

Marysville Joint Unified School District

Comprehensive Safe School Plan
(Education Code Section 32280-32288)
2019-20

Marysville Charter Academy for the Arts

School

58-72736-5830138

CDS Code

Every school will provide a safe environment that is conducive to learning. This will be measured by annual surveys of students, parents and staff and monthly discipline reports from Aeries.

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STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

EMERGENCY RESPONSE PLAN

PURPOSE:

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

LEVELS OF EMERGENCIES:

Level One Emergencies

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

Level Two Emergencies

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

Level Three Emergencies

- A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

- Initiated by the Superintendent, Principal or Designee;
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;
- Reviewed annually for modifications
- Submit for approval by MJUSD Board of Trustees by March 1, 2020.

HAZARD ASSESSMENT:

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

STAFF TRAINING:

Understand that training is the most effective way to ensure a safe response to natural or man-caused disasters, all certificated and classified staff will review the safety plan annually and discuss the responsibilities set forth in the Emergency Response Plan.

CATAPULT EMS:

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

RAPTOR VISITOR MANAGEMENT SYSTEM:

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

GAGGLE

MJUSD has partnered with Gaggle to help provide a safe digital environment for students to learn. Gaggle's industry leading machine learning technology and trained professionals evaluate student (grades 5-12) content 24/7/365 for

potentially harmful content, messages, documents, images and more. If there is discovery of objectionable content or a potentially harmful situation, Gaggle alerts school officials and can assist in the discovery process. For more details, including Gaggle's safety management response rubric please review the Gaggle Safety Management Letter to Families. This service provides not only a safety, security and well-being aspect but can also be used to help keep students on track, which ultimately has a positive impact on school climate and student achievement.

- Gaggle plays a vital role in promoting digital citizenship and includes other benefits, including:
- Gaining insight into student behavior
- Creating a positive school climate
- Guiding where to direct digital citizenship
- Investigating incidents within schools
- Ensuring students use learning tools correctly
- Increasing student achievement

EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement or uniform bell.
- Fire drills will be conducted monthly for elementary schools and twice a year for secondary schools.
- "Drop, Cover, and Hold" drills will be held twice per year.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.
- Lockdown drills will be held twice a year

EVACUATION ROUTES:

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

PARENT COMMUNICATION:

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

STUDENT RELEASE/ EMERGENCY FILE:

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

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

COMMUNICATION:

During an emergency, each site will report the condition of the site, injuries, damage to buildings, through email using Catapult EMS Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district's off-site "School Messenger" notification system. Parents will be contacted through the district's phone messaging system and the school site and district website.

KEY EMERGENCY CONTACT:

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

SAFE SCHOOL LEADERSHIP TEAM (SSLT)

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

OPERATIONAL AREA

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

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

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

Tasks are delegated to members of the Site Safety Team (SST) and District Emergency Response Team (DERT) to successfully handle critical incidents. The SST & DERT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal & Superintendent/or Designee) and assist them in making informed decisions. Information will be updated every 30 minutes in CATAPULT EMS for staff.

GENERAL EMERGENCY PROCEDURES:

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

SCHOOL CRIME STATUS AND REPORTING:

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

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

Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making.

The use of restorative practices helps to:

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

Second Step

Second Step is a violence prevention curriculum implemented in kindergarten through third grades. Students participate in Second Step learn and practice vital social skills, such as empathy, emotion management, problem solving and cooperation. These essential life skills help students in the classroom, on the playground and at home.

Research indicates that children who are socially competent perform better academically. Second Step lessons give tools to help children become socially skilled and develop strong bonds to school. The engaging photo-lesson cards show adults and children expressing emotions and solving problems in real-life situations. Lesson cards include objectives, scripts, discussion questions, role-plays and other activities. Lively classroom videos also spark discussion, enriching students' learning of important social and emotional skills.

POSTIIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS):

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

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

COMMUNITY RELATIONSHIPS

Law Enforcement: Marysville Joint Unified School District has teamed with Yuba County Sheriff's Department, Marysville Police Department and Yuba County Probation Office to promote positive relationships with law enforcement as well as prevent violence and criminal activity. Administrators meet monthly with Marysville Police Department and Yuba County Sheriff's Department to address concerns, schedule assemblies, and work on strategies to increase school safety. The goal of the partnership with YCSO and MPD are develop relationships with families, counsel students and enforce the rules of the school and laws of the community.

The Marysville Police Department, through the City of Marysville, will provides an additional, specialized police service for all campuses within the city limits of Marysville. The School Resource Officer will be centrally located at Marysville High School.

Yuba County Probation: The P.A.S.S. Program through Yuba County Probation began its collaboration with MJUSD in 1986. The primary goal has been to counteract factors interfering with student learning underperformance with a comprehensive and multifaceted approach. This collaborative approach includes:

- Facilitating student and family access to effective services and special assistance as needed.
- Responding to, and where feasible, preventing school and personal crises.
- Supporting transitions by assisting students and their families as they negotiate school and grade changes, and daily transitions.
- Focus on increasing a partnership between home and school.
- Increasing community involvement and support to develop greater community involvement and support.

Yuba County Gang Task Force Committee: MJUSD administrators meet with Yuba County Probation, Yuba County Sheriff's Department and Marysville Police Department weekly to discuss gang trends, gang activity in the community and to offer gang awareness training to school staff parents, etc.

SAFE SCHOOL CLIMATE STRATEGIES

SCHOOL DASHBOARD:

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

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

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

1. MCAA surveys staff, students, and parents through an annual online survey.
2. Staff and students will be provided with training on recognizing signs of depression and potential suicide.
3. Meet with students considered at-risk in order to find ways to make these students successful.
4. Provide a tutor for students struggling with academic classes.
5. Find mentors for students struggling emotionally and/or academically.
6. Provide an Individual Academic Plan for each high school student.

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

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

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

1. Communicate proper behavior and the importance of good grades and citizenship.
2. Publicly acknowledge students who are on the honor roll and those who have perfect attendance.
3. Maintain security kits for each classroom in preparation for any emergency.
4. The Gaggle system is used to provide a safe digital environment for students.
5. Emergency services are coordinated with local law enforcement and emergency services agencies. This includes the use of the CATAPULT Emergency Management System.



ANONYMOUS REPORTING

Parents and students can report bullying anonymously on all school websites. The report alerts all school site safety team members and Director of Student Discipline & Attendance.

SITE SAFETY TEAM

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

- (1) Secure the area, (Take out punctuation after each task)
- (2) Check for damage,
- (3) Assess injury situations,
- (4) Report findings through CATAPULT which will alert DISTRICT EMERGENCY RESPONSE TEAM (DERT)

POSITION & NAME	PHONE
Principal: Tim Malone	530-749-6156 530-713-9375
Assistant Principal: N/A	
Teacher in Charge: Todd deVlaming	530-749-6155 530-941-2690
Secretary: Bonny Vipperman	530-749-6155 530-237-7368
Attendance Clerk: Tanya Dacanay	530-749-6148 530-7139103
PASS Officer N/A	
Security Gabriel Coomes	530-749-6157 ext. 6233 530-379-3401
School Counselor Angelica Zermeno	530-749-6157 ext. 6232 530-329-4786
School Psychologist Tammy Forrest	530-580-4217

THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)

(Student Wellness Team)

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

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

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

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

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

STAFF MEMBER	TITLE
Tim Malone	Principal
N/A	Assistant Principal
Tammy Forrest	School Psychologist
Campus Supervisor: Gabriel Coomes	PASS Officer
Jolie Critchfield	Director of Student Discipline & Attendance
Todd deVlaming	Teacher

FIRST AID RESPONDERS

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

CPR	First Aid	Name	Title	Room / Phone #
[X]	[X]	Sheryl Scotten	District Nurse	749-6168
X	X	Tim Malone	Principal	Office/530-749-6156
X	X	Gabriel Coomes	Security	Office/530-749-6157
X	X	Bonny Vipperman	Secretary	Office/530-749-6155
X	X	Todd deVlaming	Teacher	21/530-749-3103
		Daniel Tejada	Teacher	11/530-749-????

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

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

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

CPR Precautions

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

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

STUDENT RELEASE TEAM

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

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

STAFF MEMBER	TITLE	EMERGENCY TASK
Rocco Greco	Incident Commander	In-Charge of Parent Reunification
Bryan Williams	Incident Commander	In Charge of Parent Reunification off-site
Liz Diaz	Incident Commander of Release Team	Manages staff who are checking students
Angela Hale	Secretary for Curriculum Dept.	Parent Reunification
Amy Stratton	Coordinator of Curriculum	Release Team
Bianca Lopez	Secretary for Curriculum Dept.	Release Team / Spanish Speaking
Adrianna Espinoza	Greeter	Bi-Lingual Parent Greeter
Lennie Tate	Greeter	Parent Guide
Jami Larson	Commander for Greeter	Parking Lot Guide/ Parent Greeter
Jennifer Passaglia	Commander for Parking Lot	Parking Lot Guide / Parent Greeter
Elizabeth Preston	Greeter	Parking Lot Guide / Parent Greeter

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

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

Principal / Safe School Leadership Team

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

EVACUATION PLANS

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

Stage ONE Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus.
Location: [PUT LOCATION HERE]

Softball field on the east side of the campus.

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

1. [INSERT LOCATION HERE]
2. [INSERT LOCATION HERE]
3. [INSERT LOCATION HERE]

Evacuation Plan Checklist:

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

TEAMS:

- Crisis Response Team
- Student Release Team

OTHER:

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

2019-2020 FIRE DRILL & LOCKDOWN DRILL SCHEDULES

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

FIRE DRILL SCHEDULE

MONTH	DATE	TIME
September		
October	10-25-19	10:50am
November		
December	12-12-19	1:25am
February		

LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE	TIME
FALL	10-30-19	10:50am.
SPRING	3-20-20	9:05am

DUCK, COVER and HOLD DRILL

SEMESTER	DATE	TIME
FALL	11-21-19	10:45am.
SPRING	2-7-20	9:05am

Checklist for LOCKDOWN DRILL

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



MJUSD LOCKDOWN OBSERVER FORM

Observer Name: _____ School: Marysville Charter Academy for the Arts Date: _____

ROOM #	Doors/Windows Locked?	Lights Out?	Students and staff are hidden and out of view.	Colored card placed in window	Additional Comments
Please check Y or N for each column					
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	
	Y/N	Y/N	Y/N	Y/N	

FOR STAFF USE ONLY

TIME INCIDENT ENTERED INTO SYSTEM:	% of STUDENTS ACCOUNTED FOR:	% OF STAFF ACCOUNTED FOR:	TIME INCIDENT CLOSED IN SYSTEM:

HARD LOCKDOWN (CODE RED) PROCEDURE

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

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

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

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

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

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

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

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

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

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

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

After Emergency:

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

ON SITE REUNIFICATION PARENT/STUDENT REUNIFICATION

ARBOGA	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	CAFETERIA CLASSROOM/OPEN FIELD TBD OFFICE/FRONT DOOR ENTRY
BROWNS VALLEY	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	MULTI-PURPOSE ROOM CLASSROOM/OPEN FIELD TBD HALLWAY IN ADMINISTRATION
COMMUNITY DAY	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	MULTI-PURPOSE ROOM CLASSROOM/OPEN FIELD TBD OFFICE/ FRONT DOOR ENTRY
CEDAR LANE	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	CAFETERIA CLASSROOM/OPEN FIELD TBD LIBRARY/FRONT DOOR ENTRY
CORDUA	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	CAFETERIA/SIDE DOOR ENTRY CLASSROOM/OPEN FIELD TBD OFFICE/MIDDLE DOOR-LEAVE FRONT DOOR
COVILLAUD	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	CAFETERIA CLASSROOM /OPEN FIELD TBD COMPUTER LAB
DOBBINS	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	MULTIPURPOSE ROOM- FRONT ENTRANCE CLASSROOM/ OPEN FIELD TBD LIBRARY-FRONT DOOR ENTRANCE
EDGEWATER	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	MULTIPURPOSE ROOM-ENTRANCE CLASSROOMS/ OPEN FIELD TBD STAFF ROOM IN BACK OF OFFICE
ELLA	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	CAFETERIA CLASSROOMS/OPEN FIELD TBD LIBRARY
FOOTHILL	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	MULTIPURPOSE ROOM CLASSROOM/OPEN FIELD TBD ADMIN OFFICE
JOHNSON PARK	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	CAFETERIA CLASSROOM/OPEN FIELD TBD STAFF ROOM (EXIT SIDE GATE)
KYNOCH	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	MULTIPURPOSE ROOMS CLASSROOMS LIBRARY (EXIT BACK DOOR LIBRARY)
LINDA	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	CAFETERIA CLASSROOM/ OPEN FIELD TBD LIBRARY
LINDHURST	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	GYM CLASSROOM/OPEN FIELD TBD CAFETERIA
LOMA RICA	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	MULTI PURPOSE ROOM CLASSROOM/OPEN FIELD TBD LIBRARY
MARYSVILLE CHARTER	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	DISTRICT OFFICE BOARD ROOM CLASSROOM/ OPEN FIELD TBD ADMIN OFFICE
MARYSVILLE HIGH	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	GYM/CAFETERIA CLASSROOM/OPEN FIELD TBD FIELD HOUSE
MCKENNEY	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	GYM CLASSROOM/OPEN FIELD TBD CAFETERIA
OLIVEHURST	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	CAFETERIA CLASSROOMS EAGLE'S NEST
SOUTH LINDHURST	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	STAFF ROOM CLASSROOM/ OPEN FIELD TBD OFFICE
YUBA FEATHER	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	MULTI-PURPOSE ROOM CLASSROOM/OPEN FIELD TBD CONFERENCE ROOM
YUBA GARDENS	GUARDIAN WAITING AREA STUDENT HOLDING ZONE PARENT/STUDENT REUNIFICATION ZONE	GYMNASIUM CLASSROOM/OPEN FIELD TBD LIBRARY

EVACUATION AND REUNIFICATION

School Site	Parent Student Reunification	Primary Evacuation Point	Secondary Evacuation Point
Arboga	Yuba College	Plumas Arboga & Arboga Rd.	East Plumas Arboga (To Train Tracks)
Browns Valley	Foothill School/ Cordua School	Browns Valley Irrigation District	Browns Valley Post Office
Cedar Lane	Yuba College	Clover Leaf Market and Country Butcher	Dead end of Riverside
Cordua	Marysville Joint District Office	Hallwood Blvd. & Highway 20	Jack Slough Rd. to West Hallwood Blvd.
Covillaud	Yuba College	Rideout Cancer Center	Walgreens
Dobbins	Al Couffe Community Center	Old Dobbins Rd. & Maysville Rd. (1st and 2nd Entrance)	Lake Francis
Edgewater	Yuba College	Kenwood & Oakwood Dr.	Edgewater Circle & Pondview Drive
Ella	Yuba College	Assembly of God Church	11th & Olivehurst Avenue
Foothill	Browns Valley School/ Loma Rica Community Church	Loma Rica Rd. to Fruitland/ Loma Rica Rd. to Virginia Rd. to Fruitland	Marysville Rd. to Fruitland
Johnson Park	Yuba College	Larsen Apartments	Johnson Park (Park)
Kynoch	Yuba College	Circle Park	Gavin Park/ Skater Park (14th & Sweezy)
Linda	Yuba College	Yuba College (West Lot)	Yuba Gardens Apartments (East Parking Lot)
Lindhurst	Yuba College	South End of School -Johnson Park (Park)	North End of School-Cemetery and Larsen Apartments
Loma Rica	Browns Valley School	Foothill Intermediate	Loma Rica Community Church
Marysville High School	Yuba College	Circle Park	Skater Park/ Gold Socks Field
McKenney	Yuba College	Circle Park	Gavin Park/ Skater Park (14th & Sweezy)
MCAA	Yuba College	Circle Park	Skater Park/ Gold Socks Field
Olivehurst	Yuba College	Power Market(Arboga Rd.)/ Power Market (McGowan and Powerline Rd.)	Farmers Market (14th and Olivehurst Ave.)
Yuba Feather	Brownsville Fire Dept./ Woodleaf	Challenge Fire Dept.	Indiana Ranch Rd.
Yuba Gardens	Yuba College	Olivehurst Fire Department	14th and Glenmore
Community Day	Yuba College	Circle Park	Skater Park/ Gold Socks Field
South LHS	Yuba College	South End of School -Johnson Park (Park)	North End of School-Cemetery and Larsen Apartments

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

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

PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school need to be contacted via telephone. When feasible, School Messenger will be used in lieu of the phone tree.

Contact Bryan Williams at 530-682-0539 for a message to all students, parents, school staff and possibly district office staff.

Use CATAPULT district messaging to send out email and text messages to staff. Please document below the staff that are not connected to Catapult or live in an area where they don't have internet connection and need a phone call home.

[INSERT PHONE TREE HERE]

THREAT ASSESSMENT & STUDENT WELLNESS PLAN

Education Code 48900.7~ Terroristic Threats

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

California Welfare and Institutions Code 5150

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

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

SITE THREAT ASSESSMENT TEAM

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

SITE THREAT ASSESSMENT TEAM:

- Tim Malone, Principal
- Bonny Vipperman, Principal's Secretary, Assistant Principal
- Tammy Forrest, School Psychologist
- Sheryl Lawrie, District Nurse
- Gabriel Coomes, Campus Supervisor, PASS Officer / Student Services Coordinator

DISTRICT THREAT ASSESSMENT TEAM AT MJUSD

- Gay Starkey, Superintendent
- Ramiro Carreón, Assistant Superintendent of Personnel
- Penny Lauseng, Assistant Superintendent of Business Services
- Jolie Critchfield, Director of Student Discipline & Attendance
- Toni Vernier, Executive Director of Pupil Services
- Jessica Guth, Director of Pupil Services

THREAT ASSESSMENT PROCEDURE

1. The STAT will utilize a THREAT ASSESSEMENT GUIDELINES, PROTOCOL and WORKSHEET to help determine whether the threat is Low, Medium or High (See Threat Assessment Guidelines, page 5)
2. If the threat is deemed to be a credible HIGH LEVEL THREAT, the STAT will recommend:
 - A school discipline/ law enforcement response
 - Student Wellness Team Process (W & I 5150 Procedure Checklist)
3. When appropriate, the Site Administrator will notify the student's parents, victims and their parents, appropriate staff/ others and communicate with the Superintendent and Director of Student Discipline. The Site Administrator should obtain a parent signature on an "Interagency Authorization for Release of Information" form. The Site Administrator will designate a team member to maintain a case folder on the incident.
4. The DISTRICT THREAT ASSESSMENT TEAM (**DTAT**) will address as necessary:
 - Liability issues
 - School Safety Issues
 - Student Services disciplinary issues
 - Legal Issues
 - Special Education Issues
5. The site administrator will contact Gary Cena, *Superintendent* or Jolie Critchfield (530-218-6868), *Director of Student Discipline & Attendance*. They will convene the DTAT and communicate with the Site Administrator to develop a course of action.
6. When it is determined that the student will return to campus, a meeting will be held with parents and administrators to implement:
 - A Site Contract or Suspended Expulsion Contract
 - Mental Health Plan, if appropriate
 - Behavior Plan or updated IEP for programs and services

RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site council or its delegates formed a school safety planning committee with the minimum of the following members:
 - The Principal or Designee
 - One certificated employee
 - One parent whose child attends the school
 - One classified employee
 - Other members if desired
3. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Marysville Joint Unified School District Comprehensive Safe School Plan template have been met.
4. This school plan was adopted by the school site council on: 11-7-19

Attested:

Tim Malone [INSERT NAME], Principal

Linda Summers [INSERT NAME], SSC Chairperson