

# **Gazelle Union Elementary School District**

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**Michelle Weed, Principal/Superintendent**

## **Comprehensive School Safety Plan**

**2024 - 2025**

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# STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

## EMERGENCY RESPONSE PLAN

### Administration of the Plan

#### **ASSUMPTIONS AND PURPOSE:**

This plan assumes that the staff and students remaining on the school campus will be self-sufficient for at least 72 hours and may be required to provide food, shelter, and first aid for themselves during that time.

This Emergency Response Plan is designed to provide a framework for protecting students, staff and school facilities. The plan details the flow of command from the district level to the school level. It describes the different positions necessary to respond to an emergency and suggests responsibilities associated with each position. Section binders have been provided to assist staff members in the development and preparation stages.

#### **LEVELS OF EMERGENCIES:**

There are three levels of emergencies:

- **Level One Emergency**  
A localized emergency that school site personnel can manage by following their own emergency plan. Example: Power outage, campus disorder
- **Level Two Emergency**  
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, intruder on campus, bomb threat.
- **Level Three Emergency**  
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.

#### **HAZARD ASSESSMENT:**

A physical survey of each campus for hazardous conditions will be performed each year under the direction of the principal or designee. In addition to the structural inspection each teacher and staff member will be required to conduct a survey of his/her classroom or office/office space. Appropriate forms will be completed and submitted to the school and/or district office for remedy.

#### **STAFF TRAINING:**

Understanding that training is the most effective way to ensure a safe response to a natural or man-caused disaster, all certificated and classified staff will be trained in accordance with the guidelines set out in this Emergency Response Plan. As the district or school climate changes, modifications may be necessary.

#### **On an annual basis:**

Allocate time to formulate and maintain the specific teams.

Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in triage. Certifications will be kept up-to-date.

The Principal will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

### **EMERGENCY DRILLS:**

In accordance with state law:

- Drills will be initiated by announcement, uniform bell or air horn signals.
- Fire drills will be conducted on a monthly basis.
- "Drop, Cover, and Hold" drills will be held each quarter.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.

Together with the Emergency Response Plan and Incident Command System training of staff members, certain components have been provided each teacher and staff member to use during drills or an actual event. They are:

- SAFE and HELP placards to be placed in designated windows or hung on doors to signal safety or the need for help;
- ORANGE and GREEN Alert Vests to be worn when evacuating a classroom or building to signal to the Incident Commander the status of the class.

All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

### **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 will be posted in all classrooms, multi-purpose rooms, libraries, and school offices.

### **PARENT COMMUNICATION:**

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card which authorizes the district to release their students to other adults in the event of an emergency or disaster. A sample letter to parents and forms pertaining to policies and procedures have been included in this plan.

### **STUDENT RELEASE/EMERGENCY FILE:**

In all emergency situations, the principal or designee (under the direction of the Superintendent) 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, i.e. injuries, damage to buildings. Sites will report directly to the Superintendent (District Emergency Operations Center Director) or designee. 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 Teleparent notification system.

If telephone or electrical services are interrupted, another means of communication must be available. A bullhorn, whistle, or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s). Communication from district to school sites may be established with the use of two-way radios, talk-around or via the microwave communication system already established at the district office and school sites.

**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 emergency response 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. (This information is also provided in the Emergency Response Guide, located in each classroom.) This section has been divided into three major areas:

**How to and When to Lockdown:**

- Campus Disorder
- Firearm/Shooting
- Hostage/Barricaded Subject
- Threatening Intruder

**How to and When to Shelter In Place:**

- Air Pollution
- Biological/Chemical Threat
- Chemical Spills

- Severe Weather
- Stinging Insects
- Utility Failure/Heat Stress

**How and When to Evacuate, Drop Cover and Hold**

- Aircraft Accident
- Bomb Threat
- Earthquake
- Fire/Explosion
- Flood

The introductory page at the beginning of each section provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be submitted to the District Office each June.

The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System districts can be ensured that schools will respond effectively, efficiently, and safely and in a manner approved by the state and federal government.

The information has been formatted simply and at times may seem repetitive. However, when used by the Emergency Manager any subject can be taken from the plan book, reproduced and presented to the staff on a single page.






**MULTI-HAZARD REFERENCE GUIDE:**

The Multi-Hazard Reference Guide is provided in this section. It is also posted in each classroom, teaching facility and administrative building. The Multi-Hazard Reference Guide identifies the specific sound, signal, and/or announcement heard in the event of an emergency, as well as a quick explanation and response to follow when hearing a specific signal.

The Gazelle Union Elementary School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of "Lockdown" activates a Lockdown;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "All Clear" returns staff and students to a normal schedule.

## MULTI-HAZARD REFERENCE GUIDE

<p style="text-align: center;">SUDDEN SHAKING</p> <p style="text-align: center;">VIOLENT CRASH OR EXPLOSION</p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Duck, Cover, and Hold!</li> <li>• Stay under table and chairs until shaking or noise stops.</li> <li>• Stay away from windows.</li> <li>• Do NOT pry open doors/windows.</li> <li>• Check for safest evacuation route.</li> </ul> <p><b>If evacuating:</b></p> <ul style="list-style-type: none"> <li>• Wear ORANGE or GREEN vest to signal safe evacuation or need for help.</li> <li>• Hang HELP or SAFE placard on outside of door</li> </ul>	<div style="text-align: center;">  <p><b>EARTHQUAKE EXPLOSION</b></p> </div>
<p style="text-align: center;">WHEN YOU HEAR</p> <p style="text-align: center;">FIRE ALARM</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">ANNOUNCEMENT</p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Stop! Check for safest route.</li> <li>• Go upwind from odor or smoke.</li> <li>• Evacuate to safest assembly area.</li> <li>• Need Help: Wear Orange Vest</li> <li>• All Safe: Wear Green Vest</li> </ul> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• Clipboard</li> <li>• Class Roster</li> </ul>	<div style="text-align: center;">  <p><b>EVACUATION</b></p> </div>
<p style="text-align: center;">WHEN YOU HEAR</p> <p style="text-align: center;">"LOCKDOWN"</p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Close windows; lock doors.</li> <li>• Turn out lights.</li> <li>• Instruct students to sit on floor away from windows/doors in small groups.</li> <li>• Do not release students; do not admit students.</li> <li>• Do not use telephones, cell phones, or intercom system.</li> </ul> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• SAFE or HELP placards to place in window</li> </ul>	<div style="text-align: center;">  </div>
<p style="text-align: center;">WHEN YOU HEAR</p> <p style="text-align: center;">"SHELTER-IN-PLACE"</p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Close windows and doors.</li> <li>• Instruct students to only sit at desks.</li> <li>• Do not release students.</li> </ul> <p style="text-align: center;"><i>Changes will be communicated.</i></p> <p><b>WHAT YOU NEED:</b></p> <ul style="list-style-type: none"> <li>• SAFE or HELP placards to place in window</li> </ul>	<div style="text-align: center;">  <p><b>SHELTER IN PLACE</b></p> </div>
<p style="text-align: center;">WHEN YOU HEAR</p> <p style="text-align: center;">"ALL CLEAR"</p>	<p><b>DO THIS:</b></p> <ul style="list-style-type: none"> <li>• Return to regular schedule.</li> </ul>	<div style="text-align: center;">  <p><b>ALL CLEAR</b></p> </div>

## EMERGENCY ACTION PLANS

Staff will carry out designated responsibilities to ensure student safety and welfare.

### INCIDENT COMMAND TEAM

Site Incident Commander: Michelle Weed

Site Deputy Incident Commander: Robin Wood

Site Public Information Officer: Robin Wood

Site Safety Officer: Michelle Weed

Site Liaison Officer: Robin Nelson

### ASSEMBLY LOCATION

Primary: Field next to bus barn

Alternate: Gazelle Grange parking lot

### RESPONSIBILITIES

Incident Commander: Direct activities/provide objectives for all emergency teams. Direct Incident Command Team Activities. Determine the need for, and request outside assistance. Communicate with Superintendent.

Deputy Incident Commander: Oversee operational activities and procurement of equipment. Documents all equipment or services procured and provides approval for expenditures, if needed. Problem solving and follow-up on progress of teams. Collects information from teams and provides updates to the Incident Commander. Backup for Incident Commander

Public Information Officer: Documents the course of the incident and records the response and timekeeping. Generates public statements and update to community.

Safety Officer: Reports to Deputy Incident Commander. Oversees the Security Teams, First Aid, Search and Rescue

Liaison Officer: Receives reports from all Student Supervision Team, Student Attendance/Release Tea, Facilities Team, and Crisis Response Team and provides updates from these area to the Incident Commander and Public Information Officer. Provides updates from the Incident Command Center to the various teams.

### FIRST AID TEAM

All Staff members

Places identifying tag on every injured individual that receives first aid or is brought in for first aid. Provides first aid treatment only until medical first responders arrive on site.

### SEARCH AND RESCUE

Michelle Weed

Robin Wood

Provides fire suppression when appropriate and provides systematic searches for unaccounted students and/or staff.

### STUDENT SUPERVISION TEAM

### STUDENT ATTENDANCE/RELEASE TEAM

Classroom Teachers

Classroom Aides

Oversees student activity, keeping a calm environment. Keep students within assembly area until released to authorized Guardian.

### FACILITIES TEAM

JD Bradley

Michelle Weed

Check utilities in the event of the need to turn off utilities. Check for and document any building damage.

### SECURITY TEAM

Robin Nelson

Classroom Teachers

Controls access into campus site and buildings. Ensures the security of the facility.

## ACTIONS

Stand by Alert  
Duck, Cover, and Hold  
Evacuation of Building  
Off-Site Evacuation  
Shelter in Place (Code Blue)  
Secure Building (Code Red Lock Down)  
All Clear  
Student Release / Parent Process of Pick-up  
School Closure

## **LOCKDOWN PROCEDURES**

Incident Commander will announce (Code Red Lock Down) using messengers to deliver instructions. "Attention please. Secure all buildings.

Teachers and other staff will

If inside: Lock classroom doors and have students lie on the floor away from doors and window, close shades is safe to do so.

Remain on floor until recognized staff member assures it is safe to unlock doors. Instruct students to shut off cell phones and not use computers

If outside: Have students drop to the ground until further instructions. Consider the proximity of the identified hazard. Direct students into nearest classroom or school building if possible. Then follow inside instructions.

All clear will be announced when Incident Commander sends message.

### **CAMPUS DISORDER**

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If weapons are involved do not approach or disarm the threat. Immediately isolate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

### **FIREARM/SHOOTING**

In the event of a hostile or potentially threatening event, staff will take reasonable steps to calm and control the situation. Immediately isolating all non-involved pupils and staff from the situations. The school will immediately be locked down, controlling all student and staff movement. 911 will be called. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.

If perpetrator is a student, do not notify the family. Collect the family contact information and give it to police upon their arrival on the scene. Incident Commander will notify the District Superintendent of the situation.

Security Team will control all points of entry. Student Attendance/Release Team will conduct a headcount and notify the Incident Commander of missing persons.

### **HOSTAGE/BARRICADED SUBJECT**

Staff should take reasonable steps to calm and control the situation. Immediately isolate all non-involved pupils and staff from the person or situation, notify the Incident Commander. School should immediately be locked down, controlling all students and staff movement. Implement the following procedures to control and contain the situation. 1. Incident commander will initiate the appropriate Immediate Response Actions, STAND BY ALERT, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION. 2. Incident Commander will call 911, provide exact location on campus and nature of the emergency. 3. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.

### **THREATENING INTRUDER**

Request perpetrator to leave the area or campus, remaining calm and non-threatening. Call "911" School goes into immediate Lock Down with students and staff inside if possible.

### **SHELTER IN PLACE PROCEDURES**

Initiate the appropriate Immediate Response Action, Shelter in place (code blue) This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff. Incident Commander will announce "ATTENTION PLEASE: SHELTER IN PLACE LOCK DOWN, DO NOT LEAVE THE BUILDING, IF YOU ARE OUTSIDE, MOVE INSIDE. ADDITIONAL INFORMATION TO FOLLOW." If outside move students into nearest building. Close and cover all windows and doors.

## AIR POLLUTION

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

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

### **BIOLOGICAL/CHEMICAL THREAT**

Incident Commander is to identify area threatened and proceed with appropriate action. Evacuate the buildings using designated routes to assigned assemble area. Once assembled, stay in place until further instructions. Teacher will secure the student roster when leaving the building and take attendance once class is assembled in designated area.

### **CHEMICAL SPILL/TOXIC EMISSIONS**

If in the building evacuate students immediately to safe designated area, account for all students. If the need to evacuate off site, staff will direct students across the road to the Gazelle Grange designated site.

**SEVERE WIND/WEATHER**

Keep all students inside building, stay away from windows, closing the curtains on the windows.

### **STINGING INSECTS**

Staff will identify area that has the stinging insects and evacuate students from that area. Give first aid treatment to students needing it. After students are inside the building, spray area with insect spray and continue to keep students from area.

### **UTILITY FAILURE/TEMPERATURE STRESS**

Incident Commander will initiate appropriate Immediate Response Actions, STAND BY, SECURE BUILDING - CODE RED OR EVACUATE BUILDING. Contact utility company to determine the potential length of time services will be interrupted.

A. Plan for loss of water:

Toilets; Drinking Water; Food Service; Fire Suppression System: Contact appropriate service provider for immediate service. Notify parents if appropriate, Close school if necessary.

B. Plan for a loss of electricity

Ventilation: Evacuate school immediately. Contact repair service. Notify parents when appropriate. Close school if necessary

C. Plan for a loss of communication

Telephone Service: Contact service provider, notify parents through other means cell phones and email.

### **EVACUATION PROCEDURES**

In the event of evacuation of site, the District's custodial responsibility of students may be extended beyond the range of normal operating hours. In this event the following guidelines are to be followed for the release of students:

Guardians will present Staff with a picture ID and verify this ID with the Student Emergency Form on file. Upon positive verification of identification with the Student Emergency Form the student will be released to Guardian and instruct guardian to sign Release Log sheet. If students are released to a medical facility, the student's name, school, address and phone number, must be written on an identification tag to be attached to students' wrist.

### **DROP, COVER & HOLD AND PROCEDURES**

If inside: Drop to knees. Get under desk and remain facing away from windows. Clasp both hands behind neck. Bury face in arms. Make body as small as possible. Close eyes and cover ears with forearms.

If outside: Drop to knees. Clasp both hands behind neck. Bury face in arms. Make body as small as possible. Close eyes and cover ears with forearms. Avoid glass and falling objects.

### **AIRCRAFT ACCIDENT**

If inside and safe, teachers will hold students in classrooms until further instructions.  
If outside, teachers will assemble students into a single location.

### **BOMB THREAT**

Explosion on school property. Students will be instructed to DUCK, COVER, AND HOLD. If explosion is inside of the school staff will evacuate students using prescribed routes and proceed to the assembly area. Once there teachers will use student roster to account for students. Incident Commander will call 911.

Credible bomb threat on school property. Teacher will initiate DUCK, COVER, AND HOLD, SHELTER IN PLACE, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION. Staff will be instructed to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice. Incident Commander will call 911.

Explosion or threat of explosion in surrounding area. Students will be instructed to SHELTER IN PLACE. 911 will be called. All cell phones and 2-way radios will be turned off. Students will remain in SHELTER IN PLACE until further instructions.

## **EARTHQUAKE**

Upon the first indication of an earthquake, teachers should direct student to DUCK, COVER, AND HOLD. Staff will instruct students to avoid glass and falling objects. Move away from windows, heavy suspended light fixtures and other overhead hazards. When shaking stops, Incident Commander will issue the All Clear. All school personnel will be instructed to avoid touching fallen electrical wires. First Aid Team will check for injuries and provide appropriate first aid. Facility team will turn off water, gas, and electrical and alert appropriate utility company of damages. If area appears safe, Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the school buildings.

## **FLOOD**

Incident Commander will assess the immediate situation, identifying what action to take. If parents can come for their students the school will release their students to parents, checking the Student Emergency Release Forms. If students can't leave Incident Commander will initiate a Shelter in Place. Students will remain indoors to provide a greater level of protection.

### **FIRE/EXPLOSION**

In the event of a fire on school grounds students will be directed out of the building using evacuation routes to assembly area. Teacher will take student roster to account for students.

In the event of a fire in the surrounding area Incident Commander will initiate the appropriate Immediate Response Action: STAND BY ALERT, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATION OF BUILDING, OR OFF-SITE EVACUATION. Security Team will secure the area, If student and staff need to evacuate the buildings they will use the evacuation routes or other safe routes to proceed directly to assembly area, teachers will check student roster and account for students. Teachers will notify Student Attendance/Release Team of missing students. Incident Commander will keep a battery-powered radio tuned to local radio station for emergency information.

## **PANDEMIC**

During a pandemic, Gazelle Elementary would work directly with the local health department and California Public Health to keep all students and staff safe.

## School Evacuation Map for Gazelle Elementary School

Insert as Attachment



## Incident Command System Structure

### District Assignments:

**Key:**

 = **During Initial Crisis**

 = **Before/After Initial Crisis**

# **INCIDENT COMMAND**

## School Assignments

Site Incident Commander: Michelle Weed

Site Deputy Incident Commander: Tom Wilson

Site Public Information Officer: Tom Wilson

Site Safety Officer: Tom Wilson

Site Liaison Officer: Robin Nelson

First Aid Team: Classroom Teachers and Aides

Search and Rescue: Classroom Teachers and Aides

Student Supervision Team: Classroom Teachers and Aides

Student Attendance/Release Team: Tom Wilson

Facilities Team: Michelle Weed

Security Team: Robin Nelson, Classroom Teachers

### Emergency Telephone Numbers

This list will be updated on an annual basis and be provided to all key persons.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	(530) 435-2321
Fire Department	(530) 435-2331
Local Police Department	(530) 841-2300
Sheriff Department	(530) 842-8300
Hospital	(530) 842-4121
Nearest Emergency Assistance	911
California Highway Patrol	(530) 841-6006
English Radio Station: <i>Gazelle Elementary Facebook Page</i>	(530) 842-4158
Spanish Radio Station:	
Clergy/Counselor:	
Electric Company <i>Pacific Power</i>	(530) 842-3521
The Gas Company <i>Blue Star Gas</i>	(530) 926-5862
The American Red Cross	(530) 842-4476

## Emergency Forms and Letters

### YEARLY LETTER TO PARENTS:

#### **Dear Parents:**

Providing for your student's safety when at school is a major responsibility of our staff. All schools and child development centers have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our phone notification system, as well as local radio stations:

#### **Gazelle Elementary Facebook Page**

#### **District Release Policy**

- No student will be dismissed from school unless a parent (or individual designated by a parent) comes for him/her.
- No student will be released to another person, even a relative or baby sitter, unless there is written permission to that effect or that particular person is listed on the student's *Emergency Card* in our files and is able to identify him/herself. If any of your contact information changes during the year, please visit the office to update the Emergency Card.
- All parents or designated persons who come for students must sign their student(s) out at the office, unless directed elsewhere on campus by posted signs.

**Please be assured, we are prepared to care for your student in emergency situations.** Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

#### **We ask for your help in the following ways:**

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Turn to the above radio stations for more information.
- Do not drive to the school. The school access routes and street entrances must remain clear for emergency vehicles. We will notify you through our Teleparent phone notification system when safe access is recommended.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 530-842-4476 or visit them online at [www.redcross.org](http://www.redcross.org). More information can be found at [www.fema.org](http://www.fema.org)

If you have any questions or comments regarding our emergency preparations, please call the school office.

**Estimados padres:**

Preparación para la seguridad de su estudiante cuando en la escuela, es una responsabilidad importante de nuestro personal. Todas las escuelas y centros de desarrollo del niño tienen un plan del desastre. Preparan al director y al personal para tomar decisiones pronto y responsables en cualquier situación que podría amenazar a la seguridad de los estudiantes.

La necesidad de cerrar las puertas, tener un lugar seguro, evacuar estudiantes, o que la escuela cierra antes de la hora regularmente. Esto podría presentarse de una emergencia relativamente de menor importancia tal como una interrupción prolongada de la energía o de un gran evento tal como un incidente violento en campus de la escuela, un terremoto, o tormenta severa. Durante estas épocas, la comunicación y/o el transporte pueden ser interrumpidos.

En caso de emergencia importante o de desastre, la información será dada sobre todo a través de nuestro sistema de la notificación del teléfono de **Teleparent**, así como estaciones de radio local: **Gazelle Elementary Facebook Page** de las noticias y .

**La póliza de lanzamiento del distrito**

- No se despedirá a ningún estudiante de escuela a menos que un padre (o el individuo señalado por un padre) venga para él/ella.
- No se lanzará a ningún estudiante a otro del pariente o de bebé canguro de la persona, incluso, a menos que haya permiso de escritura a ese efecto o esa persona particular es mencionada en la tarjeta de la emergencia del estudiante que se encuentran en nuestros archivos y puede identificar él/ella misma. Si cualquiera de su información de contacto cambia durante el año, visite por favor la oficina para poner al día la tarjeta de la emergencia.
- Todos los padres o personas señaladas que vienen para los estudiantes deben firmar a sus estudiantes hacia fuera en la oficina, a menos que sean dirigidos a otra parte en campus por las muestras fijadas.

**Por favor sea confiado, nosotros estamos preparados para cuidar su estudiante en situaciones de emergencia.** Entrenan en las áreas de los primeros auxilios, búsqueda y localizan a los miembros de nuestro personal, y seguridad del estudiante para asegurarse de que todas sus necesidades de los estudiantes serán cubiertas. Comunicaremos con servicios de emergencia locales. Serán informados de nuestro estado actual y de la necesidad de recursos adicionales.

**Pedimos su ayuda de las maneras siguientes:**

- No llame a la escuela. Le entraremos en contacto con, en caso de necesidad. Es esencial que las líneas telefónicas estén mantenidas abiertas para las llamadas de emergencia. Dé vuelta a las estaciones de radio antedichas para más información.
- No conduzca a la escuela. Las rutas de acceso de la escuela y las entradas de la calle deben seguir siendo claras para los vehículos de la emergencia. Le notificaremos a través de nuestro sistema de la notificación del teléfono de Teleparent cuando se recomienda el acceso seguro.

Durante el año escolar, entrenarán a su niño en los procedimientos de emergencia necesarios. Cada uno aprenderá cómo reaccionar, donde montar, y qué a esperar en una situación de emergencia.

Sugerimos que usted encuentre con su familia inmediata y desarrollamos un plan de emergencia. Hay varias publicaciones libres disponibles para asistirle. Llame por favor el capítulo local de la Cruz Roja americana en 530-842-4476 o visítelas en línea en [www.redcross.org](http://www.redcross.org). Más información se puede encontrar en [www.fema.org](http://www.fema.org).

Si usted tiene algunas preguntas o comentarios con respecto a nuestras preparaciones de la emergencia, por favor llame a la oficina de escuela.

Sinceramente,

Principal

**BOMB THREAT CHECKLIST:**

**BOMB THREAT CHECKLIST**

If you receive a bomb threat by telephone, more than likely you will not have this checklist by your side. Please read thoroughly to familiarize yourself with the things you will be asked to identify and verify after the threat is received.

Call Received by: \_\_\_\_\_  
Time: \_\_\_\_\_  
Date: \_\_\_\_\_

**ASK THESE QUESTIONS**

Where is the bomb? \_\_\_\_\_  
What kind of bomb is it? \_\_\_\_\_  
When will it go off? \_\_\_\_\_  
What size is the bomb? \_\_\_\_\_  
Why are you doing this? \_\_\_\_\_

**EVALUATE THE VOICE OF THE CALLER**

\_\_\_\_\_ Man  
\_\_\_\_\_ Woman  
\_\_\_\_\_ Boy  
\_\_\_\_\_ Intoxicated/Drugged  
\_\_\_\_\_ Speech Impediment  
\_\_\_\_\_ Girl  
Ethnic Characteristics (Accent, Dialect) \_\_\_\_\_  
Other \_\_\_\_\_

**LISTEN FOR BACKGROUND NOISE**

\_\_\_\_\_ Music - What kind? \_\_\_\_\_  
\_\_\_\_\_ Machinery - What kind? \_\_\_\_\_  
\_\_\_\_\_ TV/Radio \_\_\_\_\_  
\_\_\_\_\_ Weather (Wind, Rain) \_\_\_\_\_  
\_\_\_\_\_ Street Noise - What kind? \_\_\_\_\_  
\_\_\_\_\_ Office Noise - Typing/Telephones, etc. \_\_\_\_\_  
\_\_\_\_\_ Babies/Children \_\_\_\_\_  
\_\_\_\_\_ People Talking in Background \_\_\_\_\_  
\_\_\_\_\_ Airplane \_\_\_\_\_  
\_\_\_\_\_ Other \_\_\_\_\_

**EXACT WORDING OR PHRASES USED BY CALLER**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**BUILDING AND SITE HAZARD ASSESSMENT:**

**BUILDING AND SITE HAZARD ASSESSMENT**

Instructions: This checklist can be used by administrators, teachers, or staff to assess hazardous conditions that require mitigation. Inspect every room, including shop areas, custodian's closets, storage areas, and the gymnasium. Use your site map for easy identification. It may be helpful to ask your local fire department to send an inspector to complete the assessment with you. Use the information gathered during the hazard assessment to determine the scope of hazards throughout the school and develop a plan to reduce them.

Date: \_\_\_\_\_

Name of School: \_\_\_\_\_

Performed by: \_\_\_\_\_

<p>Toxic, corrosive and flammable materials not stored to withstand falling and breaking (Note: Be sure to check for cleaning compounds, art supplies, chemistry and science materials, swimming pool chemicals, etc.)</p>	<p>Comments:</p>
<p>Hazardous materials located in areas that do not have warning signs.</p>	<p>Location by Building/Rooms Nos.</p>
<p>Unsecured appliances (e.g. water heaters, space heaters, toaster ovens, microwave ovens, etc.)</p>	<p>Location by Building/Rooms Nos.</p>
<p>Unsecured fire extinguishers or fire extinguishers that require recharging.</p>	<p>Location by Building/Rooms Nos.</p>

**BUILDING AND SITE HAZARD ASSESSMENT**

**Page Two**

<p><b>Playground:</b></p> <ul style="list-style-type: none"><li>- Equipment in need of repair</li><li>- Rocks or other material that could cause injury</li><li>- Fences in need of repair</li><li>- Exposed nails, screws, or bolts</li><li>- Other</li></ul>	<p><b>List Details Here:</b></p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>										
<p><b>School Grounds:</b></p> <ul style="list-style-type: none"><li>- Electric wires</li><li>- Gasoline or propane tanks</li><li>- Natural gas lines</li><li>- Fences in need of repair</li><li>- Other</li></ul>	<p><b>List Details Here:</b></p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>										
<p><b>Interferences to Evacuation Routes (Fencing, Locked Gates, Landscape)</b></p>	<p><b>List Details Here:</b></p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>										
<p><b>Other Hazards Not Listed:</b></p>	<p><b>List Details Here:</b></p> <table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>										

**CLASSROOM HAZARD INSPECTION:**

**CLASSROOM HAZARD INSPECTION**

DATE	TEACHER	GRADE	ROOM NUMBER

**CHECK FOR ALL ITEMS:**

	Unsecured Bookcases Four Feet or Taller
	Free Standing Cabinets
	Unsecured 4-Drawer File Cabinets
	Unsecured TV Monitor
	Unsecured Aquarium(s)
	Unsecured Wall Shelves/Hanging Plants
	Unsecured TV Monitors on Wheeled Cart or Platform
	Unsecured Heavy Objects on High Shelves
	Extension Cords Laying Across the Floor (when not in use)
	Uninspected Fire Extinguishers (check monthly)
	Chemicals in Classrooms (school-approved cleaners should be labeled and have MSDS forms in office binder)
	Other Identified Hazards

**Notes of Interest**


Please return completed inspection form to Principal's office.

**STUDENT RELEASE AUTHORIZATION FORM:**

**STUDENT RELEASE AUTHORIZATION FORM**

Instructions: Please ask Parent(s) of students to complete the following:

**We request the following students (LIST NAMES):**

1-	2-
3-	4-
5-	6-

be released to me/us

\_\_\_\_\_  
(Print Your Name(s))

\_\_\_\_\_  
Relationship to Student

Our Intended Destination Is

\_\_\_\_\_  
(Location, Including Address)

Requestor Signature: \_\_\_\_\_

-----  
TEACHERS NOTES: Student is \_\_\_\_\_ Absent \_\_\_\_\_ Receiving First Aid \_\_\_\_\_ Missing \_\_\_\_\_

\_\_\_\_\_  
Teachers Signature

-----  
**TO BE COMPLETED BY STUDENT RELEASE TEAM**

Student Name \_\_\_\_\_

The above named student(s) was released to a person(s) named on the student Emergency Card.

The above named student(s) was released to a person(s) not listed on the student Emergency Card.  
Student(s) knew the person requesting the release.

Date of Release \_\_\_\_\_

Time of Release \_\_\_\_\_



# CURRICULUM THAT EMPHASIZES PREVENTION AND ALTERNATIVES TO VIOLENCE

## Character Counts!

*Character Counts!* is two things: an educational framework for teaching universal values and a national coalition of organizations that support each other. A person of character is a good person, someone to look up to and admire; knows the difference between right and wrong and always tries to do what is right; sets a good example for everyone; makes the world a better place; and lives according to the six pillars of character.

These six pillars, or core ethical values, form the foundation of the *Character Counts!* program:

Trustworthiness - Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

Respect - Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility - Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

Fairness - Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring - Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship - Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

## Second Step

*Second Step* is a violence prevention curriculum implemented in kindergarten through third grades and sixth grade. Middle school counselors in 7th and 8th grades use it as a supplement, as well.

Students participating 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.

## Gang Resistance Education and Training [G.R.E.A.T.] Program

The *Gang Resistance Education and Training* program educates students in grade 6 and is taught by the same police officers that teach the D.A.R.E. program. While many of the goals are the same as D.A.R.E., the G.R.E.A.T. program helps youths avoid gang membership, prevent violence, and develop positive relationships with law enforcement. The officers teach lessons focused on personal skills, resiliency skills, resistance skills and social skills.

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

### Drug Abuse Resistance Education [D.A.R.E.]

The *Drug Abuse and Resistance Education* [D.A.R.E.] program educates students in grades K-5 and is staffed by three full time police officers. This community policing partnership between the two entities has been in place for almost twenty years. The goals of this program are to develop skills students need to avoid involvement in drugs, gangs, and violence. The officer-led classroom lessons teach children how to resist peer pressures and live productive drug and violence-free lives.

### Too Good For Drugs

*Too Good for Drugs* is a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco and other drug (ATOD) use among students.

*Too Good for Drugs* has a separate, developmentally appropriate curriculum for each grade level in kindergarten through eighth grade. Each curriculum builds on earlier grade levels, an instructional design which enables students to learn important skills sequentially and retain them year after year.

*Too Good for Drugs* builds five essential life skills:

- Goal setting
- Decision making
- Bonding with pro-social others
- Identifying and managing emotions
- Communicating effectively

*Too Good for Drugs* is implemented in fourth through sixth grades. Seventh and eighth grades will begin implementing this curriculum in 2009-2010.

## COMMUNITY RELATIONSHIPS

Gazelle Union Elementary School District has teamed with local law enforcement to promote positive relationships with law enforcement, as well as prevent violence and criminal activity through three different partnerships:

# PROCEDURES FOR COMPLYING WITH EXISTING LAWS RELATED TO SCHOOL SAFETY

## CHILD ABUSE REPORTING PROCEDURES

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

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

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

### Child abuse or neglect includes the following:

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

### Child abuse or neglect does not include:

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

### Initial Telephone Report

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. **The phone number for CPS is 530-841-4200**

### Written Report

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. **The address for Child Protective Services is**

2060 Campus Dr., Yreka, CA 96097

# SUSPENSION AND EXPULSION POLICY

## Suspension

Suspension is the temporary removal of a pupil from regular classroom instruction or from school as initiated by a teacher of administrator for adjustment purposes.

A teacher may suspend any pupil from his or her class for the remainder of that day and the following day. A teacher may also refer a pupil to the principal or designee for consideration of a suspension from the school. The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for no more than five consecutive school days unless the suspension is extended pending expulsion.

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used violence against another person.
- b. 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully ordered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person *another* liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by pupil of his/her own prescription products.
- i. Committed an obscene act or engage in habitual profanity or vulgarity.
- j. 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, meaning a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050.

A student in grade 4-12 may also be suspended for:

1. Sexual Harassment – Conduct considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Hate Violence - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence [injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of

the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation.

3. Hazing/Bullying/Harassment – Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
4. Hostile Educational Environment – Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
5. Terrorist Threats – Made terrorist threats against school officials and/or school property.

## Expulsion

Expulsion is the removal of a pupil from enrollment in a school or the district as ordered by the Board of Education. Pupils can be expelled only for those reasons for which they can also be suspended.

Mandatory Expulsion – State law requires that the superintendent or the school principal must recommend expulsion if the student has committed any of the following acts at a school or at a school activity [Education Code 48915]:

1. Possessing, selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a specified controlled substance.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Discretionary Recommendation – The superintendent or principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity, unless particular circumstances make expulsion inappropriate [Education Code 48915]:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive or other dangerous object of no reasonable value use to the student.
3. Unlawful possession of any specified controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

State law provides for due process and rights to appeal any order of expulsion.

# PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

## Gazelle Union Elementary School District NOTIFICATION TO TEACHER OF STUDENT CONDUCT \_\_\_\_\_ SCHOOL YEAR

Student \_\_\_\_\_ Sex \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_ Date of Incident \_\_\_\_\_

To Student's Teacher(s): The above named student has engaged in, or is reasonably suspected to have engaged in, one or more of the acts indicated below. You are being provided with notification of the student's conduct pursuant to the requirements of Education Code Section 49079. You may review the student's records if you need more specific information. Any information provided pursuant to this notice shall be received in confidence for the limited purpose for which it was provided. Further dissemination is prohibited.

**STUDENT INCIDENT (E.C. 48900)**

- a. \_\_\_\_\_ Caused, attempted to cause, or threatened to cause physical injury to another person.  
\_\_\_\_\_ (Circle if applicable:) Mutual Combat 1 Battery 2
- b. \_\_\_\_\_ 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. \_\_\_\_\_ Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. \_\_\_\_\_ Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. \_\_\_\_\_ Committed or attempted to commit robbery or extortion.
- f. \_\_\_\_\_ Caused or attempted to cause damage to school property or private property.
- g. \_\_\_\_\_ Stole or attempted to steal school property or private property.
- h.\* \_\_\_\_\_ Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. \*(Teacher notification not required for this incident.)
- i. \_\_\_\_\_ Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. \_\_\_\_\_ Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. \_\_\_\_\_ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l. \_\_\_\_\_ Knowingly received stolen school property or private property.
- m. \_\_\_\_\_ Possession of an imitation firearm.
- n. \_\_\_\_\_ Committed or attempted to commit a sexual assault or committed a sexual battery.
- o. \_\_\_\_\_ Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- 2. \_\_\_\_\_ Committed unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, as defined in Education Code Section 212.5. This section only applies to grades 412. (E.C. 48900.2)
- 3. \_\_\_\_\_ Caused, threatened to cause, or participated in an act of hate violence. This section only applies to grades 412. (E.C. 48900.3)
- 4. \_\_\_\_\_ Harassment, threats, or intimidation that is so severe that it actually causes, or can reasonably be expected to cause, material disruption of classwork, substantial disorder, and the invasion of the rights of student(s) by creating intimidating or hostile education environment. This section only applies to grades 412 (E.C. 48900.4)
- 7. \_\_\_\_\_ Has made terroristic threats against school officials or school property, or both. (E.C. 48900.7)

RECORD OF TEACHER REVIEW			
Date	Signature	Date	Signature

Date	Signature	Date	Signature
Date	Signature	Date	Signature
Date	Signature	Date	Signature

## **POSITIVE SCHOOL CLIMATE/ SAFE AND ORDERLY LEARNING ENVIRONMENT**

Gazelle Elementary School strives to maintain a positive school climate that promotes a safe and orderly learning environment. This positive climate is encouraged by increasing communication between students, families, and school personnel. With this focus on a positive school climate our goal is to reduce/eliminate violence, bullying and suicides. Parents are very involved in filling out questioners and providing feedback to staff on their students emotion, behavior and attitude regarding school. On the school website there is a place parents and/or students can send in their concerns if they initially don't feel comfortable lodging a complain or concern.

## PARENT INVOLVEMENT STRATEGIES

Gazelle Elementary Staff encourages parents and community members have the opportunity to assist and support the educational process by participating in decision making and through volunteer activities. It is our desire to have parents and community members have the opportunity to be an integral part of our students learning process.

Communications are as follows, The weekly GIFTS (Gazelle Information from Teachers and School) newsletter is sent home and also posted on the school website. Weekly breakfast and lunch menu is included in the weekly GIFTS. A calendar of important dates and events is sent home yearly or as needed. Teachers hand out yearly expectations to students at the beginning of the school year. Parent-Student Handbooks are updated and handed out yearly and are available at the school website [www.gazelleuesd.com](http://www.gazelleuesd.com).

Letters, phone calls, progress reports and informal and formal conferences are held concerning students' behavior, student progress and state and local standards, test scores, work samples, and instructional goals. Staff and parents work effectively toward achieving our long-range goals.

Parent involvement at Gazelle Elementary School is very important. The effectiveness of a school depends on the cooperative efforts of the parents, teacher, administrator and students. We encourage and expect parents to participate in parent-teacher conferences, meetings, and to support various activities.

# CURRENT STATUS OF SCHOOL CRIME

Currently Gazelle Elementary School hasn't experienced any school crime.

## **CALIFORNIA HEALTHY KIDS SURVEY**

The California Healthy Kids Survey is conducted yearly. Staff encourage students to get these surveys back as quickly as possible with positive results.