
- Parents - 4 Total (more if an expanded drill is desired)
- Students - matching number to parents (injuries or students not picked up may be used)

b. Emergency Information Forms completed for each student

c. Student Release/Runner forms at Request Gate

d. Binders "Confidential Student Emergency Information" at Request Gate

e. Signs identifying the Request, Release, Holding Areas, etc.

f. Location pre-identified for parents reunion (small signs - not so visible to avoid confusion)

g. Pens and/or pencils/tape/paper

2. Prior to Drill

a. Train staff and student runners in the reunion procedures

b. Determine the date and time the drill will begin

c. Decide location for parent request/check in

d. Post visible signs

e. Place students with ID Tags in various locations-holding and first aid

f. Distribute Parent ID Tags to volunteers and ask them to wait in the check-in area

g. Keep Emergency forms alphabetized in CONFIDENTIAL Emergency Information binders

3. Ready to Start the Drill

a. Parents begin arriving at request/check-in

- b. Parent completes Release Form (BOX 1) at Request Gate or at location in front of Request Gate.
 - c. Only Staff members can check Emergency Information forms (kept alphabetically in books - confidential information); staff will verify Photo ID and sign off in (BOX 2).
 - d. Parent goes to Student Release Area to wait, may be escorted by runner if necessary.
 - e. Runner takes form with them, then gets student from Holding Area.
 - f. Holding Area Staff complete (BOX 3) and return form to runner informing runner of the student location.
 - g. Runner takes form, gets student and goes to Release Gate personnel. If a student is in first aid, attendance/holding area staff will mark the first aid box on the form; runner will then go to First Aid. First Aid/Security staff will either direct runner to bring parent(s) back to First Aid, or if student is okay to leave, release student at that point to go with runner to Release Gate. If student is missing, seriously injured or deceased, the parents or guardians will be led to the Notification Room for further information.
 - h. Release Gate personnel checks (BOX 4) and verifies it is the same person as (BOX 1), verifies photo ID if available, or student/adult verification of identity if ID not available; Release Gate personnel signs off on (BOX 4).
 - i. Parent or person picking up student signs in (BOX 5), writes destination/phone, time & date.
 - j. Runner takes form back to Request Gate personnel to file behind Student Emergency Form in case someone comes there looking for the same student at a later time.
 - k. Runner is now ready for next form.
4. The following information should be disseminated to parents prior to the start of the school year.
- If there is an incident at your child's school site, do not respond to the school for parental reunification unless contacted by the school, the school district, or alerted by a news broadcast.
 - If notified of a student/parent reunification, calmly respond to the school to pick up your child or children.
 - Look for signage indicating the "Adult Repointing Area." You must check in with school staff prior to picking up child. Please bring photo identification with you.

- After checking in with school staff, please respond to the release gate to pick up your child. A runner will retrieve your child from the student holding area and accompany them to the release gate.
- This could be a time consuming process due to crowding, so please be prepared for a possible delay in picking up your child. If you are waiting and have not been notified of a problem by school officials, rest assured that your child is well and awaiting reunification in the student holding area.
- After picking up your child, please leave the school site. You will be advised at a later time when the school will reopen.
- Students who can't be picked up in a timely manner will be transported to a centralized location in the district to await reunification in order to ensure their safety. The location of the centralized holding area will be displayed at the school site and all efforts will be made to contact parents of the children to advise them where to go for reunification.

Shelter in Place

When Class is in session...

- Lock the door, and close any open windows.
- Do not allow anyone to leave the room for any reason.
- Stay off the phone, unless called.
- Listen to the all call system for further announcements or instructions.
- Use RAPTOR to account for students.
- Continue to conduct “business as usual” within your space.
- Do not release students until the “All Clear” signal is given.

When Class is not in Session/Students are Outside...

- Direct students to the nearest securable location. All staff: admit any students, staff, or visitors who do not have a secure location.
- Follow above procedures for when class is in session.

Child Abduction (Attempted or Actual)

Definition: Any situation where a student is forcibly and against their will, removed or attempted to be removed from the campus, or while on the way to or from school by known or unknown person(s).

- Notify administration by reporting the location of abduction, name of abducted person (if known), name and/or description of abductor, description of abductor's vehicle (make, model, year, color and license plate number), and any other descriptions of persons involved.
- Office personnel will contact the **School Principal** or 911.
- Identify persons who may have witnessed the attempted abduction and have them stay. These persons need to be interviewed by administration and law enforcement.
- Obtain contact information for parent/guardian and individuals listed on the emergency information card. Obtain picture and physical and clothing description of the abducted student. Have available for responding law enforcement. (Wait for instructions from law enforcement regarding parent/guardian notification)
- Write/give a witness statement to the administration and law enforcement.
- Refer media to administration or to the District Office. **DO NOT** give interviews.

Missing Student

- Determine last time student was seen and by whom. Make contact with that person.
- Obtain picture identification of student and develop a complete and recent description.
- Conduct a search of campus and general vicinity around campus.
- Contact individuals listed on the emergency information card.
- Call law enforcement and notify district.
- Identify possible friends of the student and make contact.

Threatening Individual/Group

Definition: A threatening individual or group of individuals is on the campus. They may or may not be students. This includes situations where a student is followed or threatened on their way home.

- If you observe such a situation, first secure the safety of the students and yourself by following the steps below, then contact an administrator.
- Office personnel will contact the **School Principal** or 911, administration and campus supervisors.
- Remain calm.
- If the individual or group is threatening a specific student or group of students, lock the threatened student(s) in the classroom.
- If you hear the lock-down alert, direct all students into the buildings.
- Lock the door, close the drapes/blinds, and turn off the lights; barricade.
- Utilize Red & Green cards.
- Have students Duck & Cover.
- Remain quiet and wait for further instructions from law enforcement or the administration via the P. A. system.
- Designated office staff will call for attendance.

Bomb Threat/Suspicious Package

Definition: Any warning or notification that an explosive or destructive device has been left or planted at the school.

- Notify administration if you receive a bomb threat or package.
- Remain calm.
- **DO NOT** touch or move suspicious packages.
- Notify administration if you see a suspicious package. Give administration the location and description of the suspicious package. Direct persons away from the area.
- Wait for further instructions from administration or law enforcement.

Injured/Sick

Life Threatening

- **DO NOT** move the student.
- Call 911 and give name, location, and description of injury/illness. Follow the 911 operator's instructions
- When possible, notify administration.

Non-Life Threatening

- Provide first aid, as needed.
- If it is not safe for the student to move, call district Nurse to respond.
- If it is safe for the student to move by themselves, send the student to the Nurse's office. Otherwise, escort the student.

Weapons on Campus

Definition: A person seen or rumored to be in possession of a gun, knife, or other weapon on the campus grounds or in the classroom. The weapon is not currently being used in a threatening manner.

In Classroom...

- **DO NOT** approach or confront the person.
- Remain calm.
- Call an administrator or 911 and explain the situation without alarming the subject.
- If calling is too conspicuous, send a student with a written note to a teacher next door directing them to call the office.
- Administration and/or law enforcement will respond.
- After the situation is resolved, fill out a witness statement with administration and law enforcement.

Outside the Classroom...

- Try to keep everyone in sight. **DO NOT** approach or confront the person.
- Contact an administrator and/or send a runner if necessary.
- Administration, and/or law enforcement will respond.
- After the situation is resolved, fill out a witness statement with administration and law enforcement.

Chemical/Gas Leak/Explosion

- Determine whether to evacuate the affected area.
- If evacuation is necessary, direct students and staff up and away from the affected area and call 911.
- Notify administration of location, situation, and needs.
- Office personnel will contact the **School Principal** and campus supervisors.
- Account for all students and staff with RAPTOR. Direct to designated location.
- Refer all injured/affected students and staff to district nurse or designated staff or emergency responding personnel.

Fire/Flood

Small Fire

- Ensure student safety and then attempt to use the extinguisher to put out the fire.
- Notify administration of location, situation, and needs. Office personnel will notify the fire department if necessary.
- Remain Calm
- Each school does a MONTHLY fire drill throughout the school year.

Fire Out of Control

- Direct evacuation of the room/building using fire evacuation procedures. Refer to your classroom evacuation map.
- Pull fire alarm if possible. Custodian turns off gas.
- Notify administration of the location and size of the fire and call 911. Send a runner if necessary.
- Account for all student and staff on RAPTOR.
- Assess medical emergency needs.
- Keep students together and calm.
- Wait for further instructions or “All Clear” signal.

Flood

- If flooding is immediate, evacuate students to higher ground.
- If there is a flood warning, wait for instructions on evacuation.
- Account for all students and staff with RAPTOR.
- Assess medical emergency needs.
- Keep students together and calm.
- Follow instructions by emergency personnel.

Earthquake/Tornado

Earthquake

- Instruct students to “Duck and Cover” until motion ceases.
- Keep all students and staff away from window(s).
- If there are serious injuries call 911, or contact administration to relay the message to emergency personnel.
- Evacuate students to an open area when possible. If safe, evacuate students to the normal fire drill areas.
- Account for all students and staff with RAPTOR.
- Keep students together and calm.
- Do not re-enter the building due to structural integrity and potential aftershocks.
- Follow instructions by emergency personnel.
- Wait for further instructions or an “All Clear” signal.

Each school does **ONE earthquake** drill per year.

Tornado

- Have students “Duck and Cover” in the most sheltered part of the room until the “All Clear” is sounded.
- If there are serious injuries call 911 or contact administration to relay the message to emergency personnel.
- Account for all students and staff with RAPTOR.
- Keep students together and calm.
- Follow instructions by emergency personnel.

Vicious/Suspected Rabid Animal

Animal Control (916) 808-7387

- Direct students and staff to quietly enter buildings.
- Stay in classrooms/buildings
- Close all doors and windows.
- Notify other teachers in the vicinity.
- Notify administration of location, situation, and needs.
- Office personnel will contact the School Incident Commander or Campus Supervisors.
- Remain in building until an “All Clear” announcement has been made.

32282 (2C) Suspension/Expulsion Policy

AR-5144.1

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code [48925](#))

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code [35291](#), [48900.1](#), [48980](#))

(cf. [5144](#) - Discipline)

(cf. [5145.6](#) - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-6

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code [48900](#)(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind (Education Code [48900](#)(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
5. Committed or attempted to commit robbery or extortion (Education Code [48900](#)(e))

6. Caused or attempted to cause damage to school property or private property (Education Code [48900\(f\)](#))
7. Stole or attempted to steal school property or private property (Education Code [48900\(g\)](#))
8. Possessed or used tobacco or products containing tobacco or nicotine products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code [48900\(i\)](#))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code [11014.5](#) (Education Code [48900\(j\)](#))
11. Knowingly received stolen school property or private property (Education Code [48900\(l\)](#))
12. Possessed an imitation firearm (Education Code [48900\(m\)](#))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code [48900\(m\)](#))

13. Committed or attempted to commit a sexual assault as defined in Penal Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committed a sexual battery as defined in Penal Code [243.4](#) (Education Code [48900\(n\)](#))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code [48900\(o\)](#))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education

Any student in grades 4-6 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code [48900\(k\)](#))

(cf. [5131.4](#) - Student Disturbances)

16. Engaged in an act of bullying (Education Code [48900\(r\)](#))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code [48900\(r\)](#))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code [48900.2](#), [48900.3](#), or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording, explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device of a communication including, but not limited to: (Education Code [48900\(r\)](#))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code [48900\(r\)](#))

(cf. 1114 - District-Sponsored Social Media) (cf. [5131.2](#) - Bullying)

(cf. [6163.4](#) - Student Use of Technology)

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

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

17. Committed sexual harassment as defined in Education Code [212.5](#) (Education Code [48900.2](#))

(cf. [5145.7](#) - Sexual Harassment)

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code [233](#) (Education Code [48900.3](#))

19. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code [48900.4](#))

(cf. [5145.3](#) - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, or any of the other acts specified in Education Code [48900](#) and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code [48910](#))

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code [48900.5](#), and the evidence against him/her, and shall be given the opportunity to present his/her version and

evidence in support of his/her defense. (Education Code [48911](#))

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code [48911](#))

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code [48911](#))

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code [48915](#))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance as listed in Health and Safety Code [11053-11058](#), except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a healthcare professional.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code [240](#) and [242](#), upon any school employee.

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code [48915](#))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code [48918\(a\)](#))

32282 (2D) Notify Teachers of Dangerous Pupils

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students.

32282 (2E) *Nondiscrimination and Harassment Policy*

AR-5145.3

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures.
2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, or gender identity.
3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code [234.1](#))
4. Annually notify all students and parents/guardians of the district's nondiscrimination policy.
6. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.
7. Inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code [234.1](#))

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination, consistent with the laws regarding the confidentiality of student and personnel records.
4. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the principal or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or designee he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal shall begin the

investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

32282 (2F) *Dress Code Policy*

BP-5132

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

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised.

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities.

School Uniforms

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code [35183](#))

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

32281 (2G) *Safe Ingress and Egress*

AR 5142.2

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. Organizing or facilitating "walking trains" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians
 - b. Organizing special events and activities, such as Walk or Bike to School Day
 - c. Provides a framework for school bus transportation safety plans and evacuation exercises
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 safety campaigns
 - c. Put clear zones for drop off and pick up at schools and
 - d. Visitors check in and have visitor badges when entering school area and checked in with RAPTOR

32281 (2H) *Maintain a Safe and Orderly Environment*

BP 5137

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [3515](#) - Campus Security) (cf. [3515.2](#) - Disruptions) (cf. [5030](#) - Student Wellness)

(cf. [5142](#) - Safety) (cf. [5145.3](#) - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. [0450](#) - Comprehensive Safety Plan) (cf. [3513.3](#) - Tobacco-Free Schools)

(cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.6](#) - Alcohol and Drugs)
Instruments)

(cf. [5131.7](#) - Weapons and Dangerous

(cf. [5144](#) - Discipline)
Process)

(cf. [5144.1](#) - Suspension and Expulsion/Due

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

(cf. [5145.7](#) - Sexual Harassment)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 6141 - Curriculum Development and Evaluation) (cf. 6142.94 - History/Social Science Instruction)

(cf. 6142.3 - Civic Education) (cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

(cf. [1240](#) - Volunteer Assistance)

(cf. [5126](#) - Awards for Achievement)

(cf. [5131.5](#) - Vandalism and Graffiti)

(cf. 5148.2 - Before/After School Programs)

(cf. 6020 - Parent Involvement)
Activities)

(cf. 6145 - Extracurricular and Cocurricular

(cf. 6145.5 - Student Organizations and Equal Access)

32281 (2l) *School Discipline Rules and Consequences*

Positive Behavior Interventions and Supports (PBIS)

Robla School District have a set of school-wide expectations. These expectations define the behavior we want to see in our schools. Zone specific expectations are posted throughout our schools which the children will review throughout the school year. An example at one of the schools is the 4Rs. Students are to follow Respectful, Responsible, Ready to Learn, and Really Safe.

As part of PBIS, teachers and other staff use evidence-based practices to increase student learning and decrease school disruptions. To keep students focused on our expectations in a positive manner, we do the following when teaching academics and behavior:

- Constantly teach and refer to our school-wide expectations.
- Provide students with constant praise for good behavior.
- Talk to students with respect using a positive tone.
- Actively engage everyone during class instruction.
- Use pre-correcting, prompting, redirecting as we teach.
- Look for positive first and provide positive, immediate, frequent, and explicit feedback.

32281 (2J) *ALiCE Training for All District Personnel*

Robla School District provided training for all district staff during the 2018-2019 school year. District staff also practiced scenarios in classrooms and on different areas of campus. Each school site also practices '*dangerous person on campus*' twice a year.

By October of each year, all new staff will take the online portion of the ALiCE training. Coordinator's of school climate will also work on scenarios with them.

ALERT-Alert is your first notification of danger.

ALERT is when you first become aware of a threat. The sooner you understand that you're in danger, the sooner you can save yourself. A speedy response is critical. Seconds count.

Alert is overcoming denial, recognizing the signs of danger and receiving notifications about the danger from others. Alerts should be accepted, taken seriously, and should help you make survival decisions based on your circumstances.

LOCKDOWN-Barricade the room. Prepare to EVACUATE or COUNTER if needed.

If EVACUATION is not a safe option, barricade entry points into your room in an effort to create a semi-secure starting point.

Our training explains scenarios where Lockdown may be the preferable option and dispels myths about passive, traditional 'lockdown only' procedures that create readily identifiable targets and makes a shooter's mission easier. ALICE trainers instruct on practical techniques for how to better barricade a room, what to do with mobile and electronic devices, how and when to communicate with police, and how to use your time in lockdown to prepare to use other strategies (i.e. Counter or Evacuate) that might come into play should the active shooter gain entry.

INFORM-Communicate the violent intruder's location and direction in real time.

The purpose of INFORM is to continue to communicate information in as real time as possible, if it is safe to do so. Armed intruder situations are unpredictable and evolve quickly, which means that ongoing, real time information is key to making effective survival decisions. Information should always be clear, direct and in plain language, not using codes. If the shooter is known to be in an isolated section of a building, occupants in other wards can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter.

Video surveillance, 911 calls and PA announcements are just a few of the channels that may be used by employees, safety officers, and other personnel to inform others. An emergency response plan should have clear methods outlined for informing school employees, hospital workers, or any other employees of the location of a violent intruder.

COUNTER-Create Noise, Movement, Distance and Distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting.

ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of those involved. Counter is a strategy of last resort. Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate.

EVACUATE-When safe to do so, remove yourself from the danger zone.

ALiCE provides techniques for safer and more strategic evacuations. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter.

For example:

Did you know that you should break a window from the top corner as opposed to the center? Many useful techniques that civilians do not know exist and can save your life. ALiCE trainers teach strategies for evacuating through windows, from higher floors and under extreme duress.

Appendixes

Appendix 1 Attendance

Appendix 2 Healthy Kids Survey

Appendix 3 CALPADS Data

Appendix 4 General Reunification Checklist

Appendix 5 Student/ Parent Reunification Sites

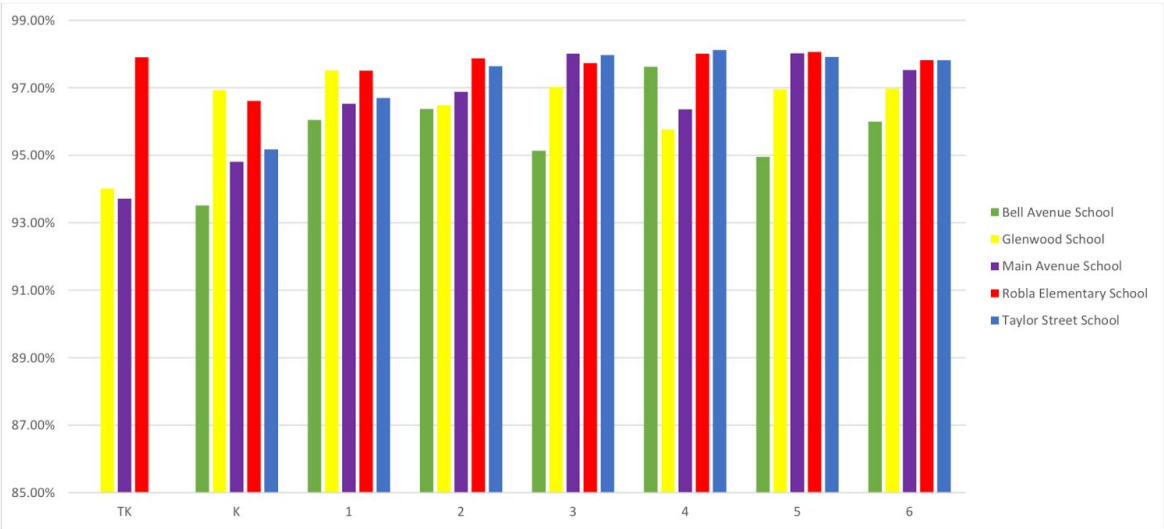
Appendix 6 Robla School District Student Release/Runner Form

Appendix 7 Double Gate System Matrix

Appendix 1

Current Average Daily Attendance by Grade Level

Grade	Bell Avenue School	Glenwood School	Main Avenue School	Robla Elementary School	Taylor Street School	District Total
TK		94.02%	93.71%	97.90%		95.78%
K	93.51%	96.93%	94.81%	96.62%	95.17%	95.46%
1	96.05%	97.51%	96.53%	97.51%	96.70%	96.87%
2	96.37%	96.48%	96.88%	97.87%	97.64%	96.95%
3	95.14%	97.03%	98.01%	97.73%	97.97%	97.06%
4	97.62%	95.76%	96.36%	98.01%	98.12%	97.14%
5	94.95%	96.95%	98.03%	98.06%	97.91%	97.14%
6	96.00%	96.98%	97.53%	97.82%	97.82%	97.22%
Total	95.69%	96.67%	96.82%	97.70%	97.45%	96.82%



Appendix 2

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 6 %	Table
School Engagement and Supports			
School connectedness [†]	48	32	A4.4
Academic motivation [†]	59	49	A4.4
Caring adult relationships [†]	55	40	A4.3
High expectations [†]	55	38	A4.3
Meaningful participation [†]	17	9	A4.3
School Safety			
Feel safe at school [‡]	68	63	A7.1
Been hit or pushed	37	49	A7.2
Mean rumors spread about you	53	44	A7.2
Been called bad names or mean jokes made about you	63	54	A7.2
Saw a weapon at school [§]	11	39	A7.4
Disciplinary Environment			
Students well-behaved [‡]	53	35	A6.2
Students treated fairly when break school rules [‡]	45	54	A6.1
Students treated with respect [‡]	82	81	A6.1
Lifetime Substance Use			
Alcohol or drug use	21	24	A9.1
Cigarette smoking	5	3	A10.1



Appendix 3

Academic Year:	2018-2019	LEA:	Robla Elementary
View:	Snapshot	School Type:	ALL
		School:	ALL

School Code	School Name	Offense Code	Gender	Ethnic
	All Selected Schools		Total	
		101-Possession, Sale, Furnishing a Firearm, Knife, Explosive, or Other Dangerous Object	Total	
		102-Possession of an Imitation Firearm	Total	
		204-Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	Total	
		501-Caused Attempted or Threatened Physical Injury	Total	
		503-Committed Assault or Battery on a School Employee	Total	
		506-Harassment or Intimidation	Total	
		510-Obscene Acts, Profanity, and Vulgarity	Total	
		511-Disruption, Defiance	Total	
		512-Property Damage	Total	
6033724	Bell Avenue Elementary	501-Caused Attempted or Threatened Physical Injury	Total	

This report is confidential

Appendix 4 -General Reunification Checklist

1. Student/Parent Reunification Team Members:

Team Leaders(s)

Team Members

2. Reunion Box

- Copies of Student Emergency Release Form
- Authorization to Release Student in Emergency forms
- Student Accounting
- Runner Form
- Signage
- Class Rosters

Appendix 5-Student/Parent Reunification Sites

1. Indoor

Indoor Reunification Site #1

Release Gate Location:

Holding Area Location:

Notification Room Location:

Indoor Reunification Site # 2

Release Gate Location:

Holding Area Location:

Notification Room Location:

2. Outdoor

Outdoor Reunification Site #1

Release Gate Location:

Holding Area Location:

Notification Room Location:

Outdoor Reunification Site #2

Release Gate Location:

Holding Area Location:

Notification Room Location:

Appendix 6-Robla School District Student Release/Runner Form

To Be Taken By Runner

1. COMPLETED BY PARENT/REQUEST AT RELEASE

Student Last Name: _____ First Name: _____

School: _____ Grade: _____ Teacher (if known): _____

2. COMPLETED BY REQUEST STAFF

Name on Release Form? (circle one) Yes No

Photo ID/ Driver's License Checked ☐

Or OK to verify at release gate by student _____ ☐

3. COMPLETED BY HOLDING AREA STAFF

Student Status : _____ sent with Runner _____ Absent
_____ First Aid _____ Missing

4. COMPLETED BY RELEASE GATE STAFF

Name of Person picking up is same as Box #1 Above ☐

Photo ID/Driver's License Checked: ☐

Or verified as in Box #2 Above by student/ _____ ☐

Checked by Release Gate Personnel: _____

5. COMPLETED BY PARENT/REQUESTOR AT RELEASE GATE

Requestor Signature: _____

Destination/Phone: _____

Address/Directions if needed: _____

Time: _____ Date: _____

Appendix 7-DOUBLE GATE SYSTEM

- a. The double-gate system is to be utilized when laying out the Student/Parent Reunification Site depicted below.
- b. The parents or guardians picking up a student will report to the "Adult Reporting Area".
- c. Signs will be posted by the Student/Family Reunification Team and Security Team Members will be stationed to assist parents or guardians in finding the "Adult Reporting Area." The arriving parents or guardians will be greeted by 2 or more members of the Student/Family Reunification Team who are working the report point. The Team Members will provide the parents or guardians a copy of the "Student Release Form" asking the parents or guardians to complete the first section.
- d. A Team Member will then confirm the identity of the parents or guardians utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the parents or guardians are listed on the emergency data card for the student as being authorized to pick up the student.
- e. A Team Member will then complete the second section of the "Student Release Form" and hand it to a Runner to be carried to the "Student Holding Point" and wait for the Runner to return. [NOTE: The "Adult Reporting Area" and the "Student Release Point" may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.]
- f. The Runner will deliver the "Student Release Form" to the 2 or more members of the Student/Family Reunification Team who are working at the entrance to the "Student Holding Area." The Team Members will have the requested student report to them, if the requested student is present in the holding area.
- g. A Team Member will then record on a roster they maintain that the student has been released from the holding area, check off the "Sent with Runner" entry in the third section of the "Student Release Form" and send the student with a Runner to the "Student Release Area."
- h. If, however, the student was never at school that day (absent), is being attended to at the First Aid station, has been taken to the hospital, is not available for pickup due to some "other" situation, or is missing, the Team Member will make the appropriate entry in the third section of the "Student Release Form" and enter comments to clarify the status. The Runner will deliver the "Student Release Form" to the "Student Release Area."
- i. When the Runner delivers the "Student Release Form" and the student (if available) to the 2 or more Student/Family Reunification Team Members at the "Student Release Area," the Team Members will call for the parents or guardians picking up the student. The parents or guardians identification will again be confirmed utilizing a government issued picture identification.
- j. The parents or guardians will then sign for the student and depart the area with the student. If, however, the parents or guardians must be notified that the student is not available for pickup, a Student/Family Reunification Team Member will escort the adult to the Notification Room, where the notification will be made privately based on the information provided in the third section of the "Student Release Form."
- k. The Team Members in the Notification Room will be responsible for helping adults and finding answers to the resulting questions.

DOUBLE GATE SYSTEM

