

**COMPREHENSIVE SCHOOL SAFETY PLAN**

**WILL C. WOOD HIGH SCHOOL  
2012-13**

**998 Marshall Road  
Vacaville, CA 95687**

**CDS CODE: 48-705-7301180089**

**CLIFF De GRAW, PRINCIPAL**

**PLAN REVISION: 3/20/13**

**SCHOOL SITE COUNCIL APPROVAL DATE: (PENDING)**

**VACAVILLE UNIFIED SCHOOL DISTRICT  
401 NUT TREE ROAD  
VACAVILLE, CA 95687**

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**Section 1 - Site Council**

- **Signed Assurance Page**

(ATTACHED)

**SB 187 Comprehensive School Safety Plan**  
**Assurance Page**

**WILL C WOOD HIGH SCHOOL**

This certifies that the School Site Council/School Safety Planning Committee has developed/revised and approved the Comprehensive School Safety Plan.

<b>Member (Print name)</b>	<b>Signature</b>
Principal or Principal's Designee:*	
Certificated Teacher: *	
Parent of Child Attending the School: *	
Classified Employee: *	
Law Enforcement Agency Rep:	
Student (grade appropriate)	
Other:	
Other:	
Other:	

***\*required members***

Date Annual Revisions Completed \_\_\_\_\_ and approved by Site Council at a public meeting.

NOTE: The Comprehensive School Safety Plan revisions shall be submitted annually for approval by the School Board.

- Site Council meeting minutes approving plan with funding sources
- Safety Committee meeting dates to review and evaluate plan progress

## **Section 2 – SARC**

*(Insert)*

## **Section 3 - District Strategic Plan - VUSD Mission Statement:**

“The Mission of the Vacaville Unified School District, as a collaborative partnership of families, community, and staff, is to graduate all students with knowledge and ability to make good choices, act responsibly, earn a living, and continue learning throughout life. This Mission is accomplished by providing a rigorous educational program based on effective teaching practices and a standards-based curriculum delivered by an innovative staff committed to assisting all students in realizing their goals and aspirations.”

### VUSD Strategic Plan:

#### Strategy 1:

We will provide a coherent, rigorous and relevant standards-based instructional program

- 1-1 Ensure all students receive good first teaching, including the use of student engagement strategies and checking for understanding.
- 1-2 Ensure all certificated staff is engaged in meaningful collaborative time (Professional Learning Communities).
- 1-3 Ensure all sites know students by name and by need and provide targeted support for their high priority students.
- 1-4 Ensure all sites implement a Response to Instruction and Intervention system.
- 1-5 Ensure all sites operate a master schedule that reflects the needs of students.

#### Strategy 2:

We will build strong relationships based on mutual respect and trust.

- 2-1 Identify and reinforce relationships through common beliefs and expectations
- 2-2 Expect, validate and celebrate professional behaviors and accomplishments.
- 2-3 Encourage and improve trust and positive working relationships with staff, students, families and community.
- 2-4 Continue to improve and expand modes of communication.

#### Strategy 3:

We will continue to implement a wellness plan for students and staff, in partnership with families and community.

- 3-1 Provide safe and drug-free school sites.

- 3-2 Promote a youth-driven, holistic approach to optimal health for all students and staff.
- 3-3 Enhance Wellness Policy implementation by promoting and engaging families, staff and community partners.
- 3-4 Provide clean, attractive, energy efficient environments at each school site.
- 3-5 Meet or exceed mandated nutrition standards for all foods available at all VUSD sites.

Strategy 4:

We will secure and optimize all resources to ensure our Mission is achieved.

- 4-1 Align resources to accomplish priorities within a balanced budget while maintaining the priority that our students are our primary concern.
- 4-2 Pursue both revenue and non-revenue enhancement opportunities.
- 4-3 Develop and implement strategies to increase student enrollment.
- 4-4 Provide and adequately maintain the physical facilities, capital equipment, and other resources necessary to achieve our Mission and Objectives

## **Section 4 - Site Strategic Plan**

### **OBJECTIVES:**

- (1) Effective communicators who read, write, speak and listen reflectively and critically; express themselves clearly in writing and orally, and receive, interpret, and constructively use information.
- (2) Self-directed, productive learners who plan for the future by setting challenging goals; develop and use effective learning strategies, and use technology effectively.
- (3) Complex thinkers and problem solvers who use logical and creative decision-making processes to solve academic and real life problems and adapt to a rapidly changing global environment.
- (4) Collaborative participants who develop and maintain positive relationships within diverse settings and work with others effectively.
- (5) Involved citizens who improve the quality of life in their community and participate in the democratic process.

### **PARAMETERS:**

Site-based decisions must always be consistent with the Strategic Plan of the District.

No program or service will be retained unless it continues to make an optimum contribution to our Mission and the benefits continue to justify cost.

No new program or service will be accepted unless it is consistent with the Strategic Plan, has benefits that clearly justify the costs, and contains provisions for staff development and program evaluation.

We will operate safe school environments conducive to learning.

We will not tolerate behavior that demeans the worth or dignity of any individual or group.

We will practice collaborative decision-making as appropriate, at all levels of the organization.

All budget decisions will be made to ensure fiscal solvency.

### **TACTICS:**

1. We will increase collaborative leadership and shared decision making among all vested participants to demonstrate trust, respect and open communication, ensuring the best possible learning environment for our students.



- 1-1 Develop a leadership team for WCW. This will lead to collaborative decision-making with staff, district personnel parents, and students which will increase student achievement.
- 1-2 Develop student leadership (student council) team in order to increase student involvement and shared decision making, ensuring students know they have a voice in improving WCW, which should lead to increased student motivation and achievement.
2. We will utilize ongoing opportunities to collaborate and to address mandates and initiatives that focus on academic achievement and personal growth.
  - 2-1 To collaborate to evaluate data and address mandates and initiatives will increase student achievement.
3. We will continue to increase school pride and safety by establishing a sense of character, through the promotion of mutual respect, wellness and personal accountability.
  - 3-1. Will C. Wood High School students will incorporate a Community Service component in the curriculum, as part of the graduation requirement.
  - 3-2. Establish and maintain a Wellness Center on the Will C. Wood High School campus, enabling students and staff to develop programs and a venue for wellness-related and safety-related issues.
4. We will implement a rigorous and relevant academic and career plan for each student to attain individual goals that will allow them to think critically and adapt to a continually changing world.
  - 4-1 Offer intervention time to support students academically and to reinforce/offer career planning time.
  - 4-2 Maintain a career planning assessment program (Kuder or other) that enables students to develop and follow a sequence of courses/four-year plan connecting education to post-secondary goals.
  - 4-3 Create a School/Business Liaison Position to coordinate and provide job/career networking opportunities for students (job shadowing, internships, etc.).
  - 4-4 Develop a class that allows junior/senior students to formulate their own independent study curriculum to help them prepare for their specific career and educational goal.

5. We will integrate the following Expected School-Wide Learning Results (ESLR's) into the school program:

*(1) Effective communicators who read, write, speak and listen reflectively and critically; express themselves clearly in writing and orally, and receive, interpret, and constructively use information.*

*(2) Self-directed, productive learners who plan for the future by setting challenging goals; develop and use effective learning strategies, and use technology effectively.*

*(3) Complex thinkers and problem solvers who use logical and creative decision-making processes to solve academic and real life problems and adapt to a rapidly changing global environment.*

*(4) Collaborative participants who develop and maintain positive relationships within diverse settings and work with others effectively.*

*(5) Involved citizens who improve the quality of life in their community and participate in the democratic process.*

5-1 Help students understand the ESLRs, which are the specific outcomes we expect each of them to possess, achieve, or be able to do when graduating from WCW.

6. We will increase academic achievement by providing rigorous and relevant curriculum enhanced by meaningful relationships.

6-1 Enhance Teacher Student Communication so that students can have a positive learning experience.

6-2 Expand AVID to reach more students so that they have access to higher level academic classes.

6-3 Provide students a variety of personal enrichment opportunities during one lunch.

## **Section 5 - School Profile / Mission Statement**

“The mission of Will C. Wood High School, as a collaborative learning community of students, staff, and families is to graduate all students with the ability and desire to think critically and adapt to a continually changing environment by providing a rigorous and relevant education.”

### **Administrative Staff:**

Cliff De Graw	Principal
Jonathan Cole	Assistant Principal
Kathleen Farros-Hoepfner	Assistant Principal
Mike Boles, Sr.	Dean of Learning Support

School Safety Planning Committee:

Cliff De Graw	Jared Ropelato
Mike Boles, Sr.	Jon Cole
Dan Lampman	Sergeant Kim Humbert
Kathy Farros-Hoepfner	Student

### **School Overview:**

Will C. Wood High School is the second comprehensive high school in the Vacaville Unified School District Community. It was named after William Christopher Wood, a native son of Vacaville, who became the State of California’s first Superintendent of Secondary Public Instruction. Located on thirty-six acres on the south side of I-80, Will C. Wood High School transitioned from a junior high school to a high school, beginning in 1986. The first graduating class from Will C. Wood High School was in 1992. The campus was originally designed as a high school, but only phase one was finished when it opened its doors to students in 1969. At its opening, Will C. Wood High School (WCW) served as a satellite campus to Vacaville High School. In 1974, to accommodate the rapidly growing population, the decision was made to convert WCW to a junior high school. Over the next ten years, the city continued to grow and the need for a second comprehensive high school became more pressing. Vaca Peña Middle School was built in 1986, and the process of converting WCW to the city’s second comprehensive high school began with the middle school’s completion. Phase two of the original plans for WCW was completed and the school gradually transitioned to a comprehensive high school. Beginning in 1989, one grade was added each year, with the Class of 1992 becoming the first graduating class from Will C. Wood High School.

The WCW physical plant and instructional space includes regular classrooms, visual and performing arts facilities, shops, two gymnasiums, Youth Services Office, and athletic fields. The Library Media Center has the Career Center located adjacent to it and both serve the students as informational and technological resource centers. The Administration building houses the administrative, attendance, counseling, and support

staff. The school's two gymnasiums offer unique flexibility in physical education and student activities. A central quad and outdoor theatre area is the focal point for many student-oriented activities sponsored by Student Government and Student Council, Link Crew, campus clubs, the music program, and also Parent and Faculty functions. Will C. Wood Physical Education and Athletic Department fields and facilities include soccer, softball, baseball, track, and a football field.

Will C. Wood High School offers a wide variety of instructional programs, including college preparatory courses, Advanced Placement courses, Career Technical Education courses, and courses for EL and Special Needs' student populations. The school also supports the physical, social, and emotional development of the students through strong co-curricular programs from a variety of clubs from Student Government and Student Council for leadership opportunities in all grades, Link Crew, which connects ninth grade students to the Wood community, to tutoring opportunities, and goal-setting and career education.

Overall, with twenty-three years of history as a high school, Will C. Wood is still a relatively young school, setting its own traditions, defining its place in the Vacaville community, managing the shifting challenges it faces, and meeting the needs of its students.

#### **Accreditation:**

In March 2011, the Western Association of Schools and Colleges (WASC) and the California Department of Education accredited Will C. Wood High School with a six year accreditation and a three year revisit. The WASC committee is scheduled for visitation again in 2014.

#### **Ethnicity Profile:**

Will C. Wood has an ethnically diverse student population of 1,689 students. Below are the figures that show the percentages of the groups that are on site:

2012-13 School Year

Ethnic group	Percentage rate
African American	10.7%
American Indian	1.3%
Asian	3.4%
Filipino	3.4%
Hispanic	26.3%
Pacific Islander	1.2%
White	50.8%
Multiple/no response	2.5%

#### **Ability Grouping/Support Classes:**

Each year, VUSD District Administration, Site Administration, Counselors, and regular education teachers collaborate on the school class Master Schedule to create a schedule that clearly meets the needs of the students. Also, Will C. Wood Counselors work with the staff at the middle schools to ensure that all incoming 9th grade students are placed in classes based on need. All students are encouraged to enroll in the most rigorous, college preparatory classes to ensure that each student who chooses to go to college can.

Will C. Wood High School also offers a full range of Special Education courses including Resource, Special Day, and Severely Emotionally Disturbed (SED) classes. Students are placed in Support/Access classes if they are below grade level in English and Mathematics in an attempt to bring these students skills up to grade level. English Learners (EL) are placed in either English Language Development support classes (ELD) to support their learning while having access to the curriculum. Students may also be placed in either the Math or English Exit Exam class in their junior or senior year, if they have not passed the California High School Exit Exam (CAHSEE).

For the English Learner students there is an EL coordinator to ensure students are properly placed in classes, CELDT testing schedules are followed, and for students with a CELDT score of three or lower are given 30 minutes of ELD daily. Currently there are three sections of ELD support that serves approximately 54 students. Students who are enrolled in these classes may exit once their CELDT scores improve to a 4 or 5.

At Will C. Wood, an array of Advanced Placement, Honors and XL classes are offered. Additionally, comprehensive Career Tech Education classes are offered to give additional post-secondary education program to further advance their career.

Avid is offered for students that have a grade point average between 2.5-3.5 and may be the first in their family to attend college. They have the opportunity to take advanced classes such as Physics or Calculus, while being through tutorials provided in their AVID class.

### **Student Progress and Support:**

Students must earn 220 units to graduate from Will C. Wood High School. The maximum number of credits that can be earned over a four-year is 240. Each class is worth 5 credits unless otherwise noted on the transcript. There are 3.2 counselors on staff to help students choose academic courses that are appropriate for them and assist them with other academic or social needs. Often they are the bridge for the family and the teacher. They also assist the student in dealing with issues such as bullying or problem-solving with peers.

Additionally VUSD and WCW has been assigned a college counselor dedicated to assisting students in understanding the process for applying to college, and select

subjects needed based on the school they choose. This is a two year grant provided by the Destination College Advising Corps from UC Berkeley.

Tutoring is also available to students via the math department various times throughout the day and by individual teachers. Will C. Wood High School also works with the Solano Education Consortium. The Consortium, in cooperation with CAL-SOAP, has placed a student tutor that helps students throughout the day three times a week and also hosts a homework club. Homework Club offers students a place to do homework while having someone available to assist them with homework if they need it. The counseling department holds Academic Success every Wednesday after school, staffed with Link Crew tutors and Para-Professionals, where students may also come for help with their academic subjects.

Parents may communicate with teachers throughout the year. They may send them an e-mail or call and leave a message on their voice mail or through one of the secretaries. Will C. Wood has a comprehensive school information web site ([www.willcwood.org](http://www.willcwood.org)) that is part of the School Loop data base and can be accessed for information in all areas and classes of the school. Information on this web page can be translated into multiple languages. "School Loop" is also available to provide access to their student's progress. Not only can they e-mail their student's instructor but they can also monitor their student's class attendance, assigned homework or their grade in a particular class. Parent/Teacher conferences are also held during the Fall semester. Additional appointments are also available upon parent or teacher request.

Students are also supported by a school nurse, psychologist, speech and language therapist, English Learner classes, double period support classes in both English and Math and the Special Education program. The school site also monitors the implementation of services for students with a 504 plan. Student Study Teams (SST) are available upon request of the student, parent, counselor, administrator or teacher as needed, when a concern arises regarding a student. The Masonic Student Assistance Program (MSAP) model has also been implemented as a course of intervention. Staff may refer a student to the MSAP team if they have concerns about a student.

### **Counseling Staff:**

Counselors assist students in choosing classes that allow them to fulfill not only graduation requirements, but those needed for college admission and future career goals. They also assist them with personal and social needs, such as bullying or problem solving with peers. Often teachers will contact the counselor when they notice a marked change in the behavior of a student.

If a student wishes to see a counselor, he/she can make an appointment with our counseling secretary either before or after school, or during lunch. A pass will either be given to the student or it will be sent out on the day of the appointment. Counselors are also available to parents and students by School Loop e-mail or by phone.

Below are the names of our counselors and the students that they serve as designated alphabetically by the student's last name:

Counselor	Alphabet Designation:
Lindsay Wilson	A – Diaz
Elizabeth Urabe	Dib – Hack
Lisa Lamb	Had - Q
Lili Fisher	R - Z & Avid

## **Section 6 - Site Comprehensive Safety Plan Components**

- **Needs assessment of current status of school safety on campus and at school-related functions**

### 1.) **API SCORES - Academic Performance Index Scores:**

The following are Will C. Wood's Academic Performance Index (API) scores:

Year	API Score
2006	717
2007	719
2008	719
2009	726
2010	711
2011	736
2012	732

API growth by student group:

Ethnic/Student Group	# of Students	2011 Base	2012 Growth	Met Target
African American	119	665	629	No
American Indian	12	692	609	
Asian	40	810	786	
Filipino	47	785	801	
Hispanic	306	679	687	Yes
Pacific Islander	10	692	765	
White	564	771	768	No
EL	123	608	585	No
Disabled	134	446	452	No
Socio Disadv.	420	674	677	No

2.) **AVERAGE DAILY ATTENDANCE FOR WCW:**

The average daily attendance rate at WCW for 2011-12 is 94.14%

3.) **SCHOOL TRUANCY RATE:**

The school truancy rate is 30.9%

4.) **TRUANCY RATE FOR STUDENT GROUPS 2011-2012:**

<b>Ethnic/Student Group</b>	<b># of Students receiving a truancy notice</b>	<b>% Truancy of Group</b>
<b>African American</b>	<b>72</b>	<b>15.4</b>
<b>American Indian</b>	<b>8</b>	<b>1.7</b>
<b>Asian</b>	<b>23</b>	<b>4.9</b>
<b>Hispanic</b>	<b>140</b>	<b>30.0</b>
<b>Pacific Islander</b>	<b>5</b>	<b>1.07</b>
<b>White</b>	<b>203</b>	<b>43.33</b>
<b>Multiple/no response</b>	<b>17</b>	<b>3.63</b>

5.) **SUSPENSION AND EXPULSION FOR STUDENT GROUPS:**

Disciplinary referrals by ethnicity for 2011-2012 are noted below:

<b>Ethnic group</b>	<b>% of Student Population</b>	<b>% of Discipline Referrals</b>
<b>African American</b>	<b>11.5 %</b>	<b>34.5 %</b>
<b>American Indian</b>	<b>1.3 %</b>	<b>1.5 %</b>
<b>Asian</b>	<b>3.9 %</b>	<b>1.6 %</b>
<b>Filipino</b>	<b>4.8 %</b>	<b>4.0 %</b>
<b>Hispanic</b>	<b>27.2 %</b>	<b>29.0 %</b>
<b>Pacific Islander</b>	<b>1.3 %</b>	<b>0.0 %</b>
<b>White</b>	<b>49.0 %</b>	<b>28.4 %</b>
<b>Multiple/no response</b>	<b>1.0 %</b>	<b>1.4%</b>



6.) **VPD DATA – CRIMES AND ARRESTS ON CAMPUS:**

**Crime Statistics for 2011/2012 School Year**

<b>Crime</b>	<b># of incidents</b>	<b># of persons arrested</b>	<b>VVPD Case #</b>
Possession of Marijuana	12	13	See page 2
Misdemeanor Battery	16	25	See page 2
Possession of stolen property/Misappropriation of lost property	1	2	2011-06019
Possession of Alcohol	1	1	2011-06904
Obstructing/Resisting Peace Officer	1	1	2011-07529
Drunk in Public (one case also includes a Probation Violation charge)	5	5	2011-07254 2011-07688 2011-08655 2012-00693 2012-01577
Possession of Marijuana for Sale	1	1	2011-07860
Felony Battery	1	1	2011-07865
Robbery	1	1	2011-08504
Battery on School Employee	1	1	2011-08514
Battery on School Employee / Battery on School Grounds	1	5	2012-00604
Dismissed Student Trespassing/Probation Violation	1	1	2012-00947
Possession of Stolen Property	1	1	2012-01383
Sell Marijuana / Possession of Marijuana	1	2	2012-01637
Possession of Stolen Property/Petty Theft	1	1	2012-0262
Possession of Controlled Substance	1	1	2011-06599
<b>Totals</b>	<b>46</b>	<b>62</b>	<b>-</b>

**\*\*Note:**

- All cases reported here were confirmed to have occurred on campus, during school hours or a school event, AND resulted in an arrest.
- Events that occurred during football games on Vacaville High School campus during a Will C. Wood event were included in the Will C. Wood statistics.

7.) **JUVENILE PROBATION REPORTS:**

The District and site has a close working relationship with the Solano County District Attorney's office and the Probation department. WCW keeps a running file on students that are on probation and disseminates the appropriate information to staff as necessary.

8.) **VANDALISM, ACCIDENT, INSURANCE CLAIMS AND REPORTS:**

There were no accidents, insurance claims or reports during 2011-2012. There was minor vandalism in the form of graffiti which was repaired by the custodial staff.

9.) **SINGLE PLAN LISTED SAFETY ISSUES:**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, and at the Facilities Department Office at 343 Brown Street, Vacaville, CA.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Summary of Most Recent Site Inspection: Recently the Will C. Wood campus was modernized and with the exception of small contractor warranty work the campus is in excellent shape. Continuing projects on the cafeteria and theater are planned for the future.

Repairs Needed: No repairs are needed.

Corrective Actions Taken or Planned: No corrective action taken or planned

10.) **CHKS 2009-10 RESULTS:**

The enrollment of Will C. Wood during 2012-13 was 1,689 with a truancy rate of 30.89%. The school also had an actual pupil attendance rate of 94.14%. Students in 9th and 11th grade self-reported truancy in the California Healthy Kids Survey (CHKS).

The CHKS asks students many questions related to areas of concern relative to student wellbeing. Below is a brief overview of the results from the survey:

- Generally, 9th and 11th grade females said they used alcohol and marijuana more commonly than males. A greater percentage of both males and females have tried alcohol and marijuana by their junior year in school. A fewer number of students had used other illegal drugs by their junior year.

- Of the percentage of students that use alcohol or marijuana, 15% of 9th graders and 24% of juniors have ever been drunk or high on campus. A very small percentage (5%) of freshmen and (5%) of juniors had smoked marijuana on campus within thirty days of the survey. Most (94%) of the students understand that frequent use of alcohol is harmful to their health.
- 97% of 9th graders and 96% of 11 graders had not smoked cigarettes on school property in the last 30 days.
- In regards to harassment and/or bullying on campus, a greater number of females were harassed than males during the past 12 months. Of those being harassed, the highest percentage (20%) was due to race, ethnicity, or national origin. It should be noted that a student can be suspended or put up for expulsion for: Engaged in an act of bullying, including but not limited to bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- 4% of female and 6% of male 9th graders and 3% of female and 7% of male 11th graders are affiliated with a gang, a decrease from last year's survey.
- 25% of 9th graders and 23% of 11th graders have been pushed, shoved or hit on campus; 20% of 9th graders and 14% of 11th graders stated they had been afraid of being beat up; 20% of 9th and 16% of 11th graders had been in a physical fight on school property. 24% of 9th and 19% of 11th graders have had their property stolen or damaged. Cyber bullying has happened to 22% of 9th and 21% of 11th graders.
- 61% of 9th and 65% of 11th graders state the school campus is safe or very safe.
- The goal of a school's staff is to keep students safe. Guns and other weapons should never be on campus for any reason. 3% of 9th and 2% of 11th graders stated they had brought a gun to campus; 6% of 9th and 8% of 11th graders had brought another type of weapon to campus. 27% of 9th and 21% of 11th graders know of other students who have brought weapons on school property.
- 87% of students state there are teachers who care about them, and 95% of teachers encourage students to do their best in school.

11.) **WASC/SARC REVIEW SAFETY ISSUES:**

WASC Review Related To School Safety:

Traditional safety indicators such as suspension and expulsion rates have remained fairly consistent at WCW. As part of ongoing measures to further reduce the numbers associated with these indicators, the school formed a Discipline Committee in the spring of 2004. The discipline committee researched effective models and strategies for improving student behavior and increasing campus safety. Will C. Wood's student government was involved in searching for schools with innovative methods to promote positive student behaviors. With administrative support and teacher participation, a number of measures were introduced that have had a positive impact on student behavior as well as on the overall academic climate of the school. Those measures included changes to our truancy/tardy policy, demerit system, referral system, Saturday School, In-House Suspension policy and other policies.

12.) **STUDENT, STAFF, PARENT SURVEYS:**

13.) **STAFF SCHOOL CLIMATE SURVEY:**

14.) **WILLIAMS LAW SUIT SAFETY ISSUES:**

There have been no Williams Lawsuit Safety issues at WCW noted as of the date of this report issue.

15.) **UNIFORM COMPLAINT POLICY:**

**Community Relations**

**BP 1312.3(a)**

**UNIFORM COMPLAINT PROCEDURES**

The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR 4620)

The Governing Board recognizes the district's responsibility to comply with applicable state and federal laws and regulations governing educational programs. The district shall investigate any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination in district programs and activities based on actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education,

career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, and the development and adoption of the school safety plan.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 3553 - Free and Reduced Price Meals)*  
*(cf. 4031 - Complaints Concerning Discrimination in Employment)*  
*(cf. 5141.4 - Child Abuse Prevention and Reporting)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6171 - Title I Programs)*  
*(cf. 6174 - Education for English Language Learners)*  
*(cf. 6175 - Migrant Education Program)*  
*(cf. 6178 - Vocational Education)*  
*(cf. 6200 - Adult Education)*

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*  
*(cf. 6162.52 - High School Exit Examination)*  
*(cf. 6179 - Supplemental Instruction)*  
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*  
*(cf. 5125 - Student Records)*  
*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

The Board prohibits any form of retaliation against any complainant in the complaint process. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6179 - Supplemental Instruction)*

*Legal Reference:*

*EDUCATION CODE*

*200-262.4 Prohibition of discrimination*

*8200-8498 Child care and development programs*

*8500-8538 Adult basic education*

*18100-18203 School libraries*

*32289 School safety plan, uniform complaint procedures*

*35186 Williams uniform complaint procedures*

*37254 Intensive instruction and services for students who have not passed exit exam*

*41500-41513 Categorical education block grants*

*48985 Notices in language other than English*

*49060-49079 Student records*

*49490-49590 Child nutrition programs*

*52160-52178 Bilingual education programs*

*52300-52490 Career technical education*

*52500-52616.24 Adult schools*

*52800-52870 School-based program coordination*

*54000-54028 Economic impact aid programs*

*54100-54145 Miller-Unruh Basic Reading Act*

*54400-54425 Compensatory education programs*

*54440-54445 Migrant education*

*54460-54529 Compensatory education programs*

*56000-56867 Special education programs*

*59000-59300 Special schools and centers*

*64000-64001 Consolidated application process*

*GOVERNMENT CODE*

*11135 Nondiscrimination in programs or activities funded by state*

*12900-12996 Fair Employment and Housing Act*

*PENAL CODE*

*422.6 Interference with constitutional right or privilege*

*CODE OF REGULATIONS, TITLE 5*

*3080 Application of section*

*4600-4687 Uniform complaint procedures*

*4900-4965 Nondiscrimination in elementary and secondary education programs*

*UNITED STATES CODE, TITLE 20*

6301-6577 Title I basic programs

6601-6777 Title II preparing and recruiting high quality teachers and principals

6801-6871 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy **VACAVILLE UNIFIED SCHOOL DISTRICT**

Adopted: August 4, 2005 Vacaville, California

Revised: February 1, 2007; August 2, 2012



16.) **SCHOOL SITE SAFETY AWARDS:**

17.) **STAFF SAFETY CONCERNS:**

- **Shared school vision**

- Every person is equally important.
- Individuals must take responsibility for their actions in order to enjoy the rights and privileges society provides.
- The family is the critical component in an individual's development.
- All students have unlimited potential.
- All students can learn.
- High expectations profoundly influence our performance and the performance of others.
- Every person is responsible for making the community a better place.
- Honesty and integrity are essential to building trusting relationships.
- Students learn best in a safe, healthy and respectful environment.
- Meaningful accomplishment enhances the motivation essential for continued success.

- **Strategies to address data from the Needs Assessment.**

- **Campus security strategies**

**Safety of Grounds and Facilities:**

Will C Wood High School maintenance staff, Administrators, and campus supervisors work diligently in maintaining the safety and integrity of the school site. The site has four campus supervisors. Will C. Wood also utilizes a video security system that aids staff and administration in maintaining a safe school environment. Additionally, the school district maintenance personnel assist in the upkeep of the buildings and grounds, providing services on a work order basis. Periodic safety inspections are conducted by custodians and North Bay Insurance. No Williams Lawsuit complaints were filed during this time period.

During recent modernization we have installed new exterior lighting and security cameras around the entire facility that can be remotely monitored and recorded on a 24 hour basis to promote safety and reduce theft and vandalism.

This year we have become more diligent and intentional about student supervision on this campus. With past declining enrollment, we have been able to eliminate all classes in the rear area of the school. The access gates to the area is closed during the day, and is off limits to all students except P.E. classes.

Additionally, we have closed down two of the three access and egress points to the campus from 8:30-2:15. At the remaining access point we have posted a campus supervisor to insure that those entering and leaving campus do so appropriately.

### **Procedures for Safe Access and Egress:**

At Will C. Wood, students and staff arrive to campus multiple ways. Some are dropped off, some walk onto campus, some ride bikes and others drive personal vehicles. Students who ride bikes are provided bicycle racks that are located in secure fenced and locked areas. Students who drive are given parking passes on a first come first served basis related to grade level. Because there is limited parking space, Sophomores are not usually allowed to park on campus. Access and egress locations are clearly marked and fire lanes are kept clear of automobiles, buses, and students. Traffic violations are addressed by campus supervisors, administration, and Youth Services officers. Citations for jaywalking and other pedestrian and vehicle code infractions are frequently served to students and adults that violate the law.

Additionally, we have closed down two of the three entry and exit access points to the campus from 8:30-2:15. At the remaining entry/exit point we have posted a campus supervisor to ensure that those entering and leaving the campus do so appropriately. Please see campus map in appendix.

- **Assessment of the School's Physical Environment**

Campus Security:

The Vacaville Police Department has established a Youth Services Section that is housed on our campus. It is staffed by Officer Joe Curtis, master social worker Kelly Moore, and Youth Services Supervisor Sergeant Kim Humbert. The office is located in the L-wing next to the Library. Various services are available to the students and families such as the Parent Project, Anger Management, and the INSIGHT drug and alcohol group. Counseling interns are also available to assist students who need counseling.

Will C Wood participates in various committees sponsored by the City of Vacaville and the Vacaville Police Department regarding youth issues. The Gang Task Force committee is comprised of school administration, the police department, the probation office, and other district personnel. It meets monthly to address gang, graffiti, and safety issues that the schools and community have in common. The Vacaville Multi-Disciplinary Task Force was established in conjunction with the school district, the police department and probation office to discuss mutual student concerns.

Due to past declining student enrollment we have closed down the rear portable classrooms and secured the area, with the exception of one classroom for Physical Education. Additionally, we have closed down entry points to the front parking lot so that students and parents only have one access and egress route into the school during class hours. This area is monitored by a Campus Supervisor during the school day. Both these measures have greatly reduced the number of students leaving campus or unwanted visitors coming onto campus without permission.

- **Procedures for Receiving Verification from Law Enforcement**

- **Prevention of Peer Violence/ Conflict Resolution /Mediation**

Administrators and Campus Supervisors are trained to solve and mediate issues between students and create contracts that mitigate or eliminate problems before they start or escalate into major issues that would require more extensive discipline of the students. A contract of behavior is signed between two or more students that often requires “no contact” between the students or an agreement to act and respect each other in a certain manner acceptable to all.

- **ATODV Programs**

**Safe and Orderly School Environment Conducive to Learning:**

Students are recognized for appropriate behavior. Staff nominates students for the Wildcat of the Month award, with the award going to those students that exemplify what it means to be a Wildcat - attendance, grades, and citizenship. The GOTCHA! program also recognizes students that have improved either their grades, attendance or behavior. The students are able to spend a day at the STARS Recreation Center bowling, playing video games or just hanging out with their friends. They are nominated by staff members to participate.

At the end of each year, we recognize students that have excelled in the area of academics through our Blue and Gold awards. Students are nominated by

Department. We also recognize students that perform at the proficient and advanced level in one or more of the CST exams or have made an improvement on level from the year before.

Many students participate in various activities such as Youth Taking on Tobacco (YTOT) and school sponsored organizations like Student Government, Yearbook, Link Crew and numerous clubs. These activities build student self-confidence and their resiliency skills, and they help young people avoid negative peer pressure and dangerous situations. Many clubs and sport teams help not only their school community but also the community at large. Some activities that they have participated in include feeding the homeless at Andrew's Park, making pies for local families during the holidays to complement their holiday meal that is given to them by a local food shelter or running Becca's Closet which allows disadvantaged young women to find a dress for either the Winter Ball or Prom. Many of these girls would not have attended these events if it were not for this outlet.

A.W.A.R.E. (Advocating for Wellness, Adolescent Recovery and Education) also meets monthly to discuss issues regarding alcohol and other drugs as it relates to the community. Funding for YTOT (Youth Taking on Tobacco) and Link Crew are filtered through this group. The Vacaville Youth Roundtable also meets monthly with members from various city wide departments, representatives from the school district, and other community agencies.

• **Rtl 2 Pyramid Interventions:**

**WILL C. WOOD: RESPONSE TO INTERVENTION PYRAMID**

**Academic and Behavioral Interventions**

**Academic Systems**

**Tier IV:** Intensive, Individualized, Most Restrictive Placed Outside of the Mainstream Regular Education.

**Tier III:** Intensive, Individual Students, Assessment Based, High Intensity of Longer Duration.

**Tier II:** Early Intervention, Strategic, Core Program Plus Supplemental Interventions.

**Tier I:** Preventative, All Students, Proactive, Classroom Based Core Instruction, Universal Access.

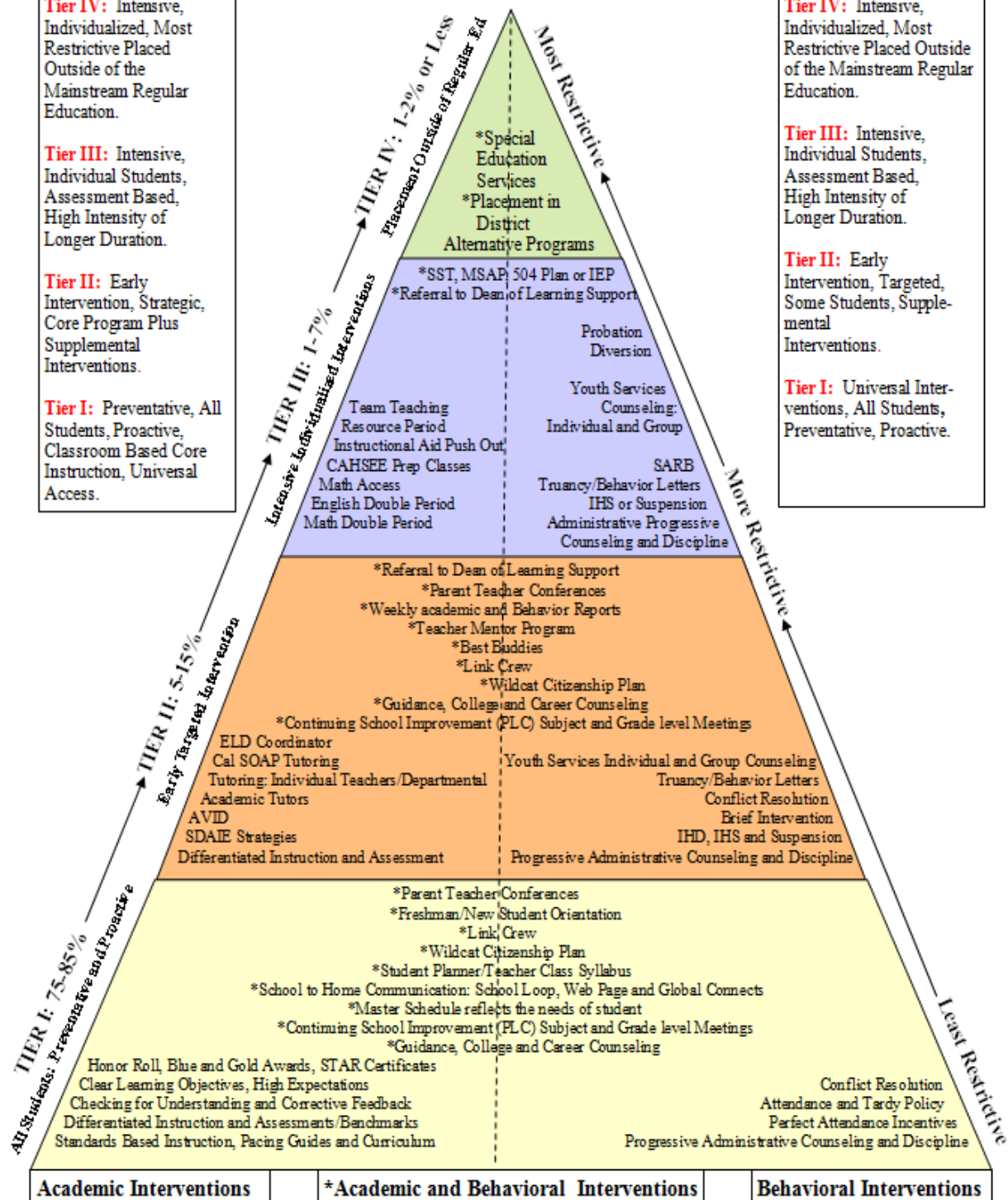
**Behavioral Systems**

**Tier IV:** Intensive, Individualized, Most Restrictive Placed Outside of the Mainstream Regular Education.

**Tier III:** Intensive, Individual Students, Assessment Based, High Intensity of Longer Duration.

**Tier II:** Early Intervention, Targeted, Some Students, Supplemental Interventions.

**Tier I:** Universal Interventions, All Students, Preventative, Proactive.



- **Collaborative Relationships**
- **Professional Development**
- **Child Abuse Prevention /Reporting**

Child Abuse Reporting Procedures Pursuant to PC 11164 et seq.:  
Every staff member is trained annually by a district nurse as a mandatory CPS reporter per California Penal Code Section 11164 and BP AR5141.4.

#### **Child Abuse Prevention:**

The VUSD Board of Education recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques. (cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention. (cf. 1020 - Youth Services)

#### **Child Abuse Reporting:**

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect (see Child Abuse Teacher Guide inserts and Child Abuse reporting form).

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

- **Discipline Policies and Practices**

The administration and staff use clear district and school disciplinary guidelines and consistent enforcement. The staff is well aware of discipline policies as these are reviewed on an annual basis. Additionally, in September, the Principal conducts classroom visits to discuss with students the important components listed in the Student Handbook. The Discipline Committee meets regularly to review and update discipline policy recommendations.

- **School Discipline Rules and Procedures**

**Rules and procedures on School Discipline Pursuant to EC 35291 and EC 35291.5**

EC 35291 - The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

EC 35291.5(a) - On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- (1) Parents.
- (2) Teachers.
- (3) School administrators.
- (4) School security personnel, if any.
- (5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non-classroom hours, and on normal school days. The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by

classroom teachers employed at the school. It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(a) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision

(b) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(c) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

### **Classroom and School Discipline:**

Will C Wood High School has developed a variety of programs, procedures and policies designed to assure each student a safe, respectful, accepting, and emotionally nurturing learning environment, while developing each student's resiliency skills.

At the beginning of the school year, the classroom teacher reviews with the students the classroom policy and the school site rules. In addition, the Principal visits each classroom to reinforce the school rules and conduct expectations. Disciplinary consequences are also explained to the students such as In House Suspension (IHS), Administrative Detention, and Saturday School. The consequences for violating behavioral and academic expectations are fair and equitable, and disseminated to and understood by students and staff. Such disciplinary practices are developed with the participation of certificated and non-certificated staff and involve students in problem solving situations. Discipline is a developmental process aimed at changing the mindset, behaviors and attitudes, and not just merely a punitive reaction. Students are encouraged to inform a staff member if they are witness to any behavior that is not in accordance with school rules. A copy of the rules and consequence are also found in the student handbook and school website.

A school dress code is also explained to the students at the beginning of the year. Each student receives a copy of the dress code and it is included in the student handbook and the school website. The dress code can also be found posted in the classrooms and office.

### **Wildcat Citizenship Plan:**



In the fall of 2007, the Wildcat Citizenship Plan was developed to promote good citizenship, behavior and attendance. This is a merit/demerit plan. For every infraction a student will receive x amount of demerits. At 20 demerits, parents will receive a letter and at 30 demerits students will be disqualified from participation in all extra-curricular activities, including all dances, rallies, athletics, etc. Students may get off of the disqualified status by earning merits. This can be done by attending Saturday School (5 merits), doing community service, or teacher merit recommendation.

The following is a detailed list of the activities from which a student may be disqualified:

Athletic events	Athletic Participation
Band/Choir Trips/Events	Vehicle Parking Permits
Dances	Cheerleading
Field Trips	Senior BBQ
GOTCHA	Winter Ball
Homecoming Activities	Student Council Activities
Link Crew	Battle of the Bands Participation
Powder Puff Football	Car Show Participation
Prom	ASB dances
Senior Off-Campus Lunch Pass	Other Activities (TBD)

Demerits are assigned as follows:

In-House Detention	=	1 demerit / assignment
Administrative Detention	=	1 demerit
In-House Suspension	=	2 demerits / day
Suspension	=	3 demerits / day
Tardy Sweep	=	3 demerits
Behavior Letter	=	3 demerits
Truancy Letter (1st & 2nd)	=	5 demerits
Truancy Letter (3rd)	=	10 demerits

Merits are awarded as follows:

Wildcat of the Month	=	5 merits
Perfect attendance	=	5 merits
Saturday School	=	5 merits

### **Saturday School Assignment:**

This program was instituted in response to student truancy. Students that have been truant or tardy to school or class, or need to fulfill a SARB contract, are assigned to attend Saturday School for four (4) hours on scheduled Saturdays. They attend a designated classroom where a certificated staff member is present

and students have the opportunity to make up the day or hours they missed and work on missing assignments or homework that they have. They are informed to bring any work or a course of study will be provided. Textbooks and practice books for the CAHSEE are located in the room. Saturday School can also be assigned to students as a disciplinary action but its primary use is for truancy.

**Leadership Team:**

The Leadership Team has replaced the Discipline committee as the group that recommends changes in policy. Ongoing changes include the following; students that are in In-House-Suspension (IHS) for the day are escorted to get lunch and eat in IHS; six minute passing periods and no warning bell; teachers are visible in hallways during the passing period before their prep with administrators out in the hallways during all passing periods, and administration periodically conducting tardy sweeps designed to motivate students to get to class on time. Students caught in the sweeps are assigned detention or Saturday School on the first offense. The front parking lot entry is closed on one side during the school day. The other entrance is monitored by a campus supervisor during the school day.

Please see the Discipline Guideline charts on the following pages:

## 2012-13 VACAVILLE UNIFIED SCHOOL DISTRICT DISCIPLINE GUIDELINES (Grades 7-12)

This chart is a guideline for most discipline situations. The teacher or administrator may utilize discretion when making the final decisions. ***The following guidelines apply to all school sponsored activities and to and from school. Demerits are assigned by referral.***

### **30 demerits- DQ from activities**

PROBLEM AREAS	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	REPEATED OCCURANCES
Academic dishonesty Plagiarism	Teacher/parent contact Referral- informational Parent contact Zero on assignment	Zero on assignment (IHS) Suspension	Zero on assignment Suspension	Fail course if same class
Assault/Battery (causing serious bodily injury)	Suspension Possible police citation Expulsion	Suspension Possible police citation Expulsion		
Class disruption	IHD Administrative detention IHS Teacher Suspension Parent conference	IHD Administrative detention IHS Saturday school	Suspension	
Defiance of authority/ Disruption/Running from adult	Administrative Detention IHS- 1-2 days Suspension (1-3 days)	IHS Saturday school Suspension (2-3 days)	Suspension (3-5 days)	Expulsion
Destruction of private and personal property/ vandalism Arson	Admin. Detention IHS Suspension Restitution Police Contact Expulsion	Suspension (1-5 days) Restitution Police Contact Expulsion	Suspension (1-5 days) Restitution Police Contact Expulsion	Expulsion
Dress code violation	Warning- informational referral. Parent Contact Detention (IHD) Change	Administrative Detention Change IHS	Change Saturday school Suspension (1-3 days) IHS	
Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))	Detention IHS Suspension Expulsion	Detention IHS Suspension Expulsion	Suspension (1-5 days) Expulsion	
Excessive IHD (Three IHD referrals)	Detention IHS	IHS	Saturday school	Possible SARB
Excessive unexcused absences	Parent notice Truancy letter Detention Saturday school No make-up work	2 <sup>nd</sup> truancy letter Site intervention with dean	3 <sup>rd</sup> truancy letter	SARB
Extortion/Robbery	Suspension (1-5 days) Police Contact Expulsion			
False Fire Alarm (Pulling Alarm)	Suspension Fire/Police Contact Expulsion	Suspension Police Contact Expulsion		

Fighting – Mutual Combat	Suspension (3-5 days) Police Contact Expulsion	Suspension (3-5 days) Police Contact Expulsion	Suspension Police Contact Expulsion	
Fighting- Multiple Person	Suspension (3-5 days) Police Contact Expulsion	Suspension (3-5 days) Police Contact Expulsion	Suspension Police Contact Expulsion	
Fighting- Encouraging students to fight	IHS Suspension Possible police citation	Suspension Possible police citation		
Forgery Altered admit slips	Detention IHS Saturday school Suspension (1-3 days)	IHS Suspension (1-3 days)	Suspension (3-5 days)	Suspension (3-5 days)
Gambling	Detention IHS Saturday school	Detention Suspension (1-3 days) Saturday school	Suspension (3-5 days)	Expulsion
Gang attire Inappropriate articles	Confiscation Return to parent	Confiscate Detention	Saturday school	
Habitual tardies	Administrative detention Demerits	Saturday school Admin. Detention	IHS Saturday school	Referral to SARB
Harassment (bullying, hazing, sexual, racial)	Detention IHS Suspension Expulsion	Suspension (1-3 days) Expulsion	Suspension (1-5 days) Expulsion	

Indecent exposure or lewd behavior	Suspension			
Students shall not record other students or staff without their consent using any kind of electronic device.	Detention IHS Suspension	IHS Suspension	Suspension	Suspension
Late or no show to IHS	One additional period of IHS	Additional day of IHS Suspension		
Leaving campus without permission	Detention IHS	Detention Saturday school IHS	Suspension (1-5 days)	Suspension (3-5 days)
Leaving class without permission	Detention IHS Saturday school	Suspension (1-2 days) Saturday school	Suspension (2-3 days)	Suspension (3-5 days)
Littering school grounds	Warning- pick up items	Administrative detention	IHS	
Misbehavior in IHS	Warning (discretion of admin) Suspension remainder of day plus one day			
No Show to Teacher Detention	Administrative Detention IHS	Administrative Detention IHS	IHS	
No Show to Administrative Detention	Reassignment	Saturday school IHS	Suspension IHS Saturday School	Failure to attend administrative detention
No Show to Saturday school	Reassign 2 days IHS	2 Days IHS	Suspension (1-2 days)	
On campus or school sponsored activity during suspension	Extension of suspension by one day			
Participation in gang activity	Conference Parent contact Police Contact	Suspension (3-5 days)	Suspension (5 days) Expulsion	Expulsion

	Suspension (1-5 days)			
Personal Electronic Devices PED Personal stereos Pagers Cell phones (see policy)	Confiscate Student/Parent pick up after school	Confiscate Parent pick up	Confiscate Detention Parent pick up	Parent pick up Suspension
Possession of and/or furnishing alcohol or drugs	Suspension (3-5 days) Police Contact Expulsion Referral for Brief Intervention	Suspension Police Contact Expulsion		
Possession of drug paraphernalia	Suspension (1-5 days) Saturday school Police Contact Expulsion Confiscation Referral for Brief Intervention	Suspension Police Contact Expulsion		
Possession of firearm, knife, explosive, pepper spray, or other dangerous object of no educational value	Suspension Possible police citation Possible expulsion			
Profanity- Directed at another student or on school grounds	Addressed by staff Detention 1 day IHS Suspension (1-3 days)	2 Days IHS Suspension	Suspension (3-5 days) Suspension (5 days) Expulsion	Suspension (5 days) Expulsion
Profanity- Directed at Staff members	Suspension-remainder of day plus one additional day	Suspension- 3-5 days		
Public display of affection	Conference Warning	Parent conference Detention	IHS Suspension (1-3 days)	See defiance
Reckless driving Parking violation	Warning Detention Citation (1-3 days)	Revocation of parking privileges Detention Saturday school	Revocation of parking privileges rest of year Suspension (1-3 days)	Suspension (3-5 days)
Refusal to give cell phone/electronics to teacher	Automatic parent pick up Detention or IHD Saturday school/ Suspension or IHS	Saturday school	Suspension (1-3 days)	
Riding Skateboards, scooters, skates or bicycles on campus	Warning	Administrative Detention Confiscation	IHS Confiscation	
Student in faculty restroom	IHS	2 days IHS		
Theft or knowingly receiving stolen property	Restitution Suspension (1-5 days) Police Contact Expulsion	Suspension (3-5 days) Police Contact Expulsion	Police Contact Suspension (5 days) Expulsion	
Threats	Police contact Parent contact Suspension Expulsion	Police contact Police Contact Suspension Expulsion	Police contact Police Contact Suspension Expulsion	
Tobacco Smoking Possession	IHD Confiscation Detention Possible police citation	Suspension (2 days) Saturday school IHS	Suspension (3-5 days)	Suspension (3-5 days)
Trespassing/causing trouble on another campus	Detention Parent conference Suspension	Suspension		
Under the influence of alcohol and/or drugs	Suspension (3-5)	Suspension (3-5)	Expulsion	

	days) Police Contact Police contact	Days) Expulsion Police Contact		
Constructive possession	Same as offender	Same as offender		

If a student is observed to be in the immediate vicinity (indoors or out of doors) of another student who is engaged in any form of inappropriate or illegal activity (e.g., use, distribution, or sale of tobacco, controlled substances, alcohol; possession or use of weapons; acts of violence, vandalism or harassment), and the student makes no effort to separate himself/herself from that activity, then the student may face consequences.

- **Policies related to suspension, expulsion or mandatory expulsion and other school-designated serious acts which would lead to suspension or expulsion**

Any student who commits an act that will result in a possible school suspension or expulsion is brought to the Administration or Designee and district policies and guidelines are followed. Every parent receives a copy of the District Policies regarding offenses that may result in suspension/expulsion at the beginning of the school year, or upon their entrance later in the year. This parent notification is signed with a portion returned to school to ensure that all parents have been notified. This is also discussed with students by classroom teachers and at assemblies as appropriate for the grade levels.

If a student is suspended from school, the parents are notified via a phone call and by mail. Students are provided due process, and discipline follows a progressive plan of consequences. If a student is recommended for expulsion, the student's rights will be addressed pursuant to Board policy and administrative regulations.

- **Discrimination and harassment policies , bullying prevention, hate crime reporting**

#### **Discrimination and Harassment Policies (EC 212.6 (b))**

##### **Introduction**

Education Code 212.6(b) requires the adoption of a policy statement setting forth the District's commitment to provide an educational and work environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.

##### **Purpose**

It is the intent of the Governing Board to deem as unacceptable any form of sexual harassment. Such conduct undermines the integrity of the classroom and/or the employment relationship or work/academic environment. Conduct constituting sexual harassment will not be tolerated in the District.

It is understood that this Policy is not intended to infringe upon academic freedom except to the extent the policy applies to all aspects of employment and the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity.

All District employees who violate this policy may be subject to disciplinary action up to and including termination in accordance with applicable college procedures, education code sections and/or collective bargaining agreements as provided by law.

Students who violate this policy may be subject to disciplinary measures up to and including expulsion in accordance with board policies and college procedures. Non-employees, such as sales representatives or service vendors are also covered by this policy and may be subject to corrective measures.

The District is concerned about the rights of the accused as well as the accuser and shall afford due process rights accordingly.

### **Definition**

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the work or educational setting under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress;
2. Submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
3. The conduct has the purpose or effect of having a negative impact on the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; or
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

### **This definition encompasses two kinds of sexual harassment**

1. "Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.
2. "Hostile environment" sexual harassment occurs when unwelcome conduct based on sex is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interferes with an individual's academic work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must



subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile.

Sexual harassment can consist of virtually any form or combination of verbal, physical, visual or environmental conduct. It need not be explicit, nor even specifically directed at the victim. Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

### **Environmental**

An academic or work environment that is permeated with sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class is not acceptable practice and will not be tolerated. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom. An environment may be hostile if unwelcome sexual behavior is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his or her immediate surroundings.

### **Implementation**

This policy assigns ultimate responsibility for implementing the sexual harassment policy to the District Affirmative Action Officer. He/she shall also be responsible for insuring that other policies and procedures developed related to sexual harassment support this policy.

### **Retaliation**

It is unlawful to retaliate against an employee or student who makes a complaint of sexual harassment, who communicates with or contacts District Compliance Officer(s) or regulatory agencies, or who is a potential witness or participates in any manner in a sexual harassment investigation, hearing, or proceeding.

BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment. prohibits discrimination, harassment, intimidation, and bullying based on specified characteristics and requires school personnel who witness such acts to take immediate steps to intervene when safe to do so. In addition, the district's complaint process includes a timeline for

investigating and resolving complaints and an appeals process; see BP/AR 1312.3 - Uniform Complaint Procedures.

### **WCW Non-Discrimination/ Harassment Policies**

Policies regarding non-discrimination and harassment are sent to parents at the beginning of the school year. These policies are presented to and reviewed with the students several times throughout the school year. WCW Personnel receives a copy of the policy prohibiting unlawful harassment at the work place.

### **Bullying Prevention**

Pursuant to Education Code 200-262.4 - "A student can be suspended or put up for expulsion for: Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel".

Students also receive consequences that may include suspension or expulsion for hate crimes or hazing. A student can be suspended or put up for expulsion for: Engaging in an act of bullying, including but not limited to bullying committed by means of an electronic act directed specifically toward a pupil or school personnel. Students are taught to value diversity and differences in the school community.

- **School-Wide Dress Code/Gang related apparel intervention**

Appropriate school dress is included in the Will C. Wood Handbook, clearly posted on each classroom wall, frequently reviewed by all staff, and is discussed by administration at the beginning of the year classroom visits. Each student receives a copy of the dress code and it is included in the student handbook and on the school website. In addition, gang attire, activity and association with known gang members are prohibited on campus pursuant to Board Policy, administrative regulations and Education Code 35183.5 a(2) "Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel may be prohibited by the dress code policy".

Once the school has determined that a student is affiliated with a gang - either through discipline/behavior issues, self-identification and/or police notification - the administration, with assistance from law enforcement, will place a dress code restriction on certain colors, styles, and types of clothing that the student will be allowed to wear that has been identified as gang-related.

The dress code restriction may include:

- a. colored bandanas (no paisley print)
- b. Belt (red, blue, or black) or lettered buckles
- c. Long socks pulled up to knees

- d. "Nor-Cal" apparel
- e. Red or Blue hats or clothing
- f. "Doo-rags" or wave caps

- **Notification to Teachers pursuant to EC 49079**

Staff Notification Procedures of Students with Discipline Issues:

Appropriate staff is notified verbally and in writing in cases where students assigned to their classes have caused or attempted to cause serious bodily injury to another person. This data is maintained in the VUSD Aeries Data Base for access by appropriate staff. Weekly correspondence is sent to all staff notifying them of students who are suspended or have other major disciplinary action.

Pursuant to EC 49079:

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

- **Disaster Procedures, Routine and Emergency:**

At Will C. Wood, we have a comprehensive plan in place to meet each of the following situations: police emergencies, bomb threat (including a bomb threat checklist and reporting form), intruders on campus, contaminated atmosphere/toxic release of chemicals, earthquake, threat of explosions, fallen aircraft/explosions, fire (including ingress and egress routes clearly posted in each classroom), severe weather, hostile acts/civil disturbances, and Africanized honey bees. Additionally, the Global Connect system can be used to contact staff, students, and parents regarding emergency situations that occur when school is not in session. Please see the evacuation map in the appendix.

In an effort to coordinate activities related to emergency and disaster preparedness, the Emergency Response Team has developed a schedule of activities for the 2012-2013 school year. The schedule includes the updating school safety plans, identification of site emergency response team members, district and site coordinated response drills.

There are two district-wide drills that will involve the activation of the Standardized Emergency Management System. The drills will involve the activation of Emergency Response Teams, Command Center, and Radio Alert Teams. These drills will be conducted on October 18, 2012 and March 21, 2013.

School and site activities are to be scheduled by the site administrator during the month indicated. School and site administrators should provide a schedule of emergency disaster preparation activities to the Vacaville Fire and Police Departments to observe activities and consult on procedures.

**WCW FIRE DRILL PROCEDURES:**

1. Teachers take your attendance books, gather your students, and proceed to the front parking lot with your class. Remember to leave the classroom door unlocked, lights off and windows closed. The teacher should be the last person to leave the classroom.
2. Follow the school evacuation map to the front parking lot (all except P.E. in the back of the school.) If the pathway is obstructed find another route that is clear.
3. At the front parking lot, line up in your designated area according to room number (see "Classroom Fire Assignment Area"). Take attendance of students. Fill out the class attendance sheet and notify the Campus Supervisor, Counselor or Secretary assigned to your row if any student is not accounted for.
4. DO NOT allow students to wander during the drill. Keep them together until the "All Clear" announcement. At this point, you may go back to class.

5. If the alarm rings during passing period, lunch, or right after school, help us move the students to the front parking lot. Students are to go to their previous (last) class designated area.

### **WCW EARTHQUAKE PROCEDURES:**

1. Duck and Cover – stay away from the windows.
2. Once the earth stops shaking, leave the room immediately, in an orderly fashion, and proceed to the front parking lot to the designated class area.
3. Teachers take your roll books and proceed to the front parking lot with your class. Remember to leave the classroom door unlocked, lights off and windows closed.
4. At the front parking lot, line up according to room number (see map). Take attendance of students. Fill out the class attendance sheet and notify the Campus Supervisor, Counselor or Secretary assigned to your row if any student is not accounted for.
5. After the staff and student attendance has been verified, one of two things may occur: Admin will ring one long bell and follow that with an all-call to return back to class, or further instructions will be given. If it is deemed that the school is unsafe to return to we will move to the staging area on the softball fields row by row and from there release students to their parents.

### **2012-13 WCW HOSTILE ACT LOCKDOWN PROCEDURES**

**As a staff member, it is extremely important that we become familiar with these procedures to ensure the safety of our students and staff. If you have a Guest Teacher please make sure that they have a copy of all the Emergency Plans and directions for them to look over along with the daily lesson plan.**

An “air raid” type school bell tone and/or an “all call announcement” will signify a “Hostile Intruder” lockdown. If at all possible the location of the intruder will be announced. If safe to do so please check your e-mail periodically for important announcements. We also have the ability to call in to all classrooms via the speaker phone. Please make sure that the phone volume is set where you can hear it.

In the announcement and/or e-mail, we will describe whether we have a full “lockdown mode” or a less severe “hold them mode” designation. A full “lockdown” means there is an ongoing threat and we must adhere to all normal lockdown procedures. A “hold them” designation means all students need to be

in a secure location, but an ongoing danger or threat is over. This will allow for investigation and interviews without intrusion. In either case, students are not to be let out of class.

Teachers and staff:

- Quickly scan the outside area and pull in any wandering students.
- Lock your door(s), close or cover your windows and drapes (if you have them), turn off your classroom lights, and move all students out of the line of sight from windows.
- Make sure that if you have a door that opens “into” the classroom, such as from an inner hallway, it is locked and that it is quickly barricaded with whatever furniture or cabinets are available.

“A”, “D”, and “S” wings, Gyms, and the Admin Building have areas where multiple teachers and staff members will be responsible for securing the areas.

Doors	Staff Responsible for Locking
A-Wing North Hallway Doors	A-5 & A-6 Teachers
A-Wing South Hallway Doors	A-3 & A-4 Teachers
A-Wing Student Govt.	A-10 & A-11 Teachers
D-Wing South Doors	D-3, D-4 & D-5 Teachers
S-Wing Northeast Doors	S-4 & S-5 Teachers
S-Wing Southeast Doors	S-4 & S-5 Teachers
S-Wing West Doors	S-1 & S-7 Teachers
Main Gym foyer (if possible)	P.E. Teachers in main gym
Front Office Doors	Receptionist & Principal’s Secretary
Counseling Office Doors	Registrar & Counseling Secretary
Back Office Doors	Discipline & Attendance Secretaries
Faculty Entrance Doors	Bookkeeper & Dean of Learning Support

During the lockdown make sure the students in your care stay quiet, stay still, silence and stay off their cell phones. If you have students who are not normally enrolled in your class, and it is SAFE TO DO SO, please e-mail the names of those students to **VUSD-WCW ADMIN**. **This will ensure that at least one member of the Admin. team will receive your e-mail.** Also, take an accurate attendance of your class and enter it immediately.

During an emergency lockdown, do not open your door to anyone unless you hear the **password “WILDCAT 2013”**. We do not want the students to know this password, it is just for staff. For example, an administrator might need a student out of a classroom during a lockdown so they would come to the door

and say the password (We will also send the password in the initial e-mail to you, in case you forgot it).

Administration will sound one long bell and an all-call announcement over the PA system to end a lockdown drill. Also, an e-mail will be sent to staff by administration that the lockdown drill is over.

If you are a substitute/guest teacher and do not have access to a VUSD e-mail account please call your neighbor teacher or the Admin. Office at ext. 1014 to get confirmation that the event is over.

Here are a few other things to remember:

- If you see someone with a weapon in their possession, please Call 911 on a land line or cell phone. **DO NOT SEND AN E-MAIL!!** Notify the Admin. Office as soon as possible or safe. Admin. and the civil authorities will need a full description of the individual. Include height, weight, gender, ethnicity, type and color of clothing, and direction/area person is going.
- **Remember, in a crisis people that are able to stay calm and deliberate will be able to help maintain control over those who are not – “calm is good”.**
- Rumor control is very important – Use factual information that you receive to communicate with your students. Don’t guess at what is happening.
- Teachers on prep should lockdown wherever they are and remain there and assist in whatever capacity necessary (if safe to do so) until the all clear is sounded.
- **Most importantly, continue to develop great relationships with your students so they will help us prevent and keep us aware of potential problems.**

**HOSTILE ACT / INTRUDER LOCKDOWN ADMINISTRATOR RESPONSIBILITIES:**

1. Response to threat: the acting administrator and/or staff designee will initiate and sound the “air raid” type of bell tone that will signify a “Hostile Intruder” lockdown. They will then announce on the all-call P.A. system “There is an intruder on campus – we believe that they are in the ----- area, please check your e-mail for an important message”.

2. Call 911 on a land line or cell phone, and also communicate with the Vacaville Police Department at Youth Services via school radio if possible. Keep the phone line open. Do not hang up unless directed.
3. Send out an e-mail to the staff stating whether or not the lockdown is a “full lockdown” or “hold them” status and the lockdown “password”.
4. Call and inform the VUSD District Office at 707-453-6101 and by VUSD Emergency District radio located in the Principal’s office. Keep the phone line open. Do not hang up unless directed.
5. Secure the perimeter of the campus, if possible and prudent. Do not allow visitors to enter the danger zone.
6. Find out the facts – who, what, when, where, how, etc. Keep witnesses (reporting people) at the command post.
7. The acting Administrator will remain at the site command post for law enforcement and for further directions to secure the site. Law Enforcement is in charge. Provide master keys, site maps, and utility locations, and any other resources to emergency responders.

#### **AFTER THE LOCKDOWN OR EMERGENCY IS OVER:**

1. After the lockdown status is determined and the emergency is over, send an e-mail message out to the staff that the lockdown is over, sound one long bell and announce over the all call that the lockdown is over.
2. Provide reassurance that the threat is over. Do not give details of injuries or victims. Provide specific instructions for student dismissal and/or check out.
3. Assign staff to redirect people away from “incident areas”. Direct the staff and students to take specific routes away from incident areas. Unauthorized people should not have access to or view incident areas.
4. Inform the staff of the location and time for a debriefing meeting after student dismissal and checkout.

#### **VUSD - WCW RADIO PROTOCOL POLICY**

##### **PURPOSE AND SCOPE**

The basic function of the radio communication system is to satisfy the immediate information needs of the school and staff in the course of its normal daily activities and effectively communicate during an emergency. The latter situation places the greatest demand on the communications system and tests the



capability of the system to fulfill its functions. Measures and standards of performance are necessary to assess the effectiveness with which our school and district uses available information technology in the fulfillment of the security and safety of our students, staff, and school.

## **FCC COMPLIANCE**

Will C. Wood and Vacaville Unified School District radio operations shall be conducted in accordance with Federal Communications Commission (FCC) procedures and guidelines. FCC rules and guidelines are located in Title 47 of the Code of Federal Regulations. Although the Office of Engineering and Technology (OET) is responsible for the maintenance of FCC rules located in Parts 2, 4, 5, 15, and 18 of the Title, the official rules are published and maintained in the Federal Register. The guidelines can be accessed online at FCC.gov.

## **COMMUNICATION OPERATIONS**

The school site has two way radio capabilities providing continuous communication between the Administration, Administration building secretarial staff, and Campus Supervision. During major crisis issues that involve the community there is also a district two way radio system that communicates between the VUSD Educational Services Center (ESC) and all school sites.

## **RADIO DISCIPLINE & CONDUCT**

Language & Discipline: Radio code language has been developed and initiated to ensure the security of the school, staff and students, and to coincide with local law enforcement radio communications. Employees will conduct themselves with professionalism when communicating by site radios. Employees shall not use sarcasm in their tone of voice, or words, and shall not make unnecessary comments or make unusual sounds over the radio. Employees shall conduct secondary conversations by land line phone or cell phone if necessary. Employees shall never argue, use inappropriate language, use slang expressions, or make derogatory or unprofessional references over the radio. All transmissions shall be as brief and as succinct as possible.

Emergencies: When a situation out of the ordinary occurs it is important for all the parties involved to remain calm and speak clearly when communicating over the radio system. It is also important to be aware of VUSD-WCW emergency procedures and who and where our response personnel are for identification. When arriving to the site all personnel should radio "call in" to the Admin Building to check the condition of their radio and to notify appropriate support personnel that they are on the campus and their location.

If an emergency arises the following procedures should be used:

- 1.) Employees should first quickly and calmly assess the problem.
- 2.) Initiate a radio call to the appropriate response parties; state your name, your location, and what the problem is using listed codes as necessary. Then immediately repeat the call.
- 3.) After the second call wait for a response. If there is no response within 15 seconds repeat the call. If there is an immediate response please stay off the radio unless called by name. Continue to listen to radio transmission and respond or update as necessary.

**The Codes for Communication:**

- 1.) "Code Blue" – extreme emergency – call 911
- 2.) "Code 4" – all clear - do not need assistance/help
- 3.) "20" – location
- 4.) "242" – fight / altercation
- 5.) "484" - theft
- 6.) "Possible H&S" – narcotics/drug paraphenalia
- 7.) "1036" – do not talk over the radio – clear for confidential information

**AFTER TRAUMATIC EVENT SITE CRISIS RESPONSE TEAM:**

Kiley Whalen, Betty Tracas, Lindsay Wilson, Lili Fisher, Lisa Lamb, Tracey Caler, Andrea Houston, Jon Cole, Kathy Farros-Hoepfner, Kelly Gerber.

## **Section 7 – Appendix**

SITE MAP

REFERRAL FORM

SATURDAY SCHOOL FORM

CHKS WCW MAIN REPORT