COMPREHENSIVE SCHOOL SAFETY PLAN

Choices Charter School

School Year 2023-24

Contents

PLAN CREATION AND REVIEW

Choices Charter's Comprehensive School Safety Plan (referred to as "CSSP") has been developed and reviewed by this site's Safety Planning Committee (referred to as "the Group") under advisement and with assistance from the San Juan Unified Safe Schools Team.   This plan may be evaluated and amended as needed but shall be reviewed by the Group no less than annually and updated as required per CA Education Code (**sections 32280-32288).**

Consistent with CA Education Code section 32281, the plan review Group minimally includes the site Principal (or designated administrator), 1 teacher representative, 1 classified employee representative, and 1 parent of student that is currently enrolled. The Group also includes an identified Safe Schools' Safety Specialist.   Additional members are included as necessary as recommended by the CDE such as students, mental health specialists, nurses, athletic coaches, multilingual liaisons and other interested parties. The Group is comprised of the following members:

Bjorgum, Bonnie - Administrative Assistant

Brown, Russell - Assistant Director

Cave, Cornell - Community Liaison

Jonathan Elfstrom - Teacher

Givens, Brent - Director

Gollos, Kathleen - Student Services Representative

- Student

- Parent

The Group consulted with Miguel Arias - Community Safety Specialist with the Safe Schools & with Hilary Smittle - Inspector with the Sacramento Metropolitan Fire District.

In accordance with guidance from the California Department of Education, the Group shall ensure the final reviewed and approved plan is completed, submitted to the District Safe School's Office and available to the public for inspection upon request no later than *March 1* of each calendar year.

Where practical, The Group consulted and coordinated with local law enforcement, fire districts, other school sites, district safety planning teams and student support service teams to improve district-wide consistency in planning, response and resource availability to increase campus safety and create a culture and environment that promotes positive student behavior and academic success.

A public meeting was held on November 1, 2023 at Choices, Room 2, open to the school community to review the plan and receive input.

This plan has been approved by the Group and submitted to the Director of the San Juan Unified Safe Schools Program on [insert date]

- Once approved by the Director of Safe Schools, this plan will be posted and available for review at www.sanjuan.edu/safetyplans.

- A training schedule has been identified to utilize this plan as an instructional tool with site staff in response to safety and emergency incidents as well as identify policies, efforts and programs used to improve site climate.

DATA ASSESSMENT

The Group reviewed a variety of data sources related to school climate, culture and safety. Data sources reviewed in developing this plan consist of:

- <mark>Suggested data sources may include, but are not limited to:</mark>

- <mark>Site initiated Parent/Student/Staff Surveys</mark>

  - On the 2023 **Student School Satisfaction Survey:**
- **98%** of students felt safe at Choices
- **95%** felt that their education had become more personalized at Choices
- **95%** believed that Choices serves all students in an equitable fashion
- **97%** felt that the Choices staff is caring and responsive to student needs
- **94%** felt accepted and included

  - On the 2023 **Parent School Satisfaction Survey:**
- **98%** of parents believed that the social environment at Choices is positive and supportive
- **96%** felt that they had opportunities to provide input about the school program
- **100%** were satisfied with how the school keeps them informed about their student's academic progress
- **100%** felt that their student had had the opportunity to demonstrate their knowledge in a variety of ways
- **98%** believed that the facility meets the needs of the school
- **100%** believed that teachers modify the teaching/learning process based upon the results of the assessments given to students
- **100%** were satisfied with their ability to access their student's information and communicate with their child's teachers through the online systems
- **98%** stated that they would recommend Choices to their friends & family

- On the 2023 **Senior Exit Survey:**
  - **100%** of graduates stated that an adult at Choices wanted them to do their best
  - **97%** felt that an adult at school believed that they would be a success
  - **91%** stated that they felt prepared for college and a career at the time of graduation
  - **100%** indicated that they would recommend the CCS program to other students
  - **52%** stated that they would not have graduated from high school, had they not enrolled at Choices
  - **69%** of graduates had a four-to-five year goal to complete or to continue in a community college, university, or trade school

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Choices' flexible independent study program meets students where they are with multiple learning options and accommodations, providing a customized learning experience that addresses student needs and preferences and builds on their strengths.
2. CCS's respectful, caring, and professional staff develop strong rapport and trust with students, families, and the community through frequent communication, small group or one-on-one meetings, and school events.
3. Students feel safe, nurtured, and challenged at Choices.
4. CCS's professional and collaborative staff is committed to continuous improvement and data-based decisions.
5. College and career readiness is developed through curriculum, instruction, extracurricular activities, special events, and services.
6. Faculty, Administration, the school Counselor, Community Outreach Specialists, Tutors, and Interventionists collaborate to respond swiftly and effectively when students struggle.

Areas of Growth

1. Implement and refine a formalized intervention process that will respect and meet the various needs of a diverse student population.
2. Pursue professional development on how to acknowledge and support the specific cultures represented in the school population through curriculum and instruction.
3. Pursue professional development on building students' ability to self-advocate.
-

    o Attendance Rates / SARB Data

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	364	317	91	28.7
Female	194	169	63	37.3
Male	165	145	27	18.6
American Indian or Alaska Native	0	0	0	0.0
Asian	12	12	2	16.7
Black or African American	47	39	13	33.3
Filipino	2	2	0	0.0
Hispanic or Latino	84	70	21	30.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	17	16	7	43.8
White	199	175	48	27.4
English Learners	18	14	2	14.3
Foster Youth	7	5	3	60.0
Homeless	19	10	4	40.0
Socioeconomically Disadvantaged	179	148	50	33.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	52	13	25.0

-

    o Suspension / Expulsion Data

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.11	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.10	4.48	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

-
    - o Local area and/or on campus crime analysis data
    - o Incidents related to bullying, harassment, discrimination & other biased or hate motivated violations
    - o IRIS Critical Incident Case Reports
    - o Site Safety Assessment Report (conducted by CSS)

Year and month of the most recent FIT report				10/26/2022
System Inspected	Rate Good	Rate Fair	Rate Poor	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

-

The Group identified the following observations and findings and have incorporated the below planned actions to improve the campus culture and environment:

Findings and outcomes from the data should reflect this plan's goals in reducing violations and improving school safety climate.

- The CSSP must minimally contain information demonstrating comparative statistics for the previous two years and addressing

    - o Crimes occurring on campus and at school events

    - o Incidents of suspension and expulsion

    - o Incident rates of bullying, harassment and hate motivated or biased acts

    - o Any other significant information you believe should be addressed to demonstrate areas that need improvement or demonstrate successes in developing a culture and environment of safety

- Finding #1 – planned action(s)
- Finding #2 – planned action(s)
- Finding #3 - planned action(s)
- Finding #4 – planned action(s)

PART 1

Section 1

SITE SAFETY

Safety is Our Priority

Safety is a priority at Choices Charter School

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Choices Charter School prides itself on its clean, orderly, comfortable campus and respectful, safe, and academically-challenging learning environment. Students and parents consistently provide feedback that compliments the school in these areas. In years 2014-2018, 98% or more of surveyed parents reported on the annual Parent School Satisfaction Survey that the facility meets the needs of the school, and 96% or more of surveyed students reported on the annual Student School Satisfaction Survey that they feel safe on campus. During this same time frame, 96% or more of students surveyed on the Student School Satisfaction Survey stated that the CCS Staff is caring and responsive to student needs, and 94% or more of surveyed students reported that their experience at Choices during the previous year was positive. In the 2017 California Healthy Kids Survey, 68% of 7th and 8th grade students and 67% of 11th grade students categorized the school as "High" in the area of High Expectations for student achievement.

Students are supported in internet safety while on campus through school computers that deny accessibility to websites that may be inappropriate for children. Students using on-campus computers are monitored by teachers and tutors at all times. School computers and networks may not be used for personal purposes. A school bulletin board advises students on appropriate and safe use of social media. A link to Parent University on the CCS website directs parents to free webinars that will guide them in protecting their students in the online community.

Daily custodial services ensure a clean and safe school environment. CCS follows all SJUSD Safe Schools procedures. Classes are carefully scheduled to regulate the flow of students in a manner that can be easily managed by staff. Classes never exceed more than 20 students. Many students meet with teachers in a one-on-one fashion. School rules are clearly communicated in the Parent/ Student Handbook. Violations to school rules are handled on a case-by-case basis by faculty and administration, according to the behavior policies outlined in the Parent/ School Handbook. Bullying, drugs, alcohol, derogatory language, and violence are never tolerated on campus. In 2016-17, CCS hosted the SJUSD Family Night Out event on drug prevention to underline its no-tolerance drug policy. Behavior problems (and suspensions/ expulsions) occur very infrequently at Choices.

Most CCS Staff members have worked at Choices for several years, where they enjoy an atmosphere of professional and trusting collaboration. All CCS Staff members convene monthly for an All-Staff Meeting, while most of the staff meets together weekly, and the Leadership Team meets twice monthly. Great care is taken to include all staff members in analysis of student data and decision making processes and to ensure that all staff members have equal voices in discussions. Analysis of student data drives all decision making and is the foundation on which the WASC School Wide Action Plan and Local Control Accountability Plan are built. The CCS Staff's decisions feed into the SWAP and LCAP; the staff reviews and tracks progress on the SWAP and LCAP each year.

The CCS Staff is remarkably committed to maximizing student success through the independent study model. The staff welcomes and appreciates students of all ethnicities, genders, orientations, and religions. The WASC Visiting Committees in both 2012 and 2015 praised the program on its culture in the following specific ways:

In 2012, a WASC Self-Study Visiting Committee commended the school on the following elements of its school culture:

- dedication to student success
- enthusiasm by all stakeholders
- high-level commitment to the program
- safe and clean facility
- respectful and positive learning environment
- strong rapport between faculty, students, and families
- ability to combine nurturing and high expectations
- high level of staff collaboration and professionalism
- effective implementation of the independent study model (facilitating students' independence while providing necessary support)

In 2015, a WASC Three-Year Term Revisit Committee praised CCS's school culture for its:

- professionalism demonstrated by all staff members
- dedication to the independent study model
- celebration of individual students' successes
- development of student confidence needed for successful adulthood
- students' positive attitude toward learning
- focus on professional development
- staff collaboration about formative assessment data that informs changes in instructional methodology and promotes learning

- differentiated instruction that allows faculty to meet the learning, emotional, and motivational needs of students
- year-round collection of data about student learning and satisfaction
- constant analysis of school processes and ongoing efforts to improve the program's ability to maximize students' potential

In 2018, a WASC Self-Study Committee commended the school on the following elements of its school culture:

1. Strong bonds between CCS staff, students and families
2. Dedication of CCS staff
3. Safe, nurturing learning environment
4. Flexibility of learning options
5. Engaging electives, especially the fine arts program"

In 2021, a WASC Mid-Cycle Visiting Committee praised CCS's school culture for its:

1. Close-knit and caring team of mostly veteran teachers
2. Expertise in personalized learning and online curriculum delivery
3. Students' confidence to make academic progress and overcome anxiety and stress
4. Growing program of curriculum choices and activities in response to student needs
5. Stability and support from the district for academics and mental health training
6. Partnership with parents who are welcome to participate and have a voice

Safe and Orderly Environment

This site implements practices and procedures to improve safety for students, staff, parents, and guests while present on campus. Behavior or safety incidents occurring off campus may be addressed as appropriate when determined to have a clear nexus to school or student safety.

- Insert any site-specific school safety rules re: behavior and disruptions. All site-specific practices should be consistent with Board Policy and Administrative Regulations – Delete this text once completed. If no additional site rules exist, delete this text, but maintain all BP's & AR's listed below.

Board Policy 5142 – Safety

The Governing Board is responsible for ensuring that proper attention is paid to the safety of students.

The Board directs the Superintendent or designee to establish procedures which will ensure as safe an educational environment as possible for students and staff.

Although the district is not liable for the safety of students who are not under school supervision, the school district can, and does, hold students accountable for their behavior from the time they leave their homes for school until they return to their homes from school, in the playgrounds and during recess, and while they are on school premises and/or under supervision of school district personnel.

Principals, teachers, and bus drivers are responsible for the conduct and safety of students from the time they come under school supervision until they leave school supervision, whether on school premises or not.

A minor student shall not be permitted to leave school in the custody of a person other than the student's legal

parent/guardian unless that person has the verified authorization of the legal parent(s)/guardian(s). Properly authorized law officers may seize or apprehend according to law.

It is the responsibility of the principal to always provide for adequate supervision of playgrounds and other school facilities in use by students during the school day or at school-sponsored activities. Special attention should be given to the prevention of accidents and to the development of habits of good citizenship.

The principal should make full use of the cooperative services of local and county organizations which provide safety services, such as fire, law enforcement and disaster preparedness agencies.

Missing Children

Consistent with district efforts to create a safe and secure environment for children and to assist in locating missing children, the Board recognizes that all employees of the district must be made aware of the plight of missing children. Each principal shall be responsible for seeing that information on missing children is posted in the school.

In schools maintaining elementary grades, information on missing children shall be posted in areas restricted to adult use only.

<u>Administrative Regulation 5142 – Safety</u>

Teachers are responsible for the safety of students on the playground and within the building. Each teacher must be with his/her class on the playground and in the classroom at all times or must make sure that some other staff person is in charge. The following guidelines are, therefore, provided to minimize the occurrence of situations in which staff members may incur liability for their acts and relation to students:

1. Never leave class unattended while students are in the room.

2. Never leave class with an unqualified person in charge.

3. Never release a student to the custody of any individual other than those allowed by Governing Board policy or law to remove a student from the campus.

4. Accompany a class wherever it is assigned and remain with it until supervision is assumed by another responsible person.

5. Do not use machinery except for the instructional purpose it was provided.

6. Do not allow students who are especially prone to accidents to use dangerous equipment.

7. Organize classroom materials and equipment to minimize danger of injury to students and to self.

8. In general, exercise good judgment when assigning tasks to children to prevent bodily harm and damage to property.

Campus Access - Ingress and Egress

To increase campus safety, this site implements practices and procedures for students, staff, parents, guests, and community members coming to or leaving the campus. [The below information may be modified to reflect your specific campus plan. Delete this line when complete. Suggestion – include any specific pickup / drop off instructions for TK – K grades]

CAMPUS VISITORS

All visitors to the campus are required to check in with the site administration office and receive a visitor's pass. The visitors' pass must be worn in a visible location and clearly displayed. Persons on campus who are not displaying an appropriate visitor's pass will be challenged and directed to the office (see section regarding display of identification). [Specifically address how the site controls entrance on to the campus and/or creates a single pathway for entrance during the times between arrival & dismissal through the use of secured gates, etc. – this may include how specific gates are opened during drop off / pick up times to increase through traffic but controlled during school hours to provide a more secure environment.   Is a specific staff member assigned to monitor and check these during school hours?]

ACCESS TO CLASSROOMS

Indicate your site's practice with respect to locked classroom or other building doors. If your site has a practice locking specific access points, this must be part of your site staff training to ensure compliance as well as identifying any specific staff member responsible for routine compliance checks.

VEHICLE TRAFFIC

1. When entering or leaving a school campus, drivers of vehicles shall follow all applicable traffic laws and:
    a. All traffic flow and direction patterns established, whether temporary or permanent, using cones, markings or other instructional signage
    b. The physical and/or verbal directions of school staff assigned to parking or traffic flow duties.
    c. All directions provided by law enforcement or other school or public safety official.
        i. The school may partner with the district's Safe Schools office and/or local law enforcement to provide traffic monitoring and enforcement of traffic laws if deemed necessary.

PEDESTRIAN & BICYLCE TRAFFIC

1. Students who ride bicycles to school are encouraged to wear appropriate safety helmets and must do so if required by law.
2. Students who walk or ride bicycles to or from school should follow all general pedestrian safety guidelines including:
    a. Appropriate use of sidewalks
    b. Use crosswalks where available and safe street crossing strategies where not marked.
    c. Use of crossing signals and or following the direction of crossing guards (where stationed)
    d. Walk in groups or pairs whenever possible.
3. Students who are approached by strangers or observe any concerning behavior should report it to an adult on campus as soon as practicable.

Display of Identification

STAFF and VISITOR IDENTIFICATION REQUIREMENTS

1. Staff shall prominently display their district issued ID at all times while on campus.
2. All visitors, upon entering the campus, shall proceed directly to the school office and register.
   a. They will be given a visitor pass that shall be worn at all times.
   b. Upon completion of their visit, the visitor shall return to the school office to check-out and surrender their pass.
   c. Staff observing a visitor on campus not displaying a visitor's badge are encouraged to direct and/or escort the individual to the office.
      i. Any adult on campus who does not display a district issued ID or visitor pass should be referred to or escorted to the school office immediately.
      ii. This practice helps ensure staff know who is on campus and that all individuals are accounted for in case of an emergency.

Dress and Grooming

This site follows all state and federal laws as well as district policy regarding student dress codes. In addition, this site has implemented the following dress code elements.

- If site policy addresses or utilizes language referencing "gang-related apparel" you must define the apparel in a way that is specific and limited to [apparel that if worn or displayed on a school campus may reasonably be determined to threaten the health and safety of the school environment].
  - Gang-related apparel shall not be considered a protected form of speech.

Board Policy 5132 – Dress and Grooming

The Board of Education believes that appropriate student dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are appropriate for a K-12 educational environment, and suitable for the specific school activities in which they participate. Students' clothing must not present a health or safety hazard or create a disruption which would interfere with the educational process.

Individual schools may establish additional guidelines for their own students, so long as those guidelines are consistent with board policy and administrative regulations. If a school chooses to adopt guidelines, the principal shall include students, parents, and faculty in the formulation of those guidelines. Guidelines must ensure that the dress code does not single out or discriminate against religious expression or any other protected right. Students and parents shall be informed of the existence of the dress code, any guidelines, and consequences for violations at the time of initial enrollment and at the outset of each school year.

Administrative Regulation 5132 – Dress and Grooming

All students are expected to dress appropriately for a K-12 educational environment. Any clothing that significantly interferes with or disrupts the educational environment, unless protected under the freedom of speech laws, board policy or administrative regulation (see, e.g., BP and AR 5145.2), is unacceptable. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles etc.) with language or images that are vulgar, sexually suggestive, discriminatory, or obscene, libelous, or that promote illegal or violent content, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, or clothing that contains threats is prohibited. Clothing should fit, be neat and clean, and conform to standards of safety, good taste, and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments or that is otherwise sexually provocative is prohibited.

Parents of students requiring accommodation for religious beliefs, disability, or other good cause should contact the principal.

Students not complying with this code will be asked to cover the noncomplying clothing, change clothes, or go home. Infractions may result in disciplinary action.

In cooperation with teachers, students and parents/guardians, the principal or designee may establish additional school rules governing student dress and grooming which are consistent with law, Board of Education policy and administrative regulations. These school dress codes shall be regularly reviewed and communicated to students and their parents at the beginning of each school year or whenever modified.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. Each school site may adopt rules that specify the types of sun-protective clothing that students will be allowed to wear outdoors and specify the types of clothing and hats that may be "inappropriate." (Education Code 35183.5)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Items #1-6 below are optional and may be used as a basis for school-site rules. Schools may also adopt additional site-specific rules so long as those rules are consistent with law, policy and these regulations.

1. Shoes must be worn at all times.

2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

3. Hats, caps, and other head coverings shall not be worn indoors.

4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

5. Gym shorts may not be worn in classes other than physical education.

6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

PART 1

Section 2

SAFE AND EQUITABLE ENVIRONMENT

Supporting Mental Health Needs

Consistent with CA Education Code section 32282, it is San Juan Unified' s practice to support the mental health needs of students who have witnessed a violent act at any time including, but not limited to, while on school grounds, while going to or from school, during a lunch period whether on or off campus or while going to or coming from a school-sponsored activity.

School counselors provide a first line of support for students. More intensive support for individual students can be arranged through the district's Multi-tiered System of Supports (MTSS) or by contacting the district's lead counselor. District social-emotional support staff, which include school counselors, school social workers, mental health therapists and school psychologists, will work to connect and support students who need additional mental health counseling. Our school has access to additional counseling support for large scale incidents available through the district's Safe Schools Team and Office of Student Support Services / Multi-tiered Student Support Services.

Both families and staff members may also access the Care Solace referral service. This no cost service will connect individuals to independent mental health professionals based on need. The service can be accessed at https://www.sanjuan.edu/gethelp.

Access to Mental Health Services

Pursuant to CA Education Code section 49428:

Parents or Guardians and students will be notified no less than twice each school year how to initiate access to available student mental health services on campus, in the community, or both utilizing no less than two of the following methods:

- Including the information in the parent handbook and student orientation materials at the beginning of the school year
- Distributing the information in a letter sent either electronically or hardcopy through, but not limited to the postal service.
- Posting the information on the school's internet webpage or social medial page

Roles of Resources Supporting Student Mental Health

Education Code section 32282.1 encourages schools to provide guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers and police officer on school campuses if used.

Mental health professionals and school counselors – are utilized in San Juan Unified schools to provide social/emotional and academic student supports. They interact with students on a routine basis to accomplish their duties. During a time of emergency, these staff members may provide grief counseling, postvention or other mental health support as appropriate to students, staff, and other members of the school community. Mental health professionals and school counselors may be deployed from other school sites if needed during an emergency.

Community intervention or safety specialists – are utilized in San Juan Unified schools to develop supports for students in overcoming barriers to school attendance, increasing academic success and addressing safety issues that deter from the development and maintenance of a safe campus culture. This may include working directly with students, conducting home visits, or implementing support through community partnerships. In an emergency, these staff members may serve liaisons with specific community or school groups.

School resource officers or law enforcement officers – San Juan Unified schools may contract as necessary or partner with law enforcement to provide on campus security or fill the role of school resource officer.   Law enforcement officers are granted general access to all San Juan Unified campuses while on duty and for purposes of safety, enforcement of laws, in response to emergencies or to provide community support.   The release of student information is privileged and confidential.   San Juan Unified schools may release student information when that information is vital to the safety of the student or campus community.   Law enforcement may be contacted to respond and assess incidents involving students who demonstrate, verbalize, communicate, or otherwise present a concern to harm themselves or others.   Law enforcement officers may conduct a risk assessment and based upon their determination and/or with consultation from mental health professionals where appropriate, have the authority to remove a student from campus and place on a temporary, non-voluntary hold to allow mental health clinicians to further evaluate the student's safety.

Preventing Youth Suicide

Students experiencing thoughts of suicide or self-harm should immediately call the Suicide Prevention Hotline at 800-723-8255. If you are actively in crisis or of harm to yourself, call 911 or go to your nearest emergency room.

- Students may also seek assistance from any trusted staff member, site counselor or
- Submit an online "Get Help" Support form at https://www.sanjuan.edu/gethelp. or a safety concern/tip through the school site webpage using the 'submit a safety concern' link.
  - Select the report – safety concern for self or other.

Anyone having concerns about another student and believes that student has expressed or may be considering suicide, self-harm or harm to others is strongly encouraged to share that information as soon as possible:

- Teachers / Staff
  - Contact the school Counselor/ Teachers / Staff and
    - Submit a "Get Help" Support form or
    - Submit a Tier 3 Mental Health Evaluation Referral (WHCC and MTSS)
  - Advise the site Principal / Vice Principal of the concern and completed referral form.
- Parents and other students
  - Concerns about a student's social emotional well-being may be referred for assistance by submitting a "Get Help" support form or submitting a safety concern/tip via the school sites' web-page

<mark>[PLEASE INCLUDE ANY ADDITIONAL SPECIFIC PROGRAMS / RESOURCES YOUR SITE USES TO ADDRESS SUICIDE PREVENTION, INTERVENTION & POSTVENTION. DELETE THIS LINE ONCE COMPLETED.]</mark>

Board Policy 5141.52 – Suicide Prevention

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often able to recognize the warning signs of suicide and offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing policy and strategies for suicide prevention and intervention, the superintendent or designee shall consult with school and community stakeholders such as administrators, other staff, parents/guardians and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan. (Education Code section 215).

The board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code section 215)

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students, as described in the accompanying administrative regulation

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code section 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code section 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code section 215)

The board shall review, and update as necessary, this policy at least every five years. (Education Code section 215)

The superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code section 234.6)

Reporting Safety Concerns & Threats

Timely reporting of any learned expression to cause harm or any act of violence is crucial to school safety.

Anyone, including staff, students, families, and community members may report communication, behavior or social media posts that appear to be threatening or potentially threatening.

Safety concerns may include, but are not limited to:

- Bullying
- Concern for self or Others (self-harm / suicide / abuse / neglect)
- Discrimination or Harassment
- Threat to School or Student(s) (threat of violence toward any student(s), staff or the school)
- Vandalism
- "Other" safety concerns

Student / Community Reporting

Concerns regarding threats of immediate or imminent risk to physical safety such as suicide, school shootings or other serious threat to life should be reported to law enforcement immediately using 911. After reporting to law enforcement, the information should be shared with the site.

All non-emergent safety concerns may be submitted through any of the following:

- Online through the school website using the **'submit a safety concern'** link located at the bottom of each webpage as well as in the safety tab.
    - Link - **Submit a Safety Concern**
    - Reports may be made anonymously but should be detailed to allow appropriate investigation.
    - Reports will be received by the site Principal and site Safety Team members.
    - Reports not made anonymously – the reporting party will be kept confidential where appropriate.
- Online through the San Juan Unified District website using the "Tell Someone" Link located within the safety tab.
    - Link - **Tell Someone form**
    - Reports may be made anonymously but should be detailed to allow appropriate investigation.
    - Reports will be received by the district Family and Community Engagement team (FACE) and shared with the Safe School team.
    - Reports not made anonymously – the reporting party will be kept confidential where appropriate.
- In person, via telephone or by email directly to the school Principal or any other trusted staff member.

Staff Reporting

Staff are trained to recognize, and report observed or learned 'at risk' and aberrant student behaviors. Aberrant behavior is that which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for a student may involve out-of-character responses or actions which could lead the staff member to believe the student is on a pathway to self-harm or violence.

Staff who have concerns regarding threats of immediate or imminent risk to physical safety such as suicide, school shootings or other serious threat to life should be reported to law enforcement immediately using 911. After reporting to law enforcement, the information must be shared directly with the site principal.

All non-emergent concerns regarding behavior, communications, or expressions to cause harm or any act of violence must be reported directly to the site Principal, or designated administrative staff member, for appropriate triage, investigation and follow up.

Administrator Responsibility

The principal is responsible for ensuring all reports of safety concerns and threats are received, triaged, and responded to in a timely manner.

The principal, or other designated administrative member, may collaborate with a Safe School - Community Safety Specialist and/or other appropriate site staff such as counselors, instructors, prevention, and intervention specialists. Other specialists may be included as part of the response to the concern as appropriate and may include social workers, mental health professionals and law enforcement.

The following are key steps in the triage and investigation of safety concerns & threats; not all steps may apply to every reported case:

- Initial screening
- Information gathering & fact finding
- Risk priority assessment (where appropriate)
- Behavioral Threat Assessment
- Referral
- Monitoring
- Document

Further information regarding risk prioritization, investigation and assessment of safety concerns and threats may be found in the CSSP Appendix - under Behavioral & Threat Assessment Guidelines.

Behavioral Threat Assessment & Threat Assessment

Behavioral Threat Assessment (BTA) and Threat Assessment (TA) are fact-based processes relying on an appraisal of observed behaviors or communications to identify dangerous or violent situations, address them in a professional and timely manner, and engage specialists to mitigate and monitor outcomes.

The goal of the behavioral threat assessment process is to protect the health, safety, and well-being of the school community. The process utilizes a range of strategies such as mentoring, counseling, support, confrontation, addressing inappropriate behavior and setting reasonable boundaries, or referral to law enforcement as necessary. All strategies are used in a measured and appropriate manner. The ultimate objective is to prevent violence.

Behavioral Threat Assessment Teams are comprised of multi-disciplinary specialists working together to determine the level/severity of reported potential threats or concerning behavior.   Members are pre-identified by the site principal and assembled in response to a reported threat or concerning behavior.   Members of the BTAT frequently includes, but is not limited to:

- Principal (or administrative designee)
- Safe Schools – Community Safety Specialist
- Counselor
- Social Worker
- Interventionalist
- Mental Health Professional
- And when appropriate – Law Enforcement

When a potential threat is reviewed by the threat assessment team, it is their job to determine not only whether a threat has been made or communicated, but also if a person poses a danger to self or others and/or is potentially on a pathway to violence. A threat may involve threatening statements to others or behaviors that are threatening, aberrant, or concerning. The team implements strategies to continue to assess, monitor, and manage the case.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the behavioral threat assessment team (BTAT) must align intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 by coordinating with the student's IEP team or section 504 plan team.

In compliance with SB 906 - in all cases involving grades 6 – 12 where a reasonable suspicion exists that anyone has made a threat of homicide toward another student or the general school community, law enforcement will be immediately notified. This includes threats made verbally, in writing or through any social media platform.

The BTAT will document the investigation, findings, assessment, findings, and case management plan using the Threat screening, Assessment and Response Report form (see CSSP Appendix – Behavioral & Threat Assessment Guidelines).

BTAT reports will be forwarded to the Director of Safe Schools for review and archival.

In all cases when the BTAT identifies through the investigation an *immediate or imminent* threat, a referral to law enforcement must be made as soon as practicable.

Further information regarding behavioral threat assessment teams, processes and guidelines can be found in the CSSP Appendix -A, Behavioral & Threat Assessment Guidelines.

Bullying Prevention

Reports of bullying may be made in person to any site staff or administrative personnel. Reports may also be made online via this site's webpage utilizing the "Submit a Safety Concern" / WeTiP link.   All bullying reports made online will be directly forwarded to the site administration and site safety team members for follow up.

Board Policy 5131.2 – Bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

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

The definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act to include posting of messages on social media networks.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another student's electronic account and assuming the student's identity to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board Policy, and Administrative Regulations governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

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

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

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent, or designee in consultation with the school site principal, may increase supervision and security in areas where bullying most often occurs, including but not limited to classrooms, playgrounds, hallways, restrooms, cafeterias, school parking lots, and athletic fields.

<u>Intervention</u>

Students should be strongly encouraged by campus personnel to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously, including policies to prevent retaliation (Education Code section 234.1(f)). The district and/or school site staff shall notify all students of those policies.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so and separate the victims and perpetrators to protect the safety of all involved. (Education Code section 234.1)

As appropriate, the Superintendent or designee and/or the school principal shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

<u>Complaints and Investigation</u>

Students and/or parents/guardians may submit a verbal or written complaint of conduct they consider to be bullying to a teacher, counselor or administrator. Additionally, reports may be made directly to the school site via the online "tell someone" link located on all site and district webpages.

School site staff shall be fully briefed on local school site procedures to receive these complaints and direct the student or parent/guardian as to the next steps that will be taken to investigate the matter. Complaints of bullying not against a protected group shall be investigated and/or resolved in accordance with site-level grievance procedures specified in BP/AR 1312.1. The District shall follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law or regulations, including allegations of unlawful discrimination, harassment, intimidation, and/or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, as identified in BP/AR 1312.3.

Any student who engages in the bullying of another student or anyone from the District may be subject to disciplinary action up to and including expulsion.

Staff may monitor students' use of the District's Internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated District policy or the law

When a student is reported to be engaging in bullying off campus or via any social media or messaging platform, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances, if any, that explain the impact or potential impact on **school activity, school attendance, or the targeted student's educational performance**.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

<u>Discipline</u>

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, causes a substantially detrimental effect on a student's physical or mental health, substantially interferes with a student's academic performance, and/or substantially interferes with a student's ability to participate in or benefit from the services, activities, or privileges provided by a school, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

Hate Speech, Hate Crimes and other Biased or Hate Motivated Acts.

This site strives to develop a culture of tolerance and equality and does not tolerate any act or speech motivated by hate to discriminate, oppress, demean, or cause fear to any person or group.

Hate Crime – Definition: an intentional criminal act targeting persons, groups or properties based on a real or perceived affiliation with a protected social group including: (1) disability, (2) gender or gender identity, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) their possible association with a person or group with one or more of these actual or perceived characteristics.

Hate Incident – Definition: an action or behavior motivated by hate but does not meet the threshold of a criminal act. Examples of hate incidents may include:

- Name-calling
- Insults
- Displaying hate material on personal property
- Posting hate material
- Distribution of hate materials with hate messaging

Complaints and Investigation

Students and/or parents/guardians may submit a verbal or written complaint of conduct they consider to be associated with acts of hate to any teacher, counselor, site administrator or the district Family and Community Engagement (FACE) office.   School site staff shall be fully briefed on local school site procedures to receive these complaints and direct the student or parent/guardian as to the next steps that will be taken to investigate the matter. Complaints of acts of hate or bullying not against a protected group shall be investigated and/or resolved in accordance with site-level grievance procedures specified in BP/AR 1312.1. The district shall follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law or regulations, including allegations of unlawful discrimination, harassment, intimidation, and/or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, as identified in BP/AR 1312.3.

Any student who engages in speech or acts motivated by hate of any protected group may be subject to disciplinary action up to and including expulsion.

Staff may monitor students' use of the district's internet system and conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated District policy or the law.

When a student is reported to be engaging in any speech or acts motivated by hate of a protected group off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances, if any, that explain the impact or potential impact on **school activity, school attendance, or the targeted student's educational performance.**

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

<u>Discipline</u>

Any student who engages in speech or other acts of hate motivated against any protected group on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, causes a substantially detrimental effect on a student's physical or mental health, substantially interferes with a student's academic performance, and/or substantially interferes with a student's ability to participate in or benefit from the services, activities, or privileges provided by a school, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

<u>Board Policy 5145.9 – Hate Motivated Behavior</u>

The governing board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, aiding students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior. The superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

<u>Complaint Process</u>

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to any teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she/they shall also contact law enforcement.

<u>Investigation</u>

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discrimination

Board Policy 0410 – Non-Discrimination in District Programs and Activities

The governing board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on actual or perceived sex, race, color, religion, ancestry, national origin, ethnic group identification, age, marital or parental status, physical or mental disability, sexual orientation, gender, gender identity or expression, or genetic information, or the perception of one or more such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. The board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

Annually, the superintendent or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The superintendent or designee shall report his/her findings and recommendations to the board after each review.

District programs and facilities, viewed in their entirety, shall follow the Americans with Disabilities Act and any implementing standards and/or regulations, and readily accessible to individuals with disabilities.

The superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, Braille, or large print materials.

Individuals with disabilities shall notify the superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code section 48985, 20 USC 6311 and 6312)
(cf. 7110 - Determining Needs)

As a public-school district, the district is committed to maintaining neutrality toward religion, neither promoting/encouraging student participation in religious activities nor discouraging students from observing the tenets of their religious faith. To that end, the Board encourages district staff to be sensitive to the accommodation of students' religious needs so that students are able to participate in school and extracurricular activities without undue burden on the free exercise of their religious beliefs.

School staff should be familiar with the most significant religious holy days and avoid scheduling, to the extent practicable and within their control, important school activities on those days. The superintendent or designee shall annually provide to all school sites a calendar of major religious holy days. The school calendar should be prepared so as to minimize conflict with these religious holy days. Where conflicts are unavoidable, care should be taken to avoid scheduling on significant religious holy days activities that would be difficult to make up.

Students whose religious beliefs necessitate accommodation in some fashion are expected to inform appropriate school staff, including teachers, coaches, extracurricular advisors, or other appropriate staff, at the outset of the school year and request, in writing, such accommodation. Teachers will work with the student to accommodate the student's need to be absent without being penalized academically. Accommodation should follow the rule of reasonableness, which will depend on the particular facts of each case.

School administrators are directed to inform their teaching, coaching, and extracurricular staff of the provisions of this policy and oversee its implementation.

Students and parents/guardians shall be notified of this policy and Board policy 1312.3 (Uniform Complaint Procedures) at the beginning of each school year. When necessary, this notification and the district's nondiscrimination policy shall be published in English and provided in the individual's primary language as required by law and shall state that the lack of English language skills will not be a barrier to admission or participation in any district programs.

Sexual Harassment

<u>Board Policy 5145.7 – Sexual Harassment</u>

The Board of Education prohibits unlawful sexual harassment of or by any student, or by anyone in or from the district.

The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Any student who engages in the sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR 1312.3 - Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

The district's Title IX coordinator has been identified as the district's Assistant General Counsel, 3738 Walnut Avenue, Carmichael, CA, (916) 971-7110.

<u>Administrative Regulation 5145.7 – Sexual Harassment, Students</u>

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

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 an individual is used as the basis for academic or employment decisions affecting the individual.

3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment.

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 school.

Examples of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions.

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.

3. Graphic verbal comments about an individual's body, or overly personal conversation.

4. Sexual jokes, stories, drawings, pictures or gestures.

5. Spreading sexual rumors.

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.

7. Touching an individual's body or clothes in a sexual way.

8. Purposefully limiting a student's access to educational tools, e.g., services, programs, or instructional tools.

9. Cornering or blocking of normal movements.

10. Displaying sexually suggestive objects in the educational environment.

11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

K-3 - Conduct of students in kindergarten through third grade will be reviewed for age-appropriate behavior.

<u>Notifications</u>

A copy of the district's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48980) (cf. 5145.6 - Notifications Required by Law)

2. Be displayed in a prominent location near each school principal's office. (Education Code 212.6)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code 212.6)

4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

<u>Board Policy 4119.11 - Sexual Harassment, Personnel</u>

Revised October 28, 2008

The Governing Board prohibits sexual harassment of district employees, job applicants, and students. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation;

2. Publicizing and disseminating the district's sexual harassment policy to staff;

3. Ensuring prompt, thorough, and fair investigation of complaints;

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator, Human Resources, the Title IX Coordinator/Legal Services or to the Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Administrative Regulation 4119.11 - Sexual Harassment, Personnel

Revised October 7, 2008
Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when:

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment;

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her;

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity;

4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district. (Education Code 212.5; 5 CCR 4916)

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors;

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects;

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements.

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Training

Every two years, the Superintendent or designee shall ensure that administrative, management and supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for administrative, management and supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

Notifications

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted;

2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired;

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct. (Education Code 231.5)

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment;

2. The definition of sexual harassment under applicable state and federal law;

3. A description of sexual harassment, with examples;

4. The district's complaint process available to the employee;

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC);

6. Directions on how to contact DFEH and the EEOC;

7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. (Government Code 12950)

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code [12950](#))

PART 1

Section 3

SCHOOL DISCIPLINE

Site Based Discipline Policies

Board Policy 5144 – Discipline

Updated February 14, 2012

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

Administrative Regulation 5144 – Discipline

Updated January 17, 2012

Site-Level Rules

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel
5. For junior high and high schools, students enrolled in the school.

Disciplinary strategies provided in Board policy, administrative regulation, and law may be used in developing site-level rules. These strategies include, but are not limited to:

1. Referral of the student for advice and counseling

2. Discussion or conference with parents/guardians
3. Recess restriction
4. Detention during and after school hours
5. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
6. Community service
7. Reassignment to an alternative educational environment
8. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

Each school shall file a copy of its rules with the Superintendent or designee. The rules shall be consistent with law, Board policy, and district regulations. The Governing Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law.

Each school shall review its site-level discipline rules at least every four (4) years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

Corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment.

Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction.   Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee first notifies the parent/guardian of the intended detention requirement.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of District rules related to discipline.

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Suspension/Expulsion Policies and Procedures

adheres to all applicable laws and district policies regarding the suspension or expulsion of students including but not limited to board policy 5144.1 and administrative regulation 5144.1. Prior to suspending a student, the principal or a designee shall review the prior methods of corrective action. Prior to suspension, the school principal or designee shall share with the student a summary of previous corrective actions undertaken. [ADD ANY OTHER APPLICABLE NARRATIVE BASED ON YOUR SITE PRACTICES. DELETE THIS LINE ONCE COMPLETED.]

Board Policy 5144.1 – Suspension and Expulsion

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspension

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.   Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Codes 48911, 48915, and 48915.5)

Supervised Suspension Classroom

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Codes 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff,

parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may require that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving the school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified,

or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Behavior and Code Reference	Other Means of Correction	May Suspend	May Expel	Contact Safe Schools
48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person. Threats	May be considered	Yes	Yes	Optional
48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	May be considered	Yes	Yes	Required
48900(a)(2) Willfully used force or violence upon the person of another, except in self-defense. {Reference: 48915(a)(1)(A) and 48915(a)(1)(E)}	May be considered	Yes	Yes	Required
48900(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless in the case of possession of an 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.{Reference: 48915(a)(1)(B), 48915(c)(1), 48915(c) (2), and 48915(c)(5)}	May be considered	Yes	Yes	Required
48900(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a 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. {Reference: 48915(a)(1)(C) and 48915(c) (3)} Under the influence/Possession	May be considered	Yes	Yes	Optional/ Required
48900(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a 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. {Reference: 48915(a)(1)(C) and 48915(c) (3)} - Furnishing	May be considered	Yes	Yes	Required
48900(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a 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. {Reference: 48915(a)(1)(C) and 48915(c) (3)} - Sale	{Reference: 48915(c)(3)}	Required	Required	Required
48900(d) Unlawfully offered, arranged, or negotiated to sell a 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, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.	May be considered	Yes	Yes	Optional
48900(e) Committed or attempted to commit robbery or extortion. {Reference 48915(a)(1)(D)}	May be considered	Yes	Yes	Required
48900(f) Caused or attempted to cause damage to school property or private property. Minimal damage	May be considered	Yes	No	Optional/ Required

Offense				
48900(f) Caused or attempted to cause damage to school property or private property. Extensive damage	May be considered	Yes	Yes	Required
48900(g) Stole or attempted to steal school property or private property	May be considered	Yes	Yes	Optional
Extensive damage	May be considered	Yes	Yes	Optional
48900(h) Possessed or used tobacco, or 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 a pupil of his or her own prescription products.	Must be considered	Yes	No	No
48900(i) Committed an obscene act or engaged in habitual profanity or vulgarity. Obscene act	Must be considered	Yes	Yes	Optional
48900(i) Committed an obscene act or engaged in habitual profanity or vulgarity. Habitual Profanity	Must be considered	Yes	No	No
48900(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.	Must be considered	Yes	Yes	Optional
48900(k) (1) 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; (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts numerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. ● Cheating/Plagiarism ● Forgery ● Dress code violation ● Gang affiliation or behavior ● Gambling ● Defiance of authority ● Unauthorized parking ● Failed to serve Saturday detention ● Electronic device violation ● Closed campus violation ● Initiating a false fire alarm ● Inappropriate computer access ● Reckless driving ● Trespassing ● Verbal altercation ● Other disruptive or defiant behavior	Must be considered	TK-8 No 9-12 Yes	Yes	Required

48900(l) Knowingly received stolen school property or private property.	Must be considered	Yes	Yes	Optional
48900(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.	Must be considered	Yes	Yes	Optional
48900(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. {Reference 48915(c)(4)}	{Reference: 48915(c) (4)}	Required	Required	Required
48900(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.	Must be considered	Yes	Yes	Optional
48900(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	Must be considered	Yes	Yes	Required
48900(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.	Must be considered	Yes	Yes	Optional
48900(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.	Must be considered	Yes	Yes	Optional
48900(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.	Must be considered	Yes	Yes	Optional
48900.2 In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purpose of this chapter, the conduct described in Section 212.5 must be 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	May be considered	Yes	Yes	Optional

individual's academic performance or to create an intimidating, hostile, or offensive education environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.				
48900.3 In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.	May be considered	Yes	Yes	Required
48900.4 In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.	May be considered	Yes	Yes	Optional
48900.7 In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.	May be considered	Yes	Yes	Required
48915(a)(1)(A) Causing serious physical injury to another person, except in self-defense.	May be considered	Yes	Yes	Required
48915(a)(1)(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.	May be considered	Yes	Yes	Required
48915(a)(1)(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.	May be considered	Yes	Yes	Required
48915(a)(1)(D) Robbery or extortion.	May be considered	Yes	Yes	Required

48915(a)(1)(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.	May be considered	Yes	Yes	Required
48915(c)(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.	Not considered	Required	Required	Required
48915(c)(2) Brandishing a knife at another person.	Not considered	Required	Required	Required
48915(c)(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.	Not considered	Required	Required	Required
48915(c)(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.	Not considered	Required	Required	Required
48915(c)(5) Possession of an explosive.	Not considered	Required	Required	Required

Teacher Notification of Dangerous Pupils

Pursuant to Education Code 49079 ==Choices Charter School== is committed to notifying teachers of dangerous pupils. The procedure is as follows:

1. Teachers will be notified at the beginning of each school year that the district is obligated to provide notice to them regarding students that have been suspended or expelled during the school year. Teachers will sign and return the notice indicating that they have received the notice and understand that it is their responsibility to review the suspension report each month during the school year. Their signatures will also acknowledge their understanding that the student suspension/expulsion data is to be kept confidential and not to be disseminated. Regular teachers or long-term substitute teachers entering the school at any time during the school year will be so notified as part of their orientation to the site. The notification shall include the procedure for teachers to access the monthly suspension report(s) and, if requested, individual notices of student suspension.

2. Any information received by a teacher pursuant to EC49079 shall be received in confidence for the limited purpose of providing notice to the teacher and shall not be further disseminated.

3. Notices of student suspensions/expulsions will be made available to teachers each month of the school year. Teachers will be responsible for reviewing the monthly suspension notice. The site administrators will notify teachers each month that they should review the monthly suspension report.

4. Monthly notices shall be kept in a locking file cabinet and shall be available to teachers. Monthly suspension reports from the current and previous three years shall be kept in this file.

5. It is the school site's responsibility to establish a procedure to review the cumulative folders of incoming students for notice(s) of suspension and/or expulsion anytime during the current and/or previous three school years. If suspension and/or expulsion notices are found in students' records, the notices may be provided to and recorded by the person responsible for preparing the monthly suspension report on the New Student Suspension Log (attached) and the log shall then be attached to the monthly suspension report. In place of using the New Student Suspension Log, a copy of the notice from the student's cumulative folder may be placed with the monthly suspension report materials.

6. Because EC49079 requires that teachers be provided notice of student suspensions for the previous three years, it will not be necessary to transfer notices of suspension with the cumulative folder when the student transfers to a school outside the district. It is recommended that a copy of the student's discipline/intervention screen be printed and placed in the cumulative file prior to sending the records to the new school district.

7. If a student's behavior warrants (e.g., violent or aggressive behavior), you may provide notice to teachers as soon as possible after a suspension or disciplinary action has occurred.

Questions about this procedure should be directed to the appropriate school's director at the district office.

PART 1

Section 4

SEARCH & SEIZURE

Search & Seizure

Board Policy 5145.12 – Search and Seizure

The Governing Board recognizes the benefits to students and staff of a safe educational environment. The Governing Board is fully committed to promoting a safe, caring, and nondiscriminatory school climate and learning environment which is conducive to learning and enables students to feel safe and realize their full potential. To the extent possible, the Governing Board is fully committed to eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

Individual Searches

School officials may search any individual student, his/her property, or District property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or District property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two District employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Searches of Multiple Student Lockers/Desks

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis,

with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Use of Metal Detectors

The Board believes that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which District students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall recommend the use of metal detectors at District schools as necessary to help provide a safe learning environment and shall establish procedures that ensure that metal detector searches are conducted in a uniform and consistent manner that minimizes or eliminates arbitrary and capricious enforcement by school officials. Such detection devices shall be utilized only under the direction of the Superintendent in consultation with legal counsel and site administration. Parents/students will be notified annually regarding the use of metal detection devices.

Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

The dogs may sniff the air around lockers, desks, or vehicles on District property or at District-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.

Administrative Regulation 5145.12 – Search and Seizure

Updated June 3, 2013

Use of Metal Detectors

The Superintendent or designee shall ensure that the following safeguards are used when making metal detector scans:

1. Before the walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
3. If a second activation occurs, a hand-held metal detector shall be used.

4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another District employee.
5. The search shall be limited to the detection of the cause of the activation.

Use of Contraband Detection Dogs

Contraband detection dogs shall not be used in classrooms or other District facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection unless school officials have reasonable suspicion to search the item.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

Notifications

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and District properties under a student's control, including lockers or desks.
2. The district's contraband dog detection program
3. The use of metal detector scans

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

PART 1

Section 5

PROBLEM RESOLUTION AND COMPLAINT PROCEDURES

Problem Resolution

Choices Charter School[SCHOOL NAME][SCHOOL NAME] and San Juan Unified School District encourage issues be resolved by those closest to the concern whenever possible. Concerns should be brought to the attention of those involved. If a satisfactory resolution is not met, the complaint should be brought to the school principal or designee.

Students, parents, guardians, and community members who cannot find a resolution to their concern at the school site level may contact the district's Family and Community Engagement office at (916) 971-7929. Staff there will help identify the issue and facilitate conversations with school site staff to find a proper resolution.

Staff should address concerns to their direct supervisor. Human Resources may also be contacted to help resolve staff concerns.

Concerns related to safety procedures and practices should be addressed to the school's principal and site safety team. The Safe Schools Office is also available for consultation. The Safe Schools office can be reached at (916) 971-7911.

Concerns meeting the criteria of a Uniform Complaint as detailed in board policy 1312.3 can be brought to the district's legal office at any time. Any complaints meeting the uniform complaint criteria made to any staff member at any time should also immediately be directed to the district's legal office. The legal office can be reached via phone at (916) 971-7110 or via mail at P.O. Box 499, Carmichael, CA 95609.

Additional information can be found in board policy 1312 – Complaints Concerning Schools, administrative regulation 1312 – Complaints Concerning Schools and AR 1312.1 – Complaints Concerning District Employees.

Uniform Complaint Procedures

Board Policy 1312.3 – Uniform Complaint Procedures

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670, and the accompanying administrative regulation. The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing the following programs: Adult Education, After School Education and Safety, Migrant Education, Career Technical and Technical Education and Training, Child Care and Development, Child Nutrition, Consolidated Categorical Aid, Compensatory Education, Every Student Succeeds Act/No Child Left Behind, Tobacco Use Prevention Education, California Peer Assistance and Review Programs for Teachers Education, Regional Occupation Centers and Programs, School Safety Plans, State Preschool, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, Economic Impact Aid, and any other district-implemented program which is listed in Education Code section 64000(a) (5 CCR 4610).

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person in district programs and activities including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code sections 200 or 220, Government Code section 11135, or Penal Code section 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campuses to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code section 222).

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan ("LCAP"). (Education Code section 52075).

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from board-imposed graduation requirements.

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements. (Education Code sections 51225.1, 51225.2).

8. Any complaint alleging district noncompliance with the requirements of Education Code sections 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (Education Code section 51228.3).

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school. (Education Code sections 51210, 51223).

10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

11. Any other complaint as specified in a district policy.

The board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP process.

The superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities,

   be referred to the Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination/harassment shall be sent to the California Department of Fair

Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, Administrative Regulation 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and mis assignments.

Additional Information

Additional information regarding the district's Uniform Complaint Procedure can be found in Administrative Regulation 1312.3.

Uniform Complain Procedures are available online at http://www.gamutonline.net.
● Use "public" as a username and "sjusd" as a password to access all district board policies and administrative regulations.

PART 1

Section 6

MANDATED REPORTING & REQUIRED INCIDENT DOCUMENTATION

Mandated Child Abuse Reporting Procedures

School personnel who suspect child abuse are mandated to file a report in compliance with all California child abuse reporting laws. Any suspected abuse must be reported regardless of who the abuser may be including parent/guardians, other family members, other adults or school staff.

Staff are required to:

1. Contact Child Protective Services (CPS) at (916) 875-5437.
    a. If directed by CPS, call the appropriate local law enforcement agency:
        i. Sacramento County Sheriff
            1. non-emergency line (916) 874-5115
            2. direct emergency line (916) 874-5111
            3. 911 as appropriate.
        ii. Citrus Heights Police Department
            1. non-emergency line (916) 727-5500
            2. 911 as appropriate

2. **PREPARE A WRITTEN SUSPECTED CHILD ABUSE REPORT** on official reporting form SS8572 (available on the district intranet or by obtaining a password from CPS when submitting a phone report) within thirty-six (36) hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Keep a copy of the report for your protection in a confidential file. (**Do not file or record the suspected incident in the student's cum record).**

3. Notify the site principal or the director/supervisor of your department of the report immediately.

<u>STAFF SHALL NOT NOTIFY SUSPECTED ABUSER OR PARENT/GUARDIAN</u> This is the responsibility of law enforcement or CPS

Failure to report suspected abuse could result in imprisonment for up to six (6) months, a fine of up to $1,000 or both.

In some cases, CPS staff may arrive on campus to conduct investigations or other activities. In those instances, staff will:

- Verify identification of the CPS staff member.
- Ensure the CPS staff member informs the student of their right under PC 11174.3 to be interviewed in private or in the presence of a trusted school staff member.
- Reassure the student that the CPS staff member is there to help them.
- Assess a student's ability to return to class after an interview.
- **DO NOT** notify parents/guardians unless cleared to do so by the CPS staff member.
- If CPS determines it best to remove the student from school, ensure that a "Removal of Pupil from School During School Hours" form is completed and filed. Forms are available on the district intranet.

Questions regarding mandated reporting should be brought to the attention of the Pupil Support Services department at (916) 971-7004.

Reporting / Documenting Critical Incidents and Crimes Occurring on Campus [IRIS Entries]

As required by the California Code of Regulations section 700 et seq., this site will track and report all crimes and specified critical incidents occurring on the campus during normal school hours or during sanctioned after school events regardless of location or time.   Crimes and critical incidents must be reported using the district's Incident Reporting Information System (IRIS).

It is the responsibility of the site administration to ensure all crimes and critical incidents are entered into IRIS as soon as practicable, but no later than the end of the day of occurrence.   Incidents under investigation or requiring additional follow-up may be updated as appropriate; case information may be updated at any time.

The minimum acceptable information for an entry must include:

- Site / Location of occurrence
- Date / Time of occurrence
- A summary of events
- Identification of involved persons (added to the involved persons tab)
- Case status (concluded, pending follow-up, additional investigation ongoing, etc.)
- Case outcomes / resolution
- Law Enforcement response / case number (if applicable)

All crime and critical incident information entered into IRIS is maintained for a minimum of three years.

The following crimes must be entered into IRIS (if occurred on campus or during any sanctioned event):

- Arson
  - Any willful and malicious setting of fire to or burning of any school structure or property.
- Assault with a deadly weapon
  - Any use of a firearm, deadly weapon, or instrument other than a firearm by any means of force likely to produce great bodily injury.
  - A deadly weapon may generally be, but not limited to; a firearm, stun gun, taser, bow & arrow, knives, cutting instruments, clubs, bottles, or explosives.
- Battery
  - The willful and unlawful use of force or violence upon the person of another
- Burglary
  - Any entry into a structure with the intent to commit a theft or any other felony.
- Destructive devices
  - Any device used for criminal purposes capable of harming others or causing damage.
  - Devices may include but are not limited to; any projectile containing an explosive, any rocket propelled projectile, any breakable container which contains flammable material, a sealed CO_2 device.
- Drug and Alcohol offenses
  - Possession, use, sale or furnishing of any substance or paraphernalia that is prohibited by law.
- Explosive devices
  - Improvised and commercially or military obtained explosive devices.
- Graffiti

- o Any form of unauthorized painting, writing or inscription on school property required for damages estimated above $100. Optional entry for incidents with a repair estimated below $100 (unless hate related)
- Hate Crime
  - o Any act or attempted act against the person or property of another or any institution which manifests evidence toward the victim due to their actual or perceived race, religion, disability, gender, gender identification, sexual orientation, or nationality.
- Homicide
- Trespassing
  - o Entering school grounds during school hours without registering with the site admin as required by law and or returning to the site while serving a suspension or after being advised not to be on the campus.
- Robbery / Extortion
  - o The taking of personal property from the possession of another against their will through force or fear
  - o Extortion is induced by a threat of force or wrongful use of fear and may occur over a long period of time.
- Sex Offenses
  - o Including but not limited to; sexual battery, rape, statutory rape, lewd and lascivious conduct, molestation and other acts.
- Theft
- Vandalism

The following critical incidents must be entered into IRIS (on campus, during sanctioned events or online when impacting student / site safety):

- Behavioral Disruptions
  - o Any behavior not meeting the threshold of a crime that significantly disrupts the site or any class.
  - o Any behavior not meeting the threshold of a crime that presents a safety concern for the site, any class or person.
  - o May be conducted by a student, guardian, or any other person.
- Bullying
- Harassment
  - o Acts or comments that are unwelcomed and unwanted including physical, verbal, or visual.
- Hate Incident / Hate Speech
  - o Any act, behavior or speech motivated by hate that does not meet the threshold of a crime.
  - o May include but is not limited to: name calling, insults, displaying hate material on your own property, posting hate material not resulting in property damage, distribution of hate materials / messages in public places.
- Threats
  - o Any threat to the safety of any individual, group or school
  - o Threats may be conveyed by means of, but are not limited to; verbally, in writing, text messaging, drawings, pictures, as well as online or through social media platforms.

Questions regarding reporting requirements should be directed to the Safe School team.

PART 2

Section 1

EMERGENCY RESPONSE PROCEDURES AND PRACTICES

Safety and Emergency Drills

Pursuant to CA Education Code Section 32280, regular and appropriate safety and emergency response training is provided to all staff members and volunteers.   Staff will review and become familiar with the Comprehensive School Safety Plan including all emergency response procedures, the supplemental Tactical Safety Plan and drill schedule each school year. The following safety and emergency procedures, practices and drill schedules are implemented to increase personal safety and provide a safe learning environment. These procedures have been reviewed by the Group.

- The principal or designee will be responsible for ensuring all new staff members, including temporary or intermittent staff, review these materials.
- Teachers will review appropriate expectations with students for actions such as lockdown procedures, shelter-in-place procedures, active threat incidents, as well as fires and general evacuations in an age & grade appropriate manner at the start of each school year.
  - Students will practice the corresponding action through appropriate use of drills.
- The school will conduct the minimum number of drills as outlined here. Additional drills are encouraged and can be scheduled by the principal as appropriate.
  - Fire evacuation drills will be held:
    - Monthly at all elementary school sites
    - Two times each school year (once per semester) at all intermediate and secondary school sites
  - Lockdown drills will be held twice per year at <u>all school sites.</u>
    - First drill held within the first 30 days of the first day of the school year.
    - Second drill held within 30 days of the first day of school in January.
  - Earthquake drop and cover drills will be held:
    - Once per quarter at all elementary school sites
    - Two times each school year (once per semester) at all intermediate and secondary school sites
- Review and debrief sessions will be held with appropriate stakeholders after each drill as well as after any critical event.

Safety and Emergency Training & Preparation

The following safety drill preparation guidelines are based on the recommendations of the National Association of School Psychologists.   While these guidelines are particularly focused on lockdown and active threat response, these practices are beneficial for all drills. These are guidelines only. Staff may, upon consultation with site administration and safety members, make appropriate decisions and adjustments based on their class or student(s) age and ability in compliance with all federal state and local regulations.

Before Drills – all grade levels

- Drills should be announced in advance and never be a surprise.
- Armed assailant drills are not allowed, nor is the use of any role players, props, simulations and/or scare tactics to train students how to respond in an emergency.
    - Exceptions include the use of the fire alarm system as part of the required system testing.
- Accommodating students with disabilities should always be considered in drill planning.
- Prior to a drill, students should be instructed in a calm manner, what will happen and why.
- Affirm that it's OK to feel however they are feeling and remind them the drills are there to help keep them safe.
- Help students identify a favorite coping strategy to use in case they need to self-regulate during the drill.
- Inform families / guardians of upcoming drills so they can partner to help prepare the students.

During Drills – all grade levels

- Remember to stay calm. Students take cues from trusted adults.
- Monitor students who appear to be in distress and provide additional support as practicable.

After Drills – all grade levels

- Debrief the drill with students to identify things that went well and areas to improve.
- Allow students to share their feelings about the drill.
- If practicable – consider allowing students free time to complete a non-academic activity to release stress.
- Students may react with behaviors that are atypical. Monitor students for these and consult with a counselor as appropriate.
- Inform parents / guardians if you notice unusual behaviors and collaborate to identify ways to support the student.

Preschool – Kindergarten: Instructional Focus and Considerations

- Drills are focused on listening and following the directions of a trusted adult (i.e., teacher, classroom aide).
- Safety procedures are kept simple and easy to follow.
- Students are taught to recognize the sound of the school's fire alarm system and PA and instructed to immediately follow the directions of the trusted adult.
- Games and/or songs may be incorporated into the procedures to maintain a low-stress and engaging practice.

Grades 1 – 3: Instructional Focus and Considerations

- In addition to the above, students may learn about the different types of emergencies including intruders and how they can be a helper by following directions.
- Students learn about evacuation and rally locations and where they are on the campus.

Grades 4 – 5: Instructional Focus and Considerations

- In addition to the above, students may begin to learn about the various response options (RUN / LOCKDOWN) and when / why a trusted adult may direct them to do so.
- Students discuss and examine ways to help to keep them safe during an enhanced lockdown by moving furniture for protection and barricading doors.
- Students are taught to identify evacuation routes and discuss alternative evacuation locations or pathways.

Grades 6 – 8: Instructional Focus and Considerations

- Building upon the concepts learned in previous grades, teachers can discuss enhanced lockdown procedures such as creating complex barricades by stacking furniture.
- Students may learn about distraction techniques that encourage using available classroom items and loud noises to distract an intruder trying to enter their classroom.
- Students may learn about advanced evacuation strategies including escaping through windows and the location of off-campus rally points.

Grades 9 – 12: Instructional Focus and Considerations

- Building upon the concepts learned in previous grades, teachers can discuss advanced escape strategies including how to safely break a window and evacuate safely.
- Students are empowered when outdoors to take immediate action, without delay to evacuate and get away from the danger.
- Students are instructed how to check in and update their location post-evacuation.

Note – Students are not encouraged nor instructed to try to disarm or otherwise control an active assailant. Students are taught to get as far away from the conflict as possible to a safe location.

Safety Response Definitions - Actions & Terms

The following actions may be used as a singular strategy or in any combination in response to a safety incident or emergency. These strategies may be transitioned between as necessary to adjust to a dynamic environment.   Additional information and/or confidential instructions related to the below actions may be found in the site's confidential tactical plan.

Shelter-In-Place

Generally used when there is a non-life-threatening safety concern on or directly adjacent to the school campus. This action eliminates all unnecessary outside activities, bringing students and staff into a more secure and safe indoor location. While sheltering-in-place, normal educational activities may continue to occur indoors.   Limited outside activities, use of restrooms and meals in the cafeteria may be allowed as appropriate and under supervision.   During a shelter-in-place campus visitors are restricted.   This action is commonly used, but not limited to, in response to incidents such as:

- General law enforcement activity in the area
- Response to a non-active incident on campus to allow for the safe arrival of emergency responders.
- Severe weather / poor air quality
- Aggressive animal on campus
- Campus intruders

Confidential instructions related to the initiation, safety actions and release of a Shelter-in-Place are detailed in the CSSP-Tactical Plan.

Lockdown

Generally used when there is immediate or imminent threat of danger on or directly adjacent to the campus placing the students' and staff's physical safety or lives at risk.   When implemented all campus and classroom activities are immediately stopped. Students and staff are directed to quickly move to the nearest, safest indoor location and the room secured.   This action is commonly used, but not limited to, in response to dangerous incidents such as:

- Dangerous law enforcement activity on or directly adjacent to the campus involving weapons or violent persons.
- Violent or Aggressive intruders on campus
- Active threat on campus (any person on campus, armed with a weapon and actively engaged in the attempt to harm others)

Confidential instructions related to the initiation, safety actions and release of a school-wide Lockdown are detailed in the CSSP-Tactical Plan.

Evacuation

Generally used anytime there is the need to immediately exit a structure, a specific area of or the entire campus due to dangerous conditions or the threat of physical harm. Evacuations may be initiated school-wide or limited / controlled to specific areas based upon the type and location of the risk or threat.

Evacuation maps identifying pre-planned routes and rally locations should be placed by each exit, easily located and viewable.

Limited / Controlled evacuations are often used as a secondary component to a primary safety action such as Shelter-in-Place or Lockdown.   Controlled evacuations are completed under the direction of the site Principal / designee

or other Law Enforcement / Fire Department agent. Controlled evacuations will include specific instructions indicating the safest route and destination and may involve direct escort.

Evacuations are most commonly used, but not limited to, in response to incidents such as:

- Fire / Smoke
- Flood
- Chemical / Gas leak
- Unsafe structure
- Active threat

Specific plans to aid students & staff who may need additional assistance to safely evacuate a room, location or the campus are addressed in this site's safety plan and may include:

- A list of students / staff that have specific temporary or long-term assistance needs.
- A list of identified staff including both primary and backup persons responsible for aiding specific persons
    - A list of required medical aid or assistive equipment.
    - A list of required lifesaving medication(s)

Duck and Cover

Duck and Cover may be used in response to various disaster or emergency incidents and is most commonly used when/where a threat of falling objects exist during or after events such as:

- Earthquake
- Explosion
- Active threat

Active Threat / RUN-LOCKDOWN -DEFEND

An Active Threat is defined as incident involving a violent person on campus, armed with a firearm or other dangerous weapon, and is actively engaged in harming or the attempt to indiscriminately harm others likely resulting in death or great bodily injury.

In addition to the use of other-directed safety strategies, the response to Active Threat scenarios may require decisions based upon individual knowledge of the incident and immediate proximity to the threat. Safety response include RUN, LOCKDOWN AND DEFEND.

** Confidential instructions related to the response to Active Threat Situations are detailed in the CSSP-Tactical Plan.

Reunification

In the event school activities are cancelled after the start of school, parent(s) / guardian(s) will be notified to pick up their students during the reunification process.   Reunification is the process of reuniting a student with their parent/guardian. Parent(s) / guardian(s) will be required to provide proof of identity and be named on the student's emergency contact list. Parent(s) / guardian(s) will receive specific instructions including the location, check in and identification requirements to expedite the process.

Reunifications may occur at the site or at another location should the site be determined unsafe.

**Additional information regarding this site's specific reunification plan may be located in the confidential Tactical Plan section of this document.

Inclusive School Safety Planning: Accommodating Persons with Medical, Functional or Special Assistance Needs

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Pregnant
- Have broken bones or other physically limiting injury.
- Have PTSD
- Diagnosed with Autism or other social / sensory conditions.
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired.
- Require access to prescribed critical medication.

Where practicable, individualized safety plans are drafted and contained within specific IEP / 504 documents. Staff associated with students meeting above or other special assistance needs shall be made aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life-saving medication has been created.   The identification of persons requiring assistance and their respective assistance needs, including a list of medications is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner.

The information is maintained and available through:

- o   Identify person responsible for reviewing / updating
- o   Identify frequency of review
- o   Identify the person responsible for maintaining the record
- o   Identify the type of document (excel spreadsheet, hard paper document, etc.)
- o   Identify the person responsible for ensuring access to prescribed medication is met including all identified practices in place to gather, secure, transport and deliver required medication

Example - Confidential Special Need / Assistance List

This template is provided as an example only. You may develop your own spreadsheet. To remain compliant with privacy laws; lists of individuals with health concerns or those requiring assistance due to a functional disability should not be kept directly within the tactical plan. The site administrator or designee should keep the information in a secured location they can easily access in case of a critical emergency and/or evacuation.

Student Name	Health Concern	Care Plan and Medication

Special Needs Students – Describe:

Staff Name	Health Concern	Care Plan and Medication

Special Needs Staff – Describe:

Use of the Standardized Emergency Management System (SEMS)

As appropriate and when required, San Juan Unified will institute components of the Incident Command System (ICS) as required by the CA Standardized Emergency Management System.

San Juan Unified Schools has incorporated protocols of California's Standardized Emergency Management System (SEMS). The California Code of Regulations, Title 19, Division 2, Chapter 1, Sections 2400-2450 outlines the requirements of all special districts. These regulations establish the CA Standardized Emergency Management System (SEMS) and subsequent Incident Command System (ICS). SEMS is intended to standardize response organization, communication and authority in emergencies that are complex or involve multiple responding agencies. SEMS is intended to be flexible and adaptable to the needs of all emergency responders in California.

SEMS requires that emergency response agencies use basic principles and components of emergency management including.

- ICS (Incident Command System) - Organizational Leadership, Area of Responsibility, Accountability and Communication
- Multi-agency or inter-agency coordination – Unified Command
- Operational area concept, and
- Established mutual aid systems.

State agencies must use SEMS. Local governments and Local Education Administrations (LEA's) must use SEMS by December 1, 1996, in order to be eligible for state funding of response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2925, and §2930.

Executive Order S-2-05 issued by the Governor of California directs the California Office of Emergency Services and Office of Homeland Security, in cooperation with the Standardized Emergency Management System Advisory Board, will develop a program to integrate the National Incident Management System, to the extent appropriate, into the state's emergency management system.

Incident Command System – Site Use:

When utilized, the Incident Command System allows for a scalable / expandable leadership response to manage an incident. Roles including specified positions such as the Incident Commander, Operations Coordinator, Logistics Coordinator, Planning Coordinator & Information / Communications Coordinator are clearly defined and identified as points of contact.   Appropriate management organization allows for a delegation of work effort, minimizes unnecessary communication with the Incident Commander allowing for increased strategic decision effectiveness.

Use of the National Incident Management Systems (NIMS)

As appropriate and when required, San Juan Unified Schools will comply with all requirements of the National Incident Management Systems.

In 2004, the Department of Homeland Security released the National Incident Management System (NIMS) as required by Homeland Security Presidential Directive (HSPD) - Management of Domestic Incidents and HSPD-8 Preparedness. While most emergency situations are handled locally, when there's a major incident, help may be needed from other jurisdictions, the state, and the federal government. NIMS was developed so responders from different jurisdictions and disciplines can better work together to respond to natural disasters and emergencies, including acts of terrorism. NIMS benefits include a unified approach to incident management; standard command and management structures; and emphasis on preparedness, mutual aid, and resource management.

HSPD-5 established and designated the NIMS Integration Center (NIC) as the lead federal entity to coordinate NIMS compliance. Its primary function is to ensure that NIMS remains an accurate and effective management tool through refining and adapting compliance requirements to address ongoing preparedness needs.

To accomplish this, the Compliance and Technical Assistance Branch relies on input from federal, state, local, tribal, multi-discipline, and private sector stakeholders to assure continuity and accuracy of ongoing implementation efforts. In this collaborative role, the NIC has worked with these partners to refine and implement improvements to NIMS, including the development of performance measurement systems for state, territorial, tribal, and local governments, based on lessons learned and best practices from across the nation.

NIMS plans include.

- Use of standardized terminology,
- Standardized organizational structures (ICS),
- Inter-operable communications,
- Consolidated action plans,
- Unified command structures, when applicable,
- Uniform personnel qualifications standards,
- Uniform planning, training, and exercises,
- Comprehensive resource management, and
- Designated incident facilities.

Use of the Campus as Community Shelter

During a local or regional emergency, it may become necessary for the school campus to be used as an emergency shelter, operational center for first responders, or staging area for emergency services or first responder equipment.

To meet the needs of the community and non-government volunteer organizations such as the Red Cross, the San Juan Unified School District will work collaboratively with law enforcement, fire and other community or charitable emergency responders to support and provide locations for emergency operations.

All requests for the use of this facility will be forwarded to the Safe Schools office at (916) 971-7911. Safe Schools will coordinate with the district facilities team for approval and determination of appropriate site access and security needs.

SAN JUAN UNIFIED SCHOOL DISTRICT
EMERGENCY NOTIFICATION PROTOCOL

The following notification steps should be taken as appropriate but are not a comprehensive list of all actions that may be necessary when an emergency occurs.

STEP 1 **Call 9-1-1**	● In a life-threatening emergency situation, **ALWAYS DIAL 9-1-1**. ● Stay calm and speak clearly; Allow the 9-1-1 operator to direct conversation. ● State the emergency, have specific location information. ● Be prepared to answer questions. ● Hang up only when the 9-1-1 operator directs you to do so. o If you must leave the area or cannot speak, do not hang up. Set the phone down but leave the line open.
STEP 2 **Call Safe Schools**	● Notify the **Safe Schools Office at 971-7911. AND/OR** ● Use the Catapult EMS system to notify your site of the incident and direct any required action. ● **NO OTHER NOTIFICATIONS BY THE SCHOOL SITE ARE REQUIRED. SITE STAFF ARE FREE TO FOCUS ON MANAGING THE INCIDENT ON SITE.**
STEP 3 **Safe Schools Logs and Alerts**	● An alert will be sent by Safe Schools to other district staff as appropriate for awareness or response. ● The Safe Schools Office will notify the Director of Safe Schools, Safety Specialists and Chief of Staff's Office.
Lines of Communication	● A Safe Schools' staff member will respond to the site and act as a direct line of contact to the Director of Safe Schools. ● The Chief of Staff's office will communicate with the Board, Superintendent, Cabinet Members, and other Directors of teaching and learning as appropriate.
News Media	● If news media arrives on site, immediately notify the Communication Office at 979-8281. ● All news media inquiries should be referred to the Communication Office so that site staff may focus on managing the incident.

Communication Plan Developed	● The communication team will collaborate with site admin to develop a communication plan that may include mass notifications and/or email. Communication will be prioritized to:
	    o Site staff & District personnel - then
	    o Students, families & guardians - then
	    o Media

Incident Command Center Established	● A shared or unified Incident Command System (ICS) may be organized between the district and local public safety organizations. ● The incident commander will likely be either a fire or law enforcement employee depending on the nature of the emergency. ● The Director of Safe Schools or Senior Safety Specialist will represent the district in the incident command system structure.

Catapult EMS – Use & Training

San Juan Unified has adopted the CatapultEMS (Emergency Management System) as a communication, incident management and accountability tool to assist sites during safety incidents.

All San Juan Unified staff have access to CatapultEMS via their district email account.   CatapultEMS is accessible via any web browser capable device (desktop computer, laptop computer, tablet, smartphone) at www.catapultems.com or via the district's portal.

In the event of a safety incident or emergency; site administration, site safety team members and district staff will use CatapultEMS to:

- Document, manage and investigate safety incidents.
- Share safety information with site, district, and safety staff
- Communicate emergency actions such as evacuation or lockdown directives.
- Account for staff and student location and wellbeing.
- Prioritize emergency response efforts to those most vulnerable or in critical need of care.

The site principal is responsible for ensuring all staff assigned, whether permanent or temporary, have received training in the use of CatapultEMS.

- Site principals should specifically train the 'site safety team' members in the use of the Catapult EMS to include:
  - Pre-planned roles / assignments
  - How to create and update emergency incidents or initiate actions such as Evacuations, Shelter-in-Place, Lockdowns
  - How to communicate within the system directly with other site safety team members, general staff, specific staff members
  - How to share general safety and situational awareness messages

Staff rosters within CatapultEMS must be updated at the beginning of each school year and periodically throughout to ensure system accuracy and accountability.

To add new staff to the system or access online training, contact the site's assigned Community Safety Specialist or the Director of Safe Schools.

Communication During Emergencies - School Site & District Staff

During an emergency or other safety event, effective communication is key to providing awareness, directing specific actions, and obtaining the necessary resources for the safety of the site, students, and staff. Staff are trained to receive and effectively communicate information during an emergency.

in the event of an emergency the site may utilize any single or combination of the below methods to alert and share information internally amongst site staff, students, and district safety teams as appropriate:

- Telephone – Internal district office desk lines and/or cellular phones
- Email
- PA – public address systems
- Handheld radios
- Bell signals / rings
- CatapultEMS

Communication During Emergencies - Outside the School / District

Keeping parents, guardians and others informed during a school emergency is vital. Our first priority will be to ensure the safety of students and staff on campus. This site will collaborate with the district communications team and work as quickly as possible to notify families of what is happening. The communications team will assist with:

- Creating an initial message sent to guardians using the district's mass notification system and posted to the school website that shares the general nature of the incident. This message may not have a high level of detail as it is important that we maintain a focus on the immediate safety of students and staff and ensure only accurate information is distributed.
- Providing incremental updates to the situation posted to the school's website. Major updates will be sent using the district's mass notification system.
- If an evacuation is ordered or school is cancelled prior to its scheduled time, families will be notified using the district's mass notification system.
- At the conclusion of an incident, a follow-up message sent using the district's mass notification system informing families / guardians of the outcome of the situation and appropriate details. Additional information may be shared as it becomes available in the hours, days and even weeks following a major incident.
- All messages sent using the district's mass notification system will be sent as emergency calls. Emergency calls are distributed before other pending messages and are sent to every contact type on file for a parent/guardian.

To ensure parents/guardians receive notifications of an emergency situation, they must provide accurate contact information to the school office and are encouraged to periodically review their contact settings in the blackboard system. Instructions on how to update contact information and settings can be found at https://www.sanjuan.edu/mynotifications.

Parents/Guardians and staff can add extra contact methods to the notification system and determine which types of calls and messages are sent to each contact.

Working with the News Media

Local news media have an important role to play in helping our community remain informed and engaged. This site and the district values having a positive working relationship with news media outlets and reporters so that we can be a valued source of trusted information.

1. **When to contact the communication office**
   a. There is an incident on campus that requires parent notification or could potentially garner media attention. The communication team will help develop a draft message to send to your school community as well as prepare for possible media requests. Be proactive and contact the communication team at (916) 979-8281.
   a. Your school has been contacted by the media about a positive or negative story. The communication team will coordinate with the media and facilitate interviews, and in certain cases, respond on your behalf. All media is asked to go through our office. Should the media contact your school directly, please ask them to call the communication team at (916) 979-8281.
2. **Who can respond to the media?**
   All news media requests for information or statements should be directed to the communication team. The communication team will determine whether a response from the site administrator is appropriate or if done through the communication team.

   The communication team will assist site Principals with formulating messages and any necessary coaching or guidance prior to making statements.

   Staff are not authorized to represent the district unless directed to do so by the communication office or the superintendent. Staff should not offer comment on or respond to media inquiries during the workday or as a representative of the district unless directed to do so. Staff may speak with the media to express their individual views during non-work time so long as they represent those views as their own.

0. **News media rights**
   News media are legally allowed to film anyone in a public setting where there is no expectation of privacy. This includes individuals under the age of 18 with or without parent/guardian consent. However, news media typically honor our requests to not film students or a specific individual. District opt-out forms for photos and video only apply to district-produced materials.

   News media may only be on public sidewalks unless allowed on campus by site administration. News media are never allowed on campus during a Shelter-in-Place or Lockdown; there are no exceptions.

   Under general conditions, news media may be allowed on campus, with permission from the site administrator, as long as it does not cause significant disruption to the learning environment.

   All visitors allowed on campus, including news media representatives, should be asked to sign in and be given a visitor's badge.

   If you have concerns about news media presence on your campus, please contact the communication office immediately.

Air Quality - Pollution & Wildfire Smoke Emergency Procedures

Health & Safety warnings related to outdoor air quality resulting from pollutants or wildfire smoke are common within the Sacramento / Central Valley region. Poor air quality and impacts from wildfire smoke occur most frequently during wildfire season through the months of May to November.

During an air quality event, the school principal will collaborate with the district superintendent and directors of Teaching & Learning to make decisions about school activities including outdoor activities and events, school closures and meal distribution programs. The school principal and district communications team will be responsible for communicating information to parents and students related to the air quality event, school closures or other changes to school activities. School principals and supervisors of non-school worksites are also employers and are responsible for determining policies and working practices for outdoor and indoor employees during air quality events.

Adjustments to education and work schedules should take into consideration the indoor air quality of school buildings. Air quality events can impact indoor air quality. Schools should assess heating and cooling systems, filtration levels and the use of portable air cleaners to determine if air environments can be improved.

Final determination to cancel special events, significantly modify school activities or cancellation of classes, programs or events should be made only after approval from the Superintendent or designee.

Outdoor air quality may be monitored through the following online resources:

	Main Phone Line	Main Website	Other Information
Sac Metro Air District	279-207-1122	airquality.org	Wildfire Smoke Info webpage
Sac County Public Health	(916) 875-5881	https://dhs.saccounty.net/PUB/Pages/PUB-Home.aspx	
Sacramento County of Emergency Services	(916) 874-4670	www.SacramentoReady.org	
Purple Air		https://www.purpleiar.com	
Breathe California		https://sacbreathe.org	

Recommended Actions Based on AQI Levels

The following guidance sheet is provided to assist in determining appropriate activities for groups based on the Air Quality Index (AQI).

Any action taken to modify or cancel activities should be coordinated after consultation with the site's Director of Teaching & Learning.

WILDFIRE SMOKE EVENTS: Recommended Actions for Schools Based on Air Quality Levels

Air quality is an important consideration for schools, especially during extreme air quality events when poor air quality can be detrimental to student and staff health. The recommendations below were developed in consultation with state and local health and air quality officials and local school districts.

ACTIVITY	Level 1 GOOD	Level 2 MODERATE	Level 3 UNHEALTHY FOR SENSITIVE GROUPS	Level 4 UNHEALTHY	Level 5 VERY UNHEALTHY (School closure may be considered[2])
Recess (15 min)	No Restrictions	Ensure sensitive individuals[1] are medically managing their condition	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities. Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals or any individual who complains of difficulty breathing should remain indoors	No outdoor activity. All activity should be moved indoors or discontinued
Physical Education Class (60 min)	No Restrictions	Ensure sensitive individuals are medically managing their condition	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities. Make indoor space available for sensitive individuals	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes. Sensitive individuals or any individual who complains of difficulty breathing should remain indoors	No outdoor activity. All activity should be moved indoors or discontinued
Athletic Practice/ Scheduled Sporting Events	No Restrictions	Ensure sensitive individuals are medically managing their condition	Ensure sensitive individuals are medically managing their condition. Reduce vigorous exercise to 30 minutes per hour. Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour. Increase rest periods and substitutions to lower breathing rates. Sensitive individuals should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued
Scheduled Outdoor Events	No Restrictions	Ensure sensitive individuals are medically managing their condition	Ensure sensitive individuals are medically managing their condition	Decrease duration of events exceeding 2 hours. Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued
AQI Reading[3]	0-50	51-100	101-150	151-200	≥201
PM 2.5 Range	1-12 µg/m3	13-35 µg/m3	36-55 µg/m3	56-150 µg/m3	≥151 µg/m3
Ozone Range	1-54 ppb	55-70 ppb	71-85 ppb	86-105 ppb	≥106 ppb

[1] Sensitive Individuals include anyone with asthma or other heart/lung conditions. Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
[2] To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.
[3] Recommended actions should be followed when the AQI **for any** pollutant (ozone, PM2.5 *and* PM10) exceeds 100. AQI readings and other info are found at **AirQuality.org** and **SpareTheAir.com**.

SACRAMENTO METROPOLITAN
AIR QUALITY
MANAGEMENT DISTRICT

SACRAMENTO COUNTY
PUBLIC HEALTH
Promote • Prevent • Protect

Version 10/5/2020

Bomb Threats & Suspicious Packages & Letters

All bomb threats should be taken seriously, investigated fully to identify the potential level of threat, and reported to law enforcement. A bomb threat may be made in many ways: telephone calls, text messages, emails, anonymous online tips, voice messages, postal letters, etc.   The goal of an effective bomb threat response plan is to provide for the safety of the site while minimizing interruptions.

Initial Considerations:

- Evaluate the threat –
    - The more detailed and specific the threat and/or the more follow-up calls received regarding the threat, the more probably the threat may be credible.
    - Any time a suspicious device is found after having received a report of a threat – the more likely the threat is to be real and immediate action should be initiated.
    - Special events and activities are often accompanied by false threats: rallies, assemblies, required testing.

Administrator's Response:

- Call 911 – advise law enforcement of the bomb threat. Be certain to advise if a suspicious item or device has also been found.
- Initiate a CatapultEMS Incident – You may initiate a safety alert or an action alert depending upon circumstances.
    - This will notify Safe Schools and appropriate District personnel.
    - If the location of the alleged device is not specifically designated, consider not disrupting existing student activities and allowing students to remain in the classroom.
    - You may provide specific instructions via Catapult messaging.
- The decision to evacuate a room, building or school site is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement of fire authorities.
    - Evacuating a class, building or site for every reported bomb threat may seem appropriate, but can often result in unwanted copy-cat threats intended to disrupt learning activities.
- The decision to search a room, building or any other area is the responsibility of the site administrator, but may be made in conjunction with or recommendation from law enforcement or fire authorities.
    - If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
        - Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted.
    - Assign staff to specific areas of the campus to search outdoor areas or large spaces.
    - This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
    - Suspicious items should be reported to the administration.
    - If a suspicious item is identified the room should be evacuated and the item left untouched and in place.
        - Staff and students should evacuate taking only their personal belongings.
        - The door to the room should be locked after everyone has existed.
- Communicate with parents / guardians.
    - If the event results in a school day disruption including, but not limited to a law enforcement response, a search of a room, building or site, any evacuation or other safety action i.e. shelter-in-place, a notice

should be sent to parents / guardians.   Depending on circumstance, the notice may be sent as part of a primary safety message and/or an incident update after its conclusion.

- Special instructions
  - Depending upon the description of the suspicious item found or details provided by the person making the bomb threat, law enforcement may provide specific site instructions that may include:
    - Turning off cellphones with a specific distance of the item's location
    - Turning off site bell or intercom systems
    - Moving a specific distance away or to a location that provides additional protection.

Staff / Teacher Response:

- Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious.
- If advised via Catapult of a possible bomb threat, follow all instructions provided by the administration.
  - Do not share the information with students unless specifically directed to do so by the administration.
- If advised to conduct a search of your work area / classroom
  - Conduct a visual search only.
  - You may open cabinets / drawers, but do not disturb the contents.
  - If you locate an item that appears suspicious or does not belong in your work area / classroom.
    - Report the item immediately and include a full description.
    - Do not touch or move the item, leave it in place.
    - Evacuate the room.
    - When all the people have exited, lock the doors to eliminate people from entering.
    - Go to the site evacuation location or alternate location if directed to do so.
  - What does a suspicious item look like?
    - A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:
      - An out of place backpack, without an apparent owner
      - An out of place box or envelope not belonging to anyone and without knowledge of why it is there.
      - An item constructed of PVC or metal pipes with sealed ends.
      - An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors
      - An item that appears to have unusual wires protruding.
- If directed by administration or law enforcement to evacuate an area
  - instruct students to take their personal belongings and backpacks with them as they exit.
  - When the last person has exited the room, lock the door.
  - go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement.
  - update your status and location in CatapultEMS including student roster.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities.

Depending upon the level of action taken, advise the site via PA or staff through the Catapult system it is safe to return to normal activities.

Chemical or Hazardous Materials Emergency Procedures

Chemical or Hazardous Material Incident

If there is a major chemical spill on campus or at any nearby industrial site, students should remain inside and students who are outside should be taken inside as soon as possible.

The site should enter into Shelter-in-Place.

If notified by a local emergency services agency (law enforcement, fire department, utility company) the chemical spill is an immediate danger to students and staff of the school, the students and staff should begin evacuation procedures, being cautious to exit through doors on the side of the building opposite the spill if known.

- Standard fire drill procedures may be followed.
- Ensure the evacuation location is safe and is uphill / upwind from any gases, or fumes spreading from the spill.
- If the evacuation area is unsafe, direct students and staff to an appropriate alternate location.

If a chemical spill occurs onsite and is localized or contained such as in a chemistry class, students in the immediate classroom and nearby or adjacent rooms should be evacuated.

- If safe to respond, appropriate immediate mitigation efforts may be used by trained instructors.
- If a fire occurs during a chemical spill, the fire alarms shall be activated, and fire emergency procedures shall be followed.

Notify 9-1-1 of the chemical or hazardous material incident.

- Advise of the type of spill / chemical if known
- Advise of any known injured persons or persons suffering difficulty breathing
- Provide immediate first aid to those in need.
- Follow all instructions given by the fire department.
- Identify a staff member to greet emergency response teams and direct them to the impacted area.
- The principal or designee will notify Safe School's Dispatch of the incident.

Earthquake Emergency Procedures

Earthquakes present a number of safety hazards. Injuries occurring from an earthquake may result from falling debris. ruptured gas lines and other infrastructure or electrical failures.

<u>Preparing for an Earthquake</u>

It is the responsibility of all staff to identify potential safety hazards related to earthquakes within their normal or assigned areas and take steps to mitigate the risk. Teachers should examine their classrooms and ensure that heavy objects are not stored on high shelves, that all furniture or other equipment brought into the room is properly secured to prevent tipping and that adequate cover space exists for students and staff to shelter should an earthquake strike.

The custodian and site administrator should work collaboratively to review non-classroom spaces to minimize the risk of injury or damage from an earthquake.

<u>If an Earthquake Strikes</u>

The following steps should be taken:

1. Students and staff should immediately 'duck and cover':
    a. take cover under desks, tables or other structures that provide protection from falling materials and debris.
    b. face away from windows and cover or protect the head and face.
    c. maintain duck and cover positions until the earthquake has stopped and motion can no longer be felt.
        i. It is recommended to hold this position for at least two minutes after the last shock felt (if safe to remain in the immediate space)
2. Once motion stops, students and staff should carefully assess their surroundings to identify any dangerous conditions.
    a. Evacuation should not be immediate.
    b. Carefully assess the area, the exit and the evacuation route to ensure it is safe to get to the predetermined rally area.
        i. Look for any loose or damaged walls, ceiling materials or other items that could fall.
        ii. Look for any exposed electrical wiring, gas pipes or other hazards.
3. Identify and assist any person that may have been injured.
    a. Notify site administration of any immediate injuries and call 911.
    b. If the area is unsafe and the person can be moved, quickly get them to the evacuation rally point.
    c. If the person is trapped or cannot be moved, remain with the person until emergency responders arrive or as long as is safe to do so.
4. Site administration should attempt to signal an evacuation.
    a. teachers and other staff supervising students should exit the building as soon as it is safe to do so and proceed to identified evacuation rally area.
        i. be aware of possible hazards that may block or inhibit the use of normal evacuation routes.
        ii. be cautious of unsecured overheard objects that may fall.
    b. Staff members shall notify the principal or office staff of any injuries or damage that poses a potential safety threat. Call 9-1-1 if needed.
    c. Depending upon the severity of the earthquake and observed damage, the site custodian or another staff member may be directed by the principal to disconnect all electrical service and turn of master valves for gas and water to the campus.

5. Office staff or other staff directed by the principal should notify the district Safe Schools Team of the school's status.
    a. Notify Safe School Dispatch (916) 971-7911 OR
    b. If a Catapult Incident has been initiated – Safe Schools will be made aware through the system.
6. After surveying the campus and finding it to be safe, the principal will signal an all clear for students and staff to return to class.
7. If the campus is not safe to occupy, an off-site evacuation should commence and arrangements to begin student/guardian reunification.

Modifications for persons with physical disabilities or movement limitations:

- Move away from windows and other items that can fall.
- Get as low as possible.

If a wheelchair is used

- Lock the wheels.
- Remain seated.
- Protect your head and neck with your arms, a pillow, book, or other available item.
- Do not try to transfer from a wheelchair if the ground is still shaking.

Physical Disabilities or movement limitations

- Get to the floor in a seated position against a wall.
- Protect your head and neck with your arms, a pillow, book, or other available item.

Deaf or hearing impaired.

- Identify multiple ways to warn and inform.
- Direct assistance to follow 'duck and cover' may be necessary.

Blind or vision impaired

- Regular sound clues may not be available.
- Direct assistance to follow 'duck and cover' may be necessary.
- Move with caution.

Explosions & Aircraft Crash or Similar Event Emergency Procedures

Explosions, Aircraft Crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

IF INSIDE CLASSROOMS OR OTHER BUILDINGS:

1. Initiate the "duck and cover" procedure.
2. The fire alarm may or may not sound.
    a. Do not evacuate your location until determined safe or advised to do so.
    b. If no alarm is sounded assess the situation and   evacuate everyone by a safe route to the predesignated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris.
4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
    a. Advise the administration of your location and map it within the CatapultEMS system.
5. Account for the students and other people within your group and report through the CatapultEMS system when advised.
6. Notify admin of any injured persons within your class or group
    a. Initiate appropriate first-aid or other supportive care.
7. Wait for further instructions.

IF OUTSIDE OF CLASSROOMS OR OTHER BUILDINGS:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.
5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
    a. Advise the administration of your location and map it within the CatapultEMS system.
6. Account for the students and other people within your group and report through the CatapultEMS system when advised.
7. Notify admin of any injured persons within your class or group
    a. Initiate appropriate first-aid or other appropriate care.
8. Wait for further instructions.

ADMINISTRATION:

1. Activate the site's emergency notification bell / tone system.
2. Call 911 as soon as practicable (if appropriate)
3. Notify the District Safe Schools unit.
4. Initiate emergency communications / accountability through CatapultEMS
5. Assess the safety of the site.
    a. If the site is safe, may advise returning to classrooms.
    b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

Fire Emergency Procedures

When the site's fire alarm is activated, the local fire department and district facilities team receive an immediate alert. The Fire Department will automatically dispatch units to the site.

The alarm should not be solely relied upon, and office staff should make a follow-up call to 9-1-1 to advise emergency personnel of the details of the event, but only when and if the call can be made from a safe place.

A Catapult EMS Incident or Action should be initiated. Site staff, district personnel and Safe Schools will receive the notification. Appropriate district resources will respond and assist.

If a Catapult EMS Incident or Action is not initiated, administrative staff should notify the Safe Schools Dispatch at (916) 971-7911 as soon as practicable.

Evacuations should begin immediately:

- Prior to exiting a room, staff should determine it is safe to exit and the preidentified evacuation route appears clear and safe to travel.
    - This should be a quick safety check and should not cause any unnecessary delay in evacuation.
    - Use all senses and elevated situational awareness.
- Staff shall check to ensure all students have safely exited the classroom before closing the door behind them –
    - **After exiting, all doors should be shut but left unlocked.**
- Staff will lead students to the predetermined onsite evacuation area using the pre-identified evacuation route.
    - If the route is blocked or unsafe an alternate safe route to the evacuation area should be used
- Each class should move as quickly, orderly, and safely as possible (walk quickly – don't run)
- Upon arrival at the evacuation location - staff must update administration with the status of their class and advise whether all students / staff are accounted
    - If a Catapult incident has been created, student accountability must be updated within the Catapult incident.
- Staff will supervise and maintain the order and safety of their students they supervise while at the evacuation area.
- Remain at the evacuation area and do not re-enter buildings until authorized by the fire department or the site administration.

Other recommended safety and response actions:

- Preidentified site safety team staff should immediately respond to predetermined areas of the site to direct non-emergency related vehicle and pedestrian traffic away from danger and limit access to the site. Suggested locations include the parking lot entrance and other pedestrian ingress / egress points.
    - Staff who have development periods or are not directly engaged in supervising students should advise and report to the administration for possible reassignment to a safety position.
    - Safety team members should be prepared to receive and direct emergency response personnel to the impacted area.
- Use of fire extinguishers:
    - Only trained personnel should operate fire extinguishers or other fire suppression equipment, and only after all students have been safely evacuated from the area.

Flood & Flash Flood Emergency Procedures

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

ADMINISTRATION & SUPPORT STAFF ACTIONS:

1. Inform the Safe School Dispatcher of the flood warning or situation.
2. Advise the site staff of the flooding risk.
    a. Create a safety incident within the CatapultEMS system.
    b. Update the incident as appropriate with safety information.
3. Initiate appropriate Shelter-in-Place actions.
4. Monitor emergency weather channels and/or online sources.
    a. National Oceanic and Atmospheric Administration - www.noaa.gov
    b. Sacramento County Office of Emergency Services – https://sacoes.saccounty.net
5. Assign appropriate site staff to exterior posts as necessary.
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary.

TEACHERS AND OTHER STAFF ACTIONS:

1. Your first responsibility is to supervise your students but be prepared to help with other assignments as needed.
2. Monitor the incident and review safety information.
3. Cancel outdoor activities.
4. Keep all students in classrooms.
5. Communicate staff/student safety and accountability through CatapultEMS as requested.
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
    a. Quickly exit the room
    b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
    c. Do not cross any areas of puddle or moving water.
    d. If unable to safely evacuate advise the administration and wait for first responders / rescuers

MAINTENANCE STAFF ACTIONS:

1. Should assist with monitoring the exterior areas of the campus.
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site.

Gas Leak Emergency Procedures

Gas leaks are most frequently detected through odor and/or the sound of 'hissing'.   Both natural gas and propane have an additive to give it a distinctive and noticeable odor similar to rotten eggs.   If you suspect a natural gas or propane leak due to the presence of the distinctive rotten egg odor, whether accompanied or not by a 'hissing' sound the following actions should be taken:

1. If you can smell the odor of the gas, you are too close.
2. Immediately evacuate the area to your site's predesignated evacuation location
    a. Consider the safety of the primary evacuation location.
    b. The location should be upwind and uphill from the leak.
    c. If the location is compromised, consider use of the alternate evacuation location or an appropriate upwind and uphill location.
3. If evacuating a room, leave the door open behind you to allow gases to escape.
4. Notify the office / administration of the possible leak.
5. Account for student safety and check for any injuries
    a. Respiratory difficulties or other medical conditions may result from over exposure to gas fumes.
    b. Advise the office / administration of any injuries.
6. Administration / Office staff should call 911.
    a. Notify Safe School Dispatch
7. It is recommended the fire alarm not be used to signal an evacuation due to the low, but possible risk of spark-initiated fire.
8. Utilize CatapultEMS and other systems to notify staff of the safety incident and need to evacuate.
9. Post appropriate personnel at the front of the school, near ingress/egress points and safely around the impacted area to ensure persons do not inappropriately enter.
10. Remain outdoors until the leak has been addressed and the area deemed safe by appropriate Fire or PG&E personnel.

Intruder – Hostile or Disruptive Person on Campus

Intruder

A campus intruder is any person(s) who enters the campus surreptitiously, bypassing established check in practices as required by law.

An intruder's motives are likely unknown and swift action may be necessary to provide student and staff safety.

In the event of an intruder, the site should take appropriate action based upon the known level of threat:

- Immediately initiate a LOCKDOWN or Shelter-in-Place
    - Announce the action via the public address system.
    - Initiate a Catapult action/alert.
    - Call 911 as appropriate.
    - Remain in the LOCKDOWN or Shelter-in-Place until the intruder has left, or support services have arrived and advise the campus is safe.

Hostile / Disruptive Persons

Should any visitor to the campus become hostile or demonstrate actions that significantly disrupt any office, classroom, or campus activity the site should take appropriate action based upon the known or exhibited level of threat, disruption to the campus or risk to student and staff safety.

- Immediately initiate a LOCKDOWN or Shelter-in-Place
    - Announce the action via the public address system.
    - Initiate a Catapult action/alert.
    - Call 911 as appropriate.
    - Remain in the LOCKDOWN or Shelter-in-Place until the intruder has left, or support services have arrived and advise the campus is safe.

Intruder – Armed Person or Active Threat

An Active Threat is defined as any incident involving a violent person on campus, armed with a firearm or other dangerous weapon, and who is actively engaged in harming or attempting to indiscriminately harm others likely resulting in death or great bodily injury.

The response to Active Threat scenarios may require individual decisions based upon direct knowledge of the incident and immediate proximity to the threat. Additional safety response decisions may be based upon several factors including, but not limited to:

- Staff & student physical and mental capabilities
- Age and/or maturity of the group
- Location on campus

For grades 6 – 12, staff and students are empowered to act and make decisions to improve their safety and may include any of the listed options below.

For grades 0 – 5, staff are responsible for the safety of their students and are empowered to act and make decisions to improve their safety utilizing any of the listed options below. Students are instructed to follow the directives of their teacher.

Warn and Inform

As soon as practicable, staff and students should be alerted to the threat utilizing clear language such as: "Active Shooter" or "Active Threat" on campus. When possible, alert information should include:

- Location of the threat
- Description of the person(s)
- Type of weapon (gun, knife, axe, etc.)

Call 911.

Response Options

The below listed response options may be taken in any order necessary based upon knowledge and proximity to the threat.

RUN – The primary initiative should always be to flee the immediate area of danger as fast and far away as possible. Run off and away from campus to the pre-identified rally point.

LOCKDOWN – If unable to run off of and away from the campus, staff and students should attempt to run to the nearest room or building and initiate enhanced LOCKDOWN procedures.   If unable to get to a secure room, the act of "hiding" may be used. Optimally a hiding place would provide concealment and some protection, but not limit further avenues of escape. Hiding is also a component of the lockdown process.

DEFEND – If directly faced with the threat, staff and students are empowered to take any action possible to DEFEND themselves utilizing whatever means, objects, or instruments at hand.

** Confidential instructions related to the response to Active Threat Situations are detailed in the CSSP-Tactical Plan.

Medical Emergencies

First aid procedures are learned during appropriate First Aid and CPR Courses. This document outlines staff actions to take during minor and major medical emergencies at school or at school-sponsored trips or events. This document does not address or provide instruction for specific first aid, CPR steps or sequences; refer to training materials, skills learned, and/or directions on prescribed medications for specific guidance on treatment and use procedures.

INJURY EMERGENCY DURING SCHOOL

IN AN EMERGENCY SITUATION, BORDERLINE SITUATION, OR SITUATION WHERE IT MAY BE UNCLEAR WHETHER AN EMERGENCY EXISTS, ERR ON THE SIDE OF CAUTION AND CONTACT 911 FOR ASSISTANCE.

MINOR

- Notify the school's nurse or principal's office.
- The nurse, principal or other designated school staff should administer first aid procedures as appropriate for the nature of the accident.
- Notify parents as soon as practicable.
- Staff witnessing the accident and/or providing first aid care must complete an accident/injury report or provide a statement for inclusion.

MAJOR

(Any injury deemed by school staff or reasonably determined to need immediate physician care, EMS or transport to a healthcare facility)

- Either the first school staff person attending to the student, or another school staff person must call 911 immediately.
- Notify school's nurse or principal's office as quickly as possible (advise whether 911 has been called)
- Provide first aid or other Basic Life Support (CPR, rescue breathing, etc.).
- If CPR or rescue breathing is required, school staff must also retrieve or send other staff to obtain the Automated External Defibrillator (AED).
- Principal or designee must contact a parent or guardian as soon as practicable.

INJURY EMERGENCY DURING FIELD TRIP

The field trip coordinator should ensure that appropriate first aid equipment and supplies are available during the trip. It is advisable that at least one staff person or adult chaperone (parent, guardian, or other volunteer) has a cellular phone in case the emergency occurs enroute to or from the school site or field trip destination. Permission slips with emergency care release or parent/guardian phone numbers must be with the field trip coordinator or designee.

In the event of an emergency:

- If the injury is major or life-threatening, either the first school staff person attending to the student or another school staff person must call 911 immediately.
- Designated staff person should administer first aid procedures as indicated by the nature of the accident.
- Field trip coordinator or designee calls parents or guardian immediately (but only after 911 is called and immediate care is begun).

MEDICAL EMERGENCIES AT SCHOOL OR DURING FIELD TRIPS

IN AN EMERGENCY SITUATION, BORDERLINE SITUATION, OR SITUATION WHERE IT MAY BE UNCLEAR WHETHER AN EMERGENCY EXISTS, ERR ON THE SIDE OF CAUTION AND CONTACT 911 FOR ASSISTANCE.

Medical emergencies may include seizures, unconsciousness (without injury), asthma, anaphylactic or breathing emergencies, fainting, diabetic emergencies (confusion, drowsiness, agitation in students known to have diabetes), insect stings, or other non-injury emergencies.

MINOR

- Notify the school's nurse or principal's office.
- The nurse, principal or other designated school staff administers first aid procedures as indicated by the nature of the accident.
- Notify parents, as soon as practicable.
- Staff witnessing and/or providing first aid care should complete an accident/medical care report.

MAJOR

(any medical emergency deemed by school staff or reasonably determined to need immediate physician care, EMS, or transport to a healthcare facility)

Any insect sting, food allergy reaction, or other allergic reaction in a student known to have such reactions is an EMERGENCY – CALL 911. All rapid onset (within a few minutes) breathing problems or swelling of the tongue and face are considered EMERGENCIES – CALL 911.

- Either the first school staff person attending to the student, or another directed school staff person call 911.
- Notify the school's nurse or principal's office.
- Provide first aid or other Basic Life Support (CPR, rescue breathing, etc.).
- Assist the person with or administer the person's prescribed Epi-Pen, Epi-Pen Jr., or other epinephrine auto-injector, or inhaler for all allergic reactions causing breathing problems.
- Contact the school's nurse or EMS regarding administering an undesignated epinephrine auto-injector (IF AVAILABLE) to any individual having breathing problems or severe swelling of mouth, lips, or tongue after an insect sting.
- If CPR or rescue breathing is required, staff must also retrieve or send other staff for AED.
- Principal or designee calls parent or guardian immediately
- Staff witnessing and/or providing first aid care should complete an accident/medical care report.

Preparing for Emergency Medical Services / Ambulance to arrive:

- To the extent possible ensure the safety of the area around the injured / ill person
  - Remove any nearby obstacles / objects that may cause harm or delay access to the injured / ill person.
- Clear the area of all unnecessary persons.
  - Consider placing the site into Shelter-in-Place until emergency responders have left the school.
- Identify a site staff member to receive the EMS / Ambulance at the front of the school and escort them to the location of injured / ill person.

Transport of patient by Emergency Medical Services / Ambulance:

- If the injured/ill person is a student that will be transported to a hospital prior to a parent / guardian arriving, identify a trusted staff member to go with the student until a parent can arrive at the hospital.
- Take note of the transport agency, ambulance number and which hospital the injured / ill person will be transported to.

Medical Emergencies - Access and Use of Automated External Defibrillator

As part of our campus safety and medical emergency response plan, this school is equipped with 1 Automated External Defibrillator device (AED).   Automated External Defibrillator devices are a key tool in response to a sudden cardiac event.

The AEDs are strategically placed and readily accessible to all trained AED users to maximize rapid use. The AEDs are available during school hours and after school during any activity or program organized by the school and supervised by a school employee.

Automated External Defibrillator (AED) are placed in the following locations:

Office/Teacher Lounge

This site's trained AED users are Bonnie Bjorgum, Russell Brown, Brent Givens,(indicate if only specific school employees are trained - i.e., school nurse, coaches(indicate if only specific school employees are trained - i.e., school nurse, coaches(indicate if only specific school employees are trained - i.e., school nurse, coaches(indicate if only specific school employees are trained - i.e., school nurse, coaches and any other person who has received AED training (American Heart Association, American Red Cross, or equivalent training.

Sudden cardiac arrest (SCA) is the result of a sudden, unexpected heart malfunction. During SCA, the heart's electrical impulses become chaotic and ineffective and blood flow to the brain ceases. The victim may die unless a normal heart rhythm is restored.

- These symptoms may indicate that SCA is about to happen:
    - o   Racing heart, palpitations, or irregular heartbeat
    - o   Dizziness or lightheadedness
    - o   Fainting or seizure, especially during or right after exercise
    - o   Fainting repeatedly or with excitement or startle
    - o   Chest pain or discomfort with exercise
    - o   Excessive, unexpected fatigue during or after exercise
    - o   Excessive shortness of breath during exercise

The following information regarding the use of an AED device is posted with each AED:

1. Instructions to immediately call 9-1-1 and instructions for emergency care.
2. Instructions for using an AED.

Instruction for using an AED:

1. If someone collapses – tap the victim and shout "Are you OK?"
2. If no response and the victim is not breathing or not breathing normally, call 9-1-1 and get the AED.
    - ·   If someone else is present, send them to call 9-1-1 and get the AED.
3. Begin Hands Only CPR – Push hard and fast in the center of the chest.
4. Use the AED as soon as it arrives.
    - a.   Open the lid and turn on the AED.
    - b.   Follow the voice prompts.
2. Expose the patient's chest –if wet, wipe dry
3. Apply the electrode pads to the patient's exposed chest, as shown in the pictures.

4. Listen to the voice prompts – Clear (do not touch) the patient when instructed to do so.
5. Press the SHOCK button, if instructed to do so.
5. Restart compressions on chest when prompted.
6. Continue to follow the voice prompts.
7. If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side).
8. KEEP AED ATTACHED UNTIL EMS ARRIVES

Power Outages & Power Safety Power Shutoff (PSPS) Procedures

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning need is not essential, and accommodation can be made for students' nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage –

In the event the power goes out prior to or anytime during the school day:

- Site administration should consider using the CatapultEMS application via their charged smartphone / tablet to notify staff of the incident, including any necessary action.
    - Use of the "One Way Messaging" within the system can quickly notify all staff.
- Site administration will notify the Safe School Dispatcher as well as the Facilities, Maintenance & Operations team of the outage.
- Site administration will notify their assigned Director of Teaching & Learning.
    - The decision to continue the learning day, modify the day or close the campus will be made by the site administrator after consultation with the Director of Teaching & Learning and district Superintendent after considering all known information related to the outage.
- If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
- Teaching staff may be directed to identify alternative student learning activities.
- The district Communications Team will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying, or ending the school day.

Response to a planned or long-term power outage –

- In the event of a power outage known to last a full school day or longer, site administration will coordinate with the Director of Teaching & Learning and district Superintendent to determine the need for school closure.
- The site and district Communications Team will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

Threats of School Violence or Homicide

DEFINITION

A threat is a concerning communication, act or behavior that suggests a person may intend to harm someone else, or themselves. A threat may be spoken, written, gestured, or posted online. It may be observed by or communicated directly to the intended target, or it may be observed by or communicated to any third party.   The target of the threat (if identified) does not need to be aware of the threat existing in any fashion, whether orally, visually, in writing, or electronically.

REPORTING POTENTIAL THREATS

School Staff

Any staff who becomes aware of, is alerted to, or believes that a person or situation poses a clear or perceived threat of serious violence should notify the school Principal and the Safe Schools Team.

If the threat appears immediate or in the case of emergencies, **notify law enforcement by calling 911.**

Students, Parents & Other Community Members

Anyone who believes that a person or situation poses a clear or perceived threat of serious violence to the school, or any staff or student should notify the school Principal, the Safe Schools Team or any trusted school staff member as quickly as possible.

If the threat appears immediate or in the case of emergencies, **notify law enforcement by calling 911.**

Anonymous TIPS and reports may be made online directly to the school site using the "Submit a Safety Concern" link found at the bottom of each school webpage, district webpage and on the school safety page.   When submitting a TIP online it is important to share as much information as possible to allow for investigation.   The reporting person may choose to be anonymous or identify themselves.   The identity of the reporter allows BTAT members, Safe Schools and/or local law enforcement to gather additional facts and conduct follow-up interviews. In all circumstances, Identities will be protected to the fullest extent possible.

SITE ADMINISTRATOR RESPONSE & INVESTIGATION

When a report of a threat is received, the school Principal (or designee) will work with the Safe School Team to triage the information, conduct a preliminary investigation and when necessary, assemble the larger site Behavioral Threat Assessment Team (BTAT). The principal (or designee) and Safe School Team member, along with the BTAT if engaged, will investigate to determine the immediacy of the threat and appropriate interventions.

As soon as practicable in all cases where a clear or perceived threat to school safety is identified, law enforcement must be notified.

In compliance with SB-906 and specifically involving grades 6 - 12, any threat of homicide made toward a student, or the school community law enforcement must be immediately notified.

In all cases, the principal (or designee) and Safe School Team member, along with the BTAT (when engaged) will complete the following:

1. Initial intake screening
2. Triage & preliminary investigation
3. Law Enforcement Notification (for all clear and/or perceived threat to school safety)
4. Assessment / Classification of threat priority

a. Priority 1 – Extreme / Immediate / Imminent
b. Priority 2 – High Risk
c. Priority 3 – Medium Risk
d. Priority 4 – Low Risk
e. Priority 5 – No Identified Risk

ADDITIONAL FOLLOW-UP

For cases identified as Priority 1 – 3 additional investigative and case management steps are required and may include:

- Referral

  For threat assessment purposes, referral means placing further investigation, monitoring, and intervention within the sphere of responsibility of another body outside of the BTAT, typically within district resources such as MTSS or other counselling service.

  > *In cases where the student whose behavior is threatening or potentially threatening also has a disability, the behavioral threat assessment team must align intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973.*

  The second most common referral is to an external agency such as local law enforcement (usually the Sacramento County Sheriff's Dept or Citrus Heights Police Dept.) for evaluation of immediate threat to self or others, and when appropriate, the investigation of possible crimes.

- Monitoring

  Monitoring / management plans are created for all Priority 3 through 5 risks, and for Priority 2 risks where circumstances warrant.

DOCUMENTATION

All reports of threats must be entered in the district IRIS safety system. Entries should be thorough to include all involved persons, investigative steps, findings, monitoring plans and outcomes.   Documents such as screenshots, handwritten interviews, notes, and assessment tools should be uploaded and attached to the entry.

COMMUNICATION

Threats and rumors of threats to school safety have a significant impact on the school community including causing increased fear and anxiety.

Dis-information and false information can quickly spread causing unwarranted or unnecessary stigma toward individuals identified or perceived as being involved.

Community messaging and information strategies should be addressed as quickly as possible and coordinated through the Safe School and Communications Team.

NOTE – Full details regarding Behavioral Threat Assessment / Threat Assessment procedures, instructions and assessment evaluation tools can be found in **Appendix A.**

Windstorm & Tornado Emergency Procedures

The Sacramento / Central Valley regions are prone to high winds. While rare, tornado warnings and watches are occasionally broadcast within the region. Safety concerns, property damage and injuries may result in high wind events. Additional hazards may include downed trees and branches, downed power lines, and flying debris.

ADMINISTRATION & SUPPORT STAFF ACTIONS:

1. Inform the Safe School Dispatcher of the windstorm or tornado warning.
2. Advise the site staff of the event.
    a. Create a safety incident within the CatapultEMS system.
    b. Update the incident as appropriate with safety information.
3. Initiate appropriate Shelter-in-Place actions.
4. Monitor emergency weather channels and/or online sources.
    c. National Oceanic and Atmospheric Administration - www.noaa.gov
    d. Sacramento County Office of Emergency Services – https://sacoes.saccounty.net
5. Assign appropriate site staff to exterior posts as necessary and if safe to do so.
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary.

TEACHERS AND OTHER STAFF ACTIONS:

1. Your first responsibility is to supervise your students but be prepared to help with other assignments as needed.
2. Monitor the incident and review safety information.
3. Cancel or modify outdoor activities.
4. Keep all students in classrooms.
5. Close window blinds
6. If necessary or directed to do so, initiate appropriate "duck and cover" actions.
7. Communicate staff/student safety and accountability through CatapultEMS as requested.
8. If the safety of your classroom becomes compromised, advise the office / administration as soon as practicable. Be prepared to move to an adjoining room or other safe indoor location.

Behavioral Threat Assessment

APPENDIX – A

Behavioral Threat Assessment & Threat Assessment – An Overview

This information is intended to:

- Provide an overview regarding the recognition of threatening, aberrant or concerning behaviors which might present a threat to the school community; AND

- Identify members of the school community to whom threatening, aberrant or concerning behaviors will be reported.

Behavioral Threat Assessment & Threat Assessment – What is it?

A threat is a concerning communication or behavior that suggests a person may intend to harm someone else, or themselves. A threat may be spoken, written, or gestured. It may be observed by or communicated directly to the intended target, or it may be observed by or communicated to a third party. The target of the threat does not need to be aware of the threat existing in any fashion, whether orally, visually, in writing, or electronically.

Behavioral Threat Assessment (BTA) and Threat Assessment (TA) are fact-based processes relying primarily on an appraisal of behaviors to identify potentially dangerous or violent situations, and to address them in a professional and timely manner.

There are certain assumptions that support the rationale for a school threat assessment model. These assumptions come from major research on school shootings and on other acts of targeted violence, as well as research on threat assessment. The principles that govern threat assessment are derived from decades of research and practice in assessing and managing threatening situations.

Is the process Punitive or Preventative?

The goal of the threat assessment process is to be preventative, not punitive…a threat assessment focuses principally upon the following four factors:
- Identifying persons whose behavior is threatening, aberrant or concerning.
- Gather relevant information (through lawful and ethical means) and investigating the situation.
- Assessing the person and the situation; and
- Managing the person and situation to prevent violence and mitigate risk of harm.

School based behavioral threat assessment programs incorporate core findings from research on intentional violence occurring in schools, including the fact that:
- Prior to such incidents, others usually knew of a perpetrator's ideas, plans, or preparations.
- Most perpetrators did not threaten their targets directly prior to the act of violence.
- Most perpetrators had significant difficulties with losses or failures.
- There are no accurate or useful profiles for a person who engages in targeted violence in schools.
- School based attacks are rarely sudden or impulsive acts; and
- Despite prompt law enforcement response, most incidents were stopped by other means, and were short in duration.
- The threat assessment process addresses the core question: *Is the person on a pathway to violence?*

The threat assessment process is not designed to be adversarial or punitive, but to be a fair, objective, reasonable and timely approach to prevent violence or harm to self or others, where possible.

A critical aspect of this process involves school community members reporting any potential threats in a timely and accurate manner.

Who Conducts BTA's and TA's?

A multi-disciplinary Behavioral Threat Assessment Team (BTAT) conducts the threat assessment process. The principal of each school must establish a threat assessment team to serve their school; however, teams may work collaboratively with one or more school sites. Teams must include individuals with expertise in counseling, instruction, school administration, safety and when appropriate law enforcement and mental health. Persons with other expertise may be helpful in a given case. Together, these individuals should be able to adequately evaluate and manage a potential threat.

BTAT Training –

It is recommended that members of the Behavioral Threat Assessment Team (core and backup members) complete Basic School Threat Assessment Training, however it is not mandatory. Training is offered by the district Safe School Team through coordinated efforts with the Sacramento Urban Area Safety Initiative (Sac-UASI). The training focuses primarily on coordinated and intentional collaborative communication between multi-disciplinary specialists, not the foundational knowledge of each professional or expertise they bring to an assessment.

It is suggested that the team regularly meet and complete practice scenarios in order to maintain a unified understanding of how the team will work together in completing a threat assessment.

What does the BTAT look for?

When a potential threat comes to the threat assessment team, it is their job to determine not only whether a threat has been made or communicated, but also if a person poses a danger to self or others and is potentially on a pathway to violence. A threat may involve threatening statements to others or behaviors that are threatening, aberrant, or concerning. The team then implements a strategy to continue to assess, monitor, and manage the case.

The goal of the threat assessment process is the health, safety, and well-being of the school community, ensuring that a range of strategies such as mentoring, counseling, support, confrontation, addressing inappropriate behavior and setting reasonable boundaries, or a referral to law enforcement are used in a measured and appropriate manner. The ultimate objective is to prevent violence.

What is a Pathway to Violence?

A pathway to violence often follows five steps:

1. Grievance, real or perceived, creates a sense of loss, mistreatment, or injustice.
2. Ideation or expressed thoughts of the use of violence to address a perceived grievance.
3. Planning how to implement that violence,
4. Preparation for violence including acquisition of means, method, and opportunity, and
5. The implementation of violence.

The guiding principles of the school-based threat assessment process centers around the basic tenet that targeted violence is the end result of an often-discernable process of thinking and behavior which the behavioral threat assessment team, with a formal and practiced process, can identify and act upon to prevent violence.

APPENDIX – A

Behavioral Threat Assessment & Threat Assessment – Process & Guidelines

INTRODUCTION

The threat assessment procedures, and guidelines contained herein are implemented on recommendation from the United States Department of Education and United States Secret Service in response to school violence and based on models created by the Virginia Department of Criminal Justice Services (DCJS) and the Oregon State, Salem-Keizer threat assessment framework.   These procedures and guidelines are a synthesis of known best practices and are consistent with two significant and continued sources of guidance:

Fein, R. A., Vossekuil, B., Pollack, W. S., Borum, R., Modzeleski, W. & Reddy, M. (2004).

Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates. Washington, DC: U. S. Secret Service and U. S. Department of Education.

Deisinger, G., Randazzo, M., O'Neill, D., and Savage, J. (2008).

The handbook for campus threat assessment & management teams. Boston, MA: Applied Risk Management, LLC.

DEFINITIONS

Threat – Concerning communication or behavior that suggests a person may intend to self-harm or harm someone else. A threat may be spoken, written, or gestured, and is considered a threat regardless of whether it is observed or communicated directly to the target of the threat or when observed by or communicated to a third party regardless of whether the target of the threat is aware of its existence in any fashion.

Threat assessment – A fact-based process relying primarily on an appraisal of behaviors to identify potentially dangerous or violent situations and address them in a timely manner.

Behavioral threat assessment team (BTAT) – a group of individuals who work together to conduct school-based threat assessments and determine the level/severity of each reported potential threat. Members may include school Principals (or other designated administrative member), Safe School – Community Safety Specialists, school counselors, social workers, mental health professionals, instructors and sworn law enforcement officers when appropriate. The principal (or other designated administrative member) will serve as the school's BTAT chairperson.

PROCEDURES FOR CONDUCTING STUDENT THREAT ASSESSMENTS

1. Identifying Threats – Observed Behaviors

    There are many behaviors that may cause concern for the safety and well-being of a student or the campus as a whole. The following is not an exhaustive list but provides examples of concerning behaviors or situations:

    - Unusual or abrupt changes in behaviors or patterns.
    - Extreme reaction to a loss or traumatic event.
    - Preoccupation with weapons, violent events, or persons who have engaged in violent acts.
    - Uncharacteristically poor performance, grooming, or affect.
    - References to harming others or planning a violent or destructive event.
    - Evidence of depression, hopelessness, or suicidal thoughts/plans.

- Inappropriate responses such as prolonged irritability, angry outbursts, or intense reactions.
- Strained interpersonal relations, isolating behaviors, or low self-esteem.
- Following or stalking, in person or electronically.
- Significant change in life circumstances such as loss of a relationship.
- Social media posts related to violence, weapons, and school shootings.

2. Reporting Potential Threats

Anyone who believes that a person or situation poses a clear threat of serious violence should notify the school Principal and the Safe Schools Team. If the threat appears immediate or in the case of emergencies, **notify law enforcement by calling 911.**

While anonymous community made reports are accepted, it is important that individuals making reports share as much information as possible to allow for investigation. The identity of the reporter allows BTAT members, Safe Schools and/or local law enforcement to gather additional facts and conduct follow-up interviews. Identities will be protected to the fullest extent possible.

Once the report of a threat is received the school Principal will work with the Safe School – Community Safety Specialist to triage the information and when necessary, refer the potential threat to the larger Behavioral Threat Assessment Team (BTAT). The BTAT will investigate to determine the immediacy of the threat and appropriate interventions. If the initial screening identifies the threat to have a Low – Moderate risk level and behavioral intervention is sufficient, the BTAT may refer the case to the MTSS (Multi-Tiered Student Support team) or other district counselling, mental health, or support group.   Otherwise, the procedures outlined in the below bulleted section 3 are followed.

3. Assessing Threats

When a threat is reported, unless it is referred to the MTSS or other specialist, the chair of the Behavioral Threat Assessment Team (BTAT) may convene the BTAT and begin the assessment process.

a.   Initial Screening

The initial screening consists of the BTAT chair and/or Safe School – Community Safety Specialist (CSS) reviewing the full report from the person identifying the threat. The goal of the screening is to gather as many details as possible to determine immediacy and level of threat.

b.   Immediacy / Imminence

When the initial screening identifies an immediate threat, the BTAT chair or CSS will contact local law enforcement by dialing 911.

When the threat does not appear immediate or imminent, the BTAT chair and CSS will triage the situation. Two results are expected in this step: (1) a determination as to what, if any, intervention is required now; and (2) a decision as to whether a full inquiry is warranted.

If immediate interventions are not likely to resolve the concern, the BTAT will be convened to conduct a full inquiry. Conversely, if immediate interventions are warranted and likely to bring resolution to the concern, a full BTAT inquiry should not be conducted.

For example, when a student threatens self-harm with no identified intent, plan or means and is referred to a member of MTSS or other appropriate specialist, the BTAT assumes that the MTSS group will seek sufficient resources (counseling, law enforcement evaluation, temporary detention order, etc.) to resolve the concern.

In all cases where a threat to school safety is made or perceived the BTAT chair shall notify law enforcement.

c.   Inquiry and Assessment

If it is determined that some level of threat exists, warranting an inquiry and assessment, the BTAT will use the process detailed in the below section 'Assessing & Classifying Threats' to determine the level of threat that exists and subsequent action or monitoring needed.

PROCEDURE FOR SCREENING AND REFERRING 'GENERAL THREATS'

General threats are those that come from individuals or groups not directly affiliated with the San Juan Unified. These individuals or groups may be 'known' or 'unknown' and may be visitors, vendors, contractors, or any member of the larger community, who may have threatened or targeted a San Juan Unified school, the district or any of its staff or student body.

Generally, it is the San Juan Unified' s practice to refer general threats to and consult with local law enforcement (Sacramento County Sheriff or Citrus Heights Police).

The behavioral threat assessment team (BTAT) should assess the impact the threat has on the staff, student body and site community (fear, anxiety, etc.) and take appropriate mitigating action including bringing a sense of calm and safety.   The BTAT should consult with the district communications team to draft appropriate messaging regarding the incident and actions taken.

BEHAVIORAL THREAT ASSESSMENT GUIDELINES

Guiding Principles

The appraisal of risk in a threat assessment focuses on actions/behaviors, communications, and specific circumstances that might suggest that an individual intends to engage in violence and is planning or preparing for that event. The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation.

Six core principles form the foundation of the threat assessment process:

1. The central question in any threat assessment inquiry or investigation is whether an individual (student or other) poses a threat, not whether the individual has made a threat.
2. Targeted violence is the end result of an understandable, and often discernible, process of thinking and behavior.
3. Targeted violence stems from an interaction among the individual, the situation, the setting, and the target.
4. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
5. Effective assessment is based on facts and observations of behavior, rather than on characteristics or traits. (Profiles do not provide a reliable basis for making judgments of the threat posed by a particular student.)
6. An integrated approach should guide threat assessment inquiries. (Coordination with the district MTSS resources and other outside agencies – such as mental health services and law enforcement – is an important practice for gaining a comprehensive understanding of any potential threat.)

Assessing and Classifying Threats

Based on the information available, the threat assessment team should seek to answer the following questions:

1. What are the individual's motives and goals?
   a. What motivated the individual to make the statements or take the actions that caused him/her to be reported?
   b. Does the situation or circumstance that led to these statements or actions still exist?
   c. Does the individual have a major grievance or grudge? Against whom?
   d. What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2. Have there been any communications suggesting ideas or intent to attack?
   a. What, if anything, has the individual communicated to someone else (targets, friends, other students, teachers, family, others) or written concerning his/her ideas and/or intentions? (Written documents may include assignments submitted in class and postings on social media sites, as examples.)
   b. Have friends been alerted or "warned away?"
3. Has the subject shown *inappropriate interest* in any of the following?
   a. School attacks or attackers
   b. Weapons
   c. Incidents of mass violence
4. Has the subject engaged in attack-related behaviors? These behaviors might include:
   a. Developing an attack idea or plan
   b. Making efforts to acquire or practice with weapons.
   c. Casing, or checking out, possible sites and areas for attack.
   d. Rehearsing attacks or ambushes
5. Does the individual have the means to carry out an act of targeted violence?
   a. How organized is the individual's thinking and behavior?
   b. Does the individual have the means (access to a weapon, for example) to carry out an attack?
6. Is the subject experiencing hopelessness, desperation, and/or despair? (a counselor or mental health professional should be consulted on this question.)
   a. Is there information to suggest that the individual is experiencing desperation and/or despair?
   b. Has the individual experienced a recent failure, loss, and/or loss of status?
   c. Is the individual known to be having difficulty coping with a stressful event?
   d. Is the individual now, or has he/she ever been, suicidal or "accident prone?"
   e. Has the individual engaged in behavior that suggests that he/she has considered ending his/her life?
   f. Has the individual been known to practice self-harm?
7. Does the individual have a trusting relationship with at least one responsible adult?
   a. Does the individual have at least one relationship with an adult that he/she can confide in, believing that he/she will be heard in a non-judgmental way?
   b. Is the individual emotionally connected to others? Is he/she emotionally disconnected from others?
   c. Has the individual previously come to someone's attention or raised concern in a way that suggests he/she needs intervention or supportive services?
8. Does the subject see violence as an acceptable (or desirable or only) way to solve problems?
   a. Does the setting around the individual (friends, fellow students, colleagues, parents, teachers, etc.) explicitly or implicitly support or endorse violence as a way to resolve problems or disputes?
   b. Has the individual been "dared" by others to engage in an act of violence?
9. Are the individual's conversation and story consistent with his/her actions?

a. Does the information from collateral interviews and from the individual's own behavior confirm or dispute what the individual says in going on?

10. Are other people concerned about the individual's potential for violence?
    a. Are those who know the subject concerned that he/she might act based on violent ideas of plans?
    b. Are those who know the subject concerned about a specific target?
    c. Have those who know the subject witnessed recent changes or escalation in mood and behavior?

11. What circumstances might affect the likelihood of an attack?
    a. What factors in the individual's life and/or environment might increase or decrease the likelihood that the person will attempt to mount an attack at the college?
    b. What is the response of other people who know the subject's ideas or plan? Do those who know the subject's ideas actively discourage the individual from acting violently, encourage the subject to attack, deny the possibility of violence, passively collude with an attack, etc.?

These and possibly other questions, once considered thoroughly by the BTAT, should lead to a classification of the threat as follows:

Threat Level	TAT Response
Priority 1 (Extreme Risk)	The person/situation appears to pose a clear and imminent threat of serious violence toward self or others and requires containment. **BTAT shall contact <u>law enforcement</u> for immediate response and intervention** Once intervention has been taken, the BTAT will develop and implement a student management plan.
Priority 2 (High Risk)	The person/situation appears to pose a threat of self- harm or physical violence, usually to an identifiable target, but currently lacks immediacy and/or a specific plan – or a specified plan of violence exists but currently lacks an identified school site or personal target. **BTAT shall contact <u>law enforcement</u>.** Additional referrals to other services may also be required. BTAT develops a monitoring plan.
Priority 3 (Moderate Risk)	The person/situation does not appear to pose a threat of violence or self-harm at this time but does exhibit behaviors/circumstances that are likely to be disruptive to the school community. This case warrants intervention, to include referral to MTSS, counselling and/or mental health professionals for monitoring to minimize the risk of escalation. BTAT develops a monitoring plan.

Priority 4 (Low Risk)	The person/situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the school community. BTAT maintains report for potential re-examination in the future and contacts MTSS (if appropriate) for referral.
Priority 5 (No Identified Risk)	The person/situation does not appear to pose a threat of violence or self-harm at this time, nor is there evidence of significant disruption to the community. BTAT closes the case.

Follow-Up

Follow-up activities usually follow one of two forms: (1) referral; and/or (2) monitoring.

1. Referral

    For threat assessment purposes, referral means placing further investigation, monitoring, and intervention within the sphere of responsibility of another body outside of the BTAT, typically within district resources. The most common referral is those to the MTSS or other counselling service.   MTSS referrals are made for Priority 3 and 4 cases (as deemed appropriate by the BTAT) for intervention and monitoring. The MTSS may, at its discretion, transfer the case back to BTAT should an escalation be deemed present.

    In cases where the student whose behavior is threatening or potentially threatening also has a disability, the behavioral threat assessment team must align intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team.

    The second most common referral is to an external agency such as local law enforcement (usually the Sacramento County Sheriff's Dept or Citrus Heights Police Dept.) for evaluation of immediate threat to self or others, and when appropriate, the investigation of possible crimes.
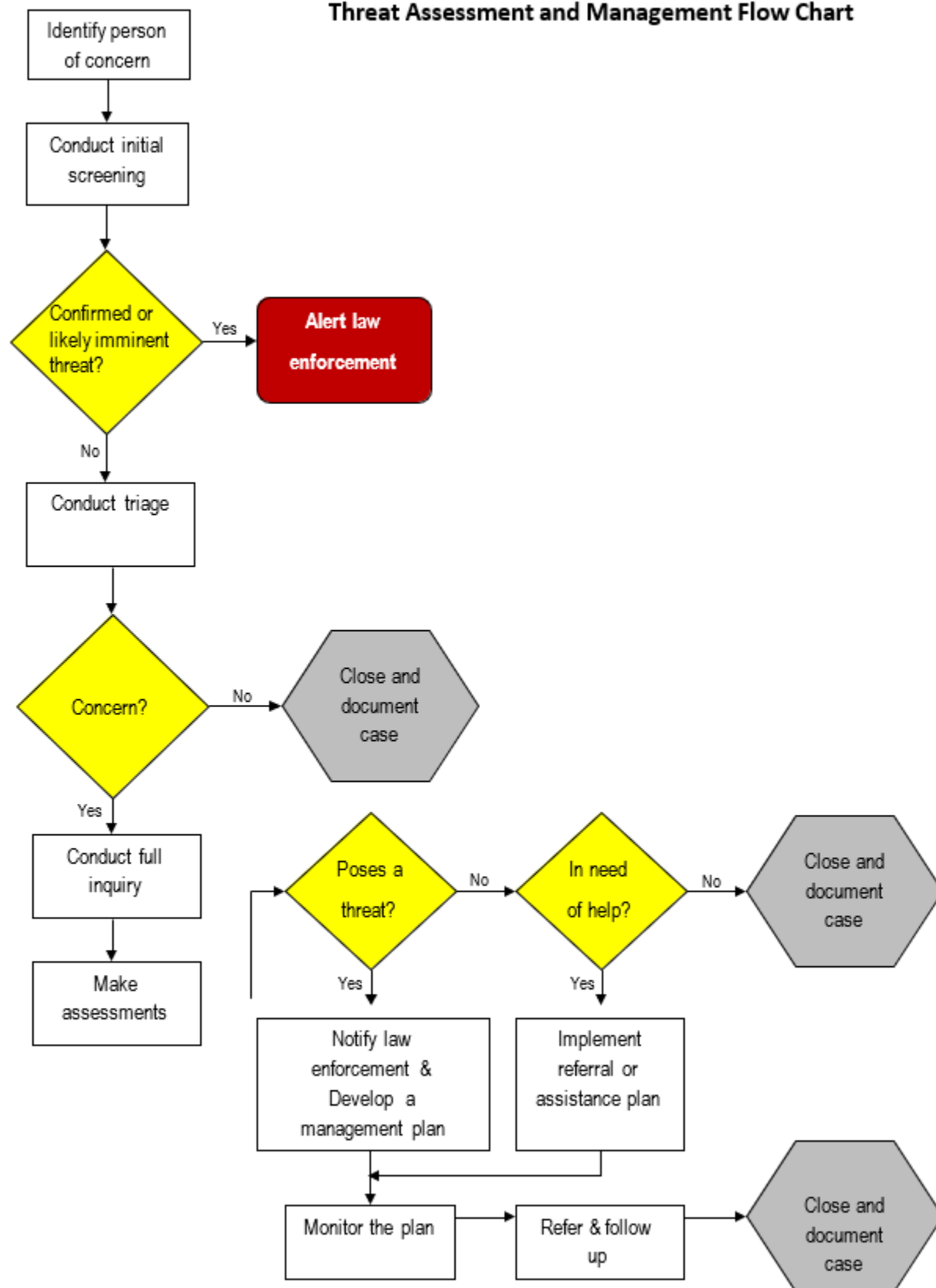
2. Monitoring

    Monitoring plans are created for all Priority 3 through 5 risks, and for Priority 2 risks where circumstances warrant. Monitoring plans should identify the primary caseworker (person responsible for ensuring that the monitoring plan is carried out), specific steps that will be taken to monitor the situation, and a timeline associated with those steps. For example, an individual who has made threats via his/her school social media account can expect to have that account monitored (overtly or covertly) at regular intervals (daily, weekly, etc.).

Finally, follow-up includes documentation. The chair of the Behavioral Threat Assessment Team (BTAT) is responsible for ensuring that all appropriate documentation of the BTAT's assessment – including contributing documents like incident reports and interviews – are part of the official record. A Threat Assessment and Response Report form (below) should be completed with each assessment.

The case must be entered into the district **IRIS Safety System** along with any attached documentation. A copy of the completed threat assessment form must be forwarded to the Director of Safe Schools for review and archival.

Threat Assessment and Management Flow Chart

- Identify person of concern
- Conduct initial screening
- Confirmed or likely imminent threat?
  - Yes → **Alert law enforcement**
  - No → Conduct triage
- Concern?
  - No → Close and document case
  - Yes → Conduct full inquiry → Make assessments
- Poses a threat?
  - No → In need of help?
    - No → Close and document case
    - Yes → Implement referral or assistance plan
  - Yes → Notify law enforcement & Develop a management plan
- Monitor the plan → Refer & follow up → Close and document case

Behavioral Threat Screening, Assessment and Response Report

PART I. THREAT REPORTED	
Date:	
Individual completing form:	
Position:	
Contact information:	
Source of report:	□ Instructor □ Staff □ Student □ Anonymous □ Other (specify):
Information on person making threat/engaging in concerning behavior:	
Name:	
Status:	□ Student □ Employee □ Visitor □ Unknown
Date of birth:	
Address:	
Phone:	
Friend/contact person:	
Relationship (if known):	
Any history of violence in school?	□ Yes □ No □ Unknown
If YES – please explain	
Any history of violence elsewhere?	□ Yes □ No □ Unknown
If YES – Please explain	

Any history of disciplinary action or referrals?	□ Yes □ No □ Unknown
IF YES – Please explain	
Other information about the person:	

Information about the threat/behavior(s)	
Date of threat/behavior:	
Where the threat/behavior occurred:	
Who reported the threat/behavior?	
What was reported (quote as closely as possible)	
Information on target	
Has the intended target/victim been identified?	□ Yes □ No
Name of target/victim	
Status	□ Student □ Faculty □ Staff □ Other:
PART II. FINDINGS FROM INTERVIEWS	
Name of person interviewed:	
Relationship or involvement:	

Notes:	
Name of person interviewed:	
Relationship or involvement:	
Notes:	
Name of person interviewed:	
Relationship or involvement:	
Notes:	
Name of person interviewed:	
Relationship or involvement:	
Notes	
Has the target been interviewed?	☐ Yes ☐ No
Please indicate which of the interviewees above is the target or summarize the interview with the target here	

PART III. ANALYSIS OF FINDINGS

What are the subject's goals or motives?	
Has the subject shown inappropriate interest in:	□ School attacks or attackers □ Weapons □ Incidents of mass violence If yes, please describe:
Has the subject engaged in attack-related behaviors such as:	□ Developing an attack plan □ Making efforts to acquire or practice with weapons □ Casing, or checking out, possible sites and areas for attack □ Rehearsing attacks or ambushes If yes, please describe:
Does the subject have the means to carry out an act of violence?	□ Yes □ No □ Unknown
Is the subject experiencing hopelessness, desperation, and/or despair?	□ Yes □ No □ Unknown
Does the subject have at least one trusting relationship with a responsible adult?	□ Yes □ No □ Unknown
Is the subject's conversation and story consistent with his/her actions?	□ Yes □ No □ Unknown
Are other people concerned about the subject's potential for violence?	□ Yes □ No □ Unknown
What circumstances might affect the likelihood of an attack?	

Are any of the following indicators of potential for violence present?

Indicators		Comments
Ideas or plans for injuring self or attacking someone at NRCC	□ Yes □ No □ Unknown	
Communications/writing that suggest an unusual or worrisome interest in school attacks	□ Yes □ No □ Unknown	
Comments that express or imply the student is considering mounting an attack	□ Yes □ No □ Unknown	
Recent weapon-seeking behavior, especially if linked to interest in an attack	□ Yes □ No □ Unknown	
Communications/writing suggesting that the subject condones violence to redress grievances or solve problems	□ Yes □ No □ Unknown	
Rehearsal of attacks or ambushes	□ Yes □ No □ Unknown	

PART IV. DETERMINATION OF THREAT LEVEL

Check one:
 	
   □ Priority 1 (Extreme Risk)
   □ Priority 2 (High Risk)
   □ Priority 3 (Moderate Risk)
   □ Priority 2 (Low Risk)
   □ Priority 1 (No Identified Risk)

Basis for determination:
PART V. RESPONSE

Check all that apply:		

Intervention	□ Yes □ No	Primary Contact:
Monitoring Plan	□ Yes □ No	Primary Contact:
Referral	□ Yes □ No	To whom/what agency? Primary contact:

PART VI. CLOSURE		
This case has been resolved and necessary actions have been taken to provide support or assistance to the individual who made the threat and to any others impacted by the threat.		
Signature of case manager or BTAT chair:		Date:

PART 3

Section 1

Tactical Plan

Confidential – This Section Not for Public Distribution

Education Code 32281 provides a school the ability to develop tactical plans in response to criminal incidents as well as maintain the confidentiality of those plans. This tactical plan should not be distributed to anyone other than staff members and those charged with training and implementing the plan.

Table of Contents

Tactical Plan Creation and Review

This tactical safety plan is part of the school's overall Comprehensive Safe Schools Plan (CSSP). Per Education Code § 32281(f)(1) & 32281(f)(2) this portion of the plan is considered confidential and not subject to public view.   It is designed to serve as a guide and assist staff in the efficient and safe performance of their work practices during an emergency or critical incident.

This plan shall be reviewed and updated as necessary, but no less than annually by the school's approved safety team with consultation from representatives of fire and law enforcement as appropriate.

The information in this plan is presented with the full understanding and realization that it is impossible to address, predict or provide direct response to all potential safety incidents, criminal acts, unsafe conditions or to guarantee absolute accuracy of all material contained; therefore, San Juan Unified, assumes no responsibility for any omission, error, misprinting, or ambiguity contained herein and shall not be held liable for any injury or loss caused by any such omission, error, misprinting, or ambiguity presented in this publication.

SCHOOL SITE CONFIDENTIAL CONTACT LIST

NAME	POSITION	PHONE NUMBER

Confidential Site Information

[Enter any additional confidential information you believe is paramount to the safety of the site and should be referenced or available to staff. This may include pre-identified ICS roles and those appointed to fill them.]

Campus Disruptions & Intruders Procedures

Below are general steps that may be applicable to assess and initially respond to campus disruptions or intruders. This is not a comprehensive list of actions. Response to an incident should be appropriate to the type of disruption, known safety concerns, level of threat and/or risk to students and staff.

OBJECTIVE 1: IDENTIFY THREAT LEVEL AND DETERMINE IF CAMPUS MUST BE SECURED

- Assess the situation
- Determine appropriate safety response (if unknown use best judgment)
    1. Issue a Campus Safety Alert (safety incident notification via CatapultEMS for awareness only)
    2. Shelter-in-Place (see detailed information on conducting a shelter-in-place)
    3. Lockdown (see detailed information on conducting a lockdown)
    4. Active Threat (see detailed information on responding to an active threat)
- Initiate and Alert the site through the use of
    - Bell Tones / Signal for bringing students/staff inside.
    - PA Announcements
    - Catapult EMS notification
- If an 'Action' is required – initiate the safety steps
    - Example: lock doors and pull curtains.
- Notify 911 (if appropriate)
    - Immediate threat or danger to persons on campus

OBJECTIVE 2: MANAGE THE INCIDENT

- Notify the Safe Schools office
    - If a CatapultEMS incident was initiated the Safe Schools Office will already be aware of the incident
- Update and share information with site staff and district resources
    - If not already completed, create a CatapultEMS incident to share information
    - Utilize CatapultEMS to report
        - Staff status
        - Staff location
        - Student and visitor attendance and safety
- If the event is at dismissal time, keep students indoors until the incident has resolved and it is safe to release.
- Assign available support staff to appropriate safety related duties
    - Consider writing predetermined assignments for incidents such as:
    - Go to the nearest restroom to clear and assist students to a safe location.
    - Go to a specific entry/exit location to monitor traffic and provide admin with updates
    - Go to the office to assist.
    - Go to a prearranged emergency site.

OBJECTIVE 3: RECOVER & RETURN TO NORMAL OPERATION

- Consider conducting a site safety check prior to releasing from a Shelter-in-Place or Lockdown
- After the event has resolved and the site deemed safe, consider conducting a stepped release (moving from lockdown to SIP or moving from a SIP to a staggered classroom release to allow for a safe return to normal activities.
- Site Admin should consider the need to draft a parent/guardian community notification.
- Document the incident appropriately within the IRIS Safety Portal

Active Threat & Active Shooter Response Guidelines

DEFINITION

An active threat / active shooter event is an incident in which one or more persons, armed with a weapon(s), is actively engaged in harming, or attempting to harm or kill people in any populated area. In most cases, there is no one specific target nor an apparent pattern or method to their selection of intended victims; with the goal to harm or kill as many persons as possible.   Active threat events are dynamic and evolve rapidly. To effectively respond and protect lives requires situational awareness coupled with a known and practiced emergency plan.

WHAT TO EXPECT: THE DYNAMIC ENVIRONMENT

It is not uncommon for people confronted with an active threat to first deny or be confused by the possible danger rather than immediately recognize and respond.   During an active threat / active shooter event the natural human reaction, even if highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief or denial.

You can expect to hear very loud noises from alarms, shouting, screaming and possibly the sounds of gunfire or explosions. You may smell smoke and/or see fire.   You may see people running in many directions or people on the ground who are frozen or appear injured.

At the beginning of an event, you will likely have to make quick decisions with very limited information to protect yourself and those you have the responsibility to protect.   Mental preparedness, a committed attitude toward safety and a practiced drill response will help you overcome hesitation and engage quickly to effectively make decisions and protect others.

EMPOWERED TO CHOOSE

This active threat / active shooter response plan empowers employees with the authority to make crucial decisions based on direct knowledge to protect themselves and others.

Individual, group and student safety is predicated on understanding immediate response protocols.   Each employee is responsible for minimally knowing the site's Lockdown Procedures, On and Off-Campus Evacuation Location(s), How to login and use the Catapult EMS emergency communication system, as well as all practiced evacuation actions learned through site drills and safety discussions. Through training and a developed situational awareness, the likelihood of quickly and successfully responding to a life-threatening emergency is greatly increased as is the probability of protecting lives.

In an active threat / active shooter event there are three basic response options: **Run (Evacuate), Hide (Lockdown), Defend (Take Action)**.   There is no specific order of priority to these response options, nor is there an expectation to move through the options, proceeding from one to the next in any predetermined order.   Employees are empowered choose an appropriate action based on their recognition and knowledge of the type of threat, immediate proximity to the threat, location on campus (indoors / outdoors), ability to secure a space, ability to escape or evade harm and whether they are immediately responsible for the protection of others (particularly students).   As the situation continues to develop, it is possible and likely that employees and students will have to reassess their immediate safety and take additional actions.

Based on the location of an event's initiation point, an employee may be the first to have direct knowledge of the event or the very last. All decisions should be based on situation awareness and knowledge.
- If you are **unaware** that an active threat event is occurring and you are directed to "LOCKDOWN", immediately follow all lockdown procedures.

- As your knowledge and awareness of the incident evolves, you may determine a more appropriate secondary action is necessary to save your life and those you are protecting.

RESPONSE ACTIONS: RUN (EVACUATE), HIDE (LOCKDOWN), DEFEND

RUN (Evacuate) –

Depending upon your knowledge of the event and proximity to it, if it is safe for you and those in your immediate care, the first and often best course of action is to run away from the danger and leave / evacuate the campus.
- Leave personal belongings behind
- Avoid elevators or long narrow hallways if at all possible
- Have both primary and alternate escape routes in mind and know where all designated off-campus evacuation locations / rally points are located (see attached document)
- Warn others in the immediate area, as well as those you encounter during your escape, and attempt to have them flee with you
    - Help other adults / staff members escape, but do not wait for those that refuse to come
- Lead and direct students in your care to the off-campus location; you are responsible to get them to the location as quickly and safely as possible
- Warn others not to enter as you exit the campus
- Follow the instructions of any police officers that are present
- If it is not safe to do so, do not attempt to move wounded persons you pass them
- Call 911 when you are at the evacuation location and safe
- Account for the students in your care and identify any immediate medical needs
- Check in using CatapultEMS and update your location and safety of the students with you
- Remain at the evacuation location and do not leave or allow others to leave until advised to do so by law enforcement, the principal or district representative in charge
    - Should you have to leave due to an immediate safety concern, update your location within CatapultEMS as soon as possible
- Law enforcement, District or Site support team members will respond to your location to assist

HIDE (Lockdown) –

If evacuating the campus is not a safe or immediately viable option, or if you are already indoors / outdoors (and unaware of the active nature of the threat) and received a notification to lockdown, make every attempt to lockdown as quickly as possible.
- Follow all lockdown procedures (see detailed instructions in next section)

Consider additional enhanced safety precautions to further secure your space and protect yourself and others:
- Use door stops or door hinge straps to make entry more difficult.
- Barricade entry points
- Find the safest area of the room / space.
- Get low to the ground and below the windows.
- If the room has multiple windows, consider whether it is safer to be under them vs across from them.
- Move or turnover desks, tables, or other furniture to hide behind and provide additional protection.
- Begin preparations for an emergency evacuation or the possibility of having to defend the space.
    - How would you exit / evacuate the room?
    - Where would you evacuate to?
    - What route will you take to the evacuation location?
    - How will you safely lead all persons to that evacuation location?
    - If you had to defend the space, yourself or others, what items in the room can you use to assist?

There may be a scenario where based upon your proximity to the threat you are unable to evacuate the campus and unable to enter a room / building to lockdown. In this situation, consider:
- Hide behind any large, heavy and presumably solid object that can provide concealment and possible protection from the threat
- Hide alongside a wall, close to an exit or escape route and out of the view as best as possible - stay low to the ground
- Hide in any room where the light can be turned off and get under or behind large objects

At the first available opportunity evacuate the campus or move to a safer location or room where you can lock the door and complete lockdown procedures.

Generally, once you have successfully completed lockdown procedures and are in a secured space, remain there until directed by site admin or law enforcement to:
- Evacuate the space
- Lift the lockdown

However, active threat / active shooter events are dynamic and circumstances may change that compromise your immediate safety or the security of the location you are in. As the event unfolds and you become more aware of the type of threat, location of the threat and other critical details you may choose (or be directed by law enforcement) to move to a secondary location or attempt to evacuate the campus.   The decision to move from a secured space, other than when directed to by law enforcement, should be made after considering or knowing the following minimal information (not an exhaustive list):
- Type of threat (gun, edged weapon, explosives, other?)
- Number of persons attempting to cause harm?
- Location of threat?
- Proximity to threat?
- Evacuation route, method of escape and distance to evacuation location?
- Are you responsible solely for your personal safety or that of others?
    - If responsible for the safety of others all decisions should be made with the likelihood of increasing / improving group safety due to the immediacy of the threat to harm those you are charged with.
    - Can the group safely evacuate the area and be led to a safe alternative location?
    - Is the group capable of evacuation or are there physical, age, grade level or other limiting factors?

Training reminder: If you are advised to lockdown and have no personal knowledge of an active threat / active shooter on campus:
- remain on campus – do not evacuate
- follow all trained/drilled lockdown procedures.
- Remain in lockdown status until advised or directed to take a secondary action or lift the lockdown by site administration or law enforcement.

DEFEND (Take Action) –

Taking defensive or offensive action against a person who is attempting to harm you or others is not a requirement or an expectation of any employee, student or other person on campus.   The choice to take action is often made in the moment and based on many factors including personal life experience.   As part of a practiced and prepared response to active threat events, you should consider your readiness and willingness to take defensive action if faced with the decision.

Often, the option of taking defensive action is considered when there appears to be no other options; a "last resort". Depending upon your proximity to the threat, the decision to defend yourself or others may be immediate, take priority

and be necessary to create the time or distance needed to facilitate an escape and save lives. If you choose to act, commit to it.

Considerations for taking defensive action may include:
- o What objects, items or tools are immediately accessible can you use as a weapon to defend yourself or distract the threat?
- o What areas of the room can you use to your advantage; to hide from or ambush the threat?

It's a good idea to mentally prepare emergency response / actions plans for various places around the campus; mentally inventory objects that may be useful if needed.

If the decision to act is made, the goal does not have to be to incapacitate the threat. Slowing or distracting the threat long enough to allow time for you and others to safely escape is often enough.

STAFF RESPONSIBILITIES

Active Threat / Active Shooter incidents are dynamic, and each is unique. The following is a general list of responsibilities but should not be considered exhaustive or comprehensive of all actions necessary. Action should be adjusted based on information known at the time of the incident.

ADMINISTRATIVE DUTIES
Prior to Incident:
- ● Review and update the site Comprehensive School Safety Plan
- ● Update the site Tactical Plan including all off-campus Evacuation locations
  - o Where appropriate, ensure facility contact information is correct and use permission is in place
- ● Train & drill site on emergency procedures including at minimum:
  - o Evacuation
  - o Lockdown
  - o Reunification
  - o Use of CatapultEMS
- ● Establish a site emergency communication plan
- ● Pre-identify student and staff traumatic incident counselling resources
- ● Identify staff & student critical needs / medical needs list

During Incident:
- ● Take immediate action for the safety of self and those in immediate area (Run, Hide, Defend)
- ● Call 911
- ● Initiate campus wide lockdown notification (repeat this direction several times)
  - o If known or obvious this is an active threat / active shooter event it is OK to advise that information via the PA and to take appropriate response action.
  - o You may also communicate suspect description AND last location seen IF the information is accurate and highly credible. Do not make false or misleading announcements.
- ● Initiate a CatapultEMS "Action Alert"
  - o Select "Active Shooter"

    ▪ This will automatically notify the Safe School Team as well as the appropriate Educational Director, Cabinet Staff and Superintendent.
  - o As practicable, update the incident with available information
- ● If unable to initiate Catapult – Call the Safe School Desk line

- To the extent possible, manage the incident and share information / communicate with staff as appropriate via CatapultEMS messaging
  - Account for staff, student location & safety as practicable and reported
    - Identify those reporting / requesting medical aid
    - Coordinate with law enforcement / EMS to identify those students & staff that were transported to hospitals
  - Note – the final accountability for all staff & students may take hours or day(s).
- Initiate or request mass-notification messaging is sent advising parents of the lockdown status
  - Coordinated through communications team

Post-Incident:
- Coordinate with district resources to identify a suitable off-campus reunification center, transportation and staffing
- Coordinate with law enforcement / first responders the deliberate and directed evacuation of the campus to the waiting transportation vehicles.
- Activate traumatic counselling / mental health services responders
  - Deploy at both the site & reunification location
- Initiate mass-notification messaging advising parents & guardians of the reunification location and student pick up details.
- Once site has been cleared by law enforcement and turned back over to SJU
  - Coordinate a facility safety inspection
  - Identify immediate repairs & rehab required
  - Identify modifications to student learning / activities or rooms required during any long-term repairs
  - Prepare for return of staff & students to campus
- Debrief the Incident
  - Coordinate with Safe Schools and District resources to fully debrief the incident
    - Administrative debrief – should include site administrators, district representatives, safe schools and persons assigned to high responsibility positions
    - Full staff debrief – should be open to all site staff (and those responding from other locations) to provide information, receive input, and address concerns.

STAFF DUTIES
Prior to Incident:
- Review and be familiar with the site's Comprehensive School Safety Plan and emergency procedures:
  - Lockdown procedures
  - Evacuation routes and off-campus evacuation locations
  - Active threat / active shooter immediate response options: Run (escape), Hide (lockdown), Defend (Take Action)
  - Emergency communication plans
- Participate in emergency drills
  - Provide the administration feedback related to safety actions or concerns identified during drills
- Become familiar with the use of CatapultEMS
- Identify students in your care that may have special or critical assistance needs during an emergency

During Incident:
- Take immediate action
  - Based on knowledge and proximity to threat determine an appropriate action – Run, Hide, Defend

- See specific action steps listed above
    - If advised to Lockdown without any further knowledge of the type of threat – follow all lockdown procedures
  - Warn others in the area of the threat and attempt to direct them to safety
    - Take control of the students in your care and direct to safety
    - Remain with your students until the incidents resolves or until specifically advised by administration
  - As soon as practicable, notify the administration of the threat
  - When safe to do so – log in to CatapultEMS and report your status, location and account for students in your care
    - Update your status as appropriate
    - Update your location if it changes
    - Report any medical conditions or injuries needing immediate attention
  - When appropriate reassess your immediate conditions and safety and take additional action as appropriate

Post Incident:
  - Assist with additional duties as requested to facilitate student reunification
  - Attend debriefing sessions
  - When school resumes, monitor students for signs of trauma, stress or anxiety needing referral to counselling / mental health services providers.

LAW ENFORCEMENT RESPONSE: What to expect

The law enforcement response to an active threat / active shooter incident will not resemble conventional response practices.   An active threat / active shooter incident triggers an area wide mutual aid response. Law enforcement officers from all nearby agencies will respond in a rapid, coordinated fashion.   The first responding officer may be from an agency outside of the local jurisdiction. Additional responding officers may include those who are not in a readily identifiable police uniform (plan clothes officers) and arrive in unmarked vehicles. Typically, but not always, plain clothed officer(s) will don some type of identifying jersey, jacket, or vest prior to entering the campus.

Additional resources such as Emergency Medical Services (ambulances, paramedics), Fire Fighters, Probation Officers, Social Services Workers, and others will likely also respond. There may be hundreds of emergency resources at the site.

The first responding law enforcement officers are there to locate and mitigate the threat as quickly as possible.   Officers may enter as a single unit or coordinated small team.   They may pass by you and others, including persons who are injured, to find the threat.   If you see or encounter officers while you are hiding or attempting to evacuate the campus, remember:
  - Do not run directly to the responding officer(s), they have a primary mission and cannot stop to assist you.
  - Try not to yell at the officers; It is OK to tell them where you may have last seen the threatening person and the type of weapon the person is armed with, but speak a clearly as possible and then continue to the evacuation point
  - If the officer gives you a specific direction, follow it
  - Keeps your hands out, open and visible so the officer knows you are not a threat

Generally, a law enforcement response to an active threat / active shooter incident will occur in a manner similar to:
1. Response and threat identification / mitigation
    a. Rapid response of first arriving officers to search campus for immediate threat(s)
    b. After primary threat is contained, a coordinated, slower and more thorough search of the exterior campus for possible secondary threat(s)
2. Treat / transport injured persons

a. Persons located during search of exterior campus that are wounded, treated and taken to or directed to medical triage location or immediate transport to area hospital
         b. Respond to requests for medical aid as reported by staff
   3. Room by room search & evacuation
         a. Coordinated searches of the interior campus including all rooms
               i. Officers will enter locked rooms by key, announce their entry and assist persons inside
               ii. controlled evacuations will begin
         b. Secondary search includes looking for other possible threat(s)
         c. Specific teams will respond to the off-campus evacuation locations to assist those who fled the campus
   4. Scene containment
         a. The area will be secured, with specific areas taped off to eliminate traffic and preserve the scene
   5. Investigation
         a. Depending upon the incident the entire school, or just specific areas, may be closed with no staff / student access for several hours or days to allow for an appropriate investigation

INCIDENT RECOVERY:

REUNIFICATION:
Site administration and district resources will coordinate and initiate student reunification procedures.

Reunification will likely occur off-campus at a preidentified location with a capacity suitable to accommodate the student population, parent parking and all other resources as needed.   The location should be staffed with sufficient personnel to accomplish the safe reunion of students and families in a controlled, caring environment. Staffing for the reunification will largely consist of personnel responding from the district and other school sites.

Transportation of students & staff from the site to the reunification location should be coordinated through SJU Transportation Services.

The following reunification staff assignments / roles should may be implemented:
   ● Lead Reunification Coordinator
   ● Site Security
   ● Parking attendees
   ● Parent / Guardian greeters and traffic / pedestrian directors
   ● Parent check in staff
   ● Staging / Waiting area staff
   ● Student reception and supervision
   ● Student reunification liaison
   ● Student / family Counselors

COUNSELLING & MENTAL HEALTH RESOURCES:
Active threat / active shooter incidents are traumatic.   As part of a comprehensive response plan, site administration should pre-identify district counselling and mental health resources available to support staff and student needs. Counselors and mental health professionals should be available as both an immediate and on-going recovery effort.

In addition to district resources, community chaplains and Sacramento County Mental Health staff will be available upon request through the Safe School Team.

FACILITY REPAIR / REHAB:
Prior to reopening / reoccupying the school site it should be fully assessed by a designated repair/rehab/safety team comprised of: site administration, custodial services, maintenance & operations, facilities and safe schools. All repairs that are determined critical to staff & student safety must be made prior to reuse.

If practicable, all repairs should be completed, to minimize reentry trauma and help aid the transition back to an environment seen as safe.

Lockdown Procedures

This document provides detailed actions and steps to affect a campus lockdown.   All subsequent actions and decisions should be made based on training, experience, knowledge of the event, proximity to the event and immediate threat present.

All campus administration, teachers, staff and students should be prepared to immediately initiate lockdown procedures and/or evacuations in the event there is a direct and immediate threat to life occurring on or directly adjacent to the campus. (See Active Shooter / Active Threat Procedures for scenarios where an armed person is on campus.)

REMEMBER: critical incidents are dynamic, can appear chaotic and overwhelming. All site staff are encouraged to remain aware of their surroundings, demonstrate patience and if necessary "improvise" in order to protect the safety of students, staff, visitors and themselves.

<u>Initiating a Campus Lockdown</u>

Any staff member who observes or receives information regarding an immediate threat of violence impacting the safety of students, staff or guests on or directly adjacent to the campus is authorized and shall call for a lockdown.

Information may be received from staff, parents, the community, student reports or calls from law enforcement officials or safe schools' staff.

Initiation by Administration:

1. Directly inform others in the immediate vicinity of the need to lockdown.
2. Utilize available site & sound signals such as Bell Tones / Ringers or flashing lights if it is a part of your plan to initiate action and gain site attention
3. Make a school wide announcement or notify the school office to make a school wide announcement of the need to lockdown using verbal announcements such as:

   "Attention – LOCKDOWN, LOCKDOWN, LOCKDOWN – Attention, this is an emergency; follow lockdown procedures and secure all rooms."

   Repeat the message at least one additional time.

4. If you are not in the office, notify the school office of the details of the lockdown reason.
5. Call 9-1-1. Provide as many details as possible. Remain on the line until informed by the 9-1-1 dispatcher to disconnect.
6. Initiate a Catapult EMS Action Alert - Lockdown
   a. This will open messaging and accountability actions within the application and allow for improved site communication, and incident management
   b. This message may reach staff on site that do not have functioning PA speakers or would otherwise be unaware of the incident.

Once safely locked down the following actions should be taken by the principal or the principal's designee:

1. Update the Catapult EMS Incident OR notify the Safe Schools Office at (916) 971-7911 providing as many details as possible, what assistance is immediately required and whether help is needed to send/post lockdown notifications for student families and community.

2. Initiate or request a mass-notification call and post to website to alert parents and others to the situation. Note: The initial notification can be sent by the district's communication team upon request being made during the call to Safe Schools or by calling the communication team at (916) 979-8281.

   - Remind parents/guardians that they should not come to the campus
   - no one will be allowed to enter or exit until the lockdown is lifted.
   - Direct recipients to the school or district website for updated information.

Staff Actions – Standard Classrooms / Other Securable Areas

When a lockdown is signaled staff shall implement the following effective practices as appropriate and "*When Safe to Do So*":

1. Before locking doors, gather everyone outside within the immediate vicinity of the classroom and direct them inside.
2. Lock the door(s) to the room.
3. Turn off lights (as necessary)
4. Close blinds/curtains and cover any windows in doors.
5. All occupants should:
   a. Silence all cellphones;
   b. Turn off or dim electronic displays including cellphones and computer monitors;
   c. Take cover behind furniture or under desks (if appropriate to do so based on known threat)
   d. Remain as quiet as possible
6. Prepare an emergency action plan to
   a. Escape from the immediate space to a safer location or off campus if necessary
   b. Distract or disable an intruder if they try to gain access to the room.
7. If Catapult Alert has been received
   a. Open the incident, update location & status as well as initiate student safety count
8. Remain in lockdown until the all-clear signal is given or an official enters the room to aid or evacuate occupants.
   a. Doors should remain locked with no one allowed to enter or leave unless directed Law enforcement or absolutely necessary to escape an unsafe environment.

Staff should limit their use of cellphones or other communication devices to only those activities that are critical or necessary for safety
   - Requesting immediate medical help to due to an injury
   - Updating required student rosters within Catapult
   - Communicating as requested with site admin or persons managing the incident

Considerations for Portable Classrooms

Given the nature of portable classroom construction, occupants should follow the same procedures as traditional classrooms listed above with the following considerations:

1. Consider turning desks on to their side with the top of the desk facing out toward the walls of the classroom.
2. Occupants should position themselves behind the desks, on the floor and below the top edge of the desks.
3. Remain quiet and follow all other procedures for standard classrooms.

Lockdown Procedures – Washroom / Restrooms

Generally, restrooms cannot be locked from the inside. During a lockdown, those in a restroom should immediately evacuate and proceed to the nearest classroom or other space with a locking door.

Considerations for secondary school environments (High School / Middle Schools) – students should receive instruction to assess the safety of leaving the restroom vs. the need to immediately conceal themselves / hide within it.   If the decision to conceal / hide within the restroom is made particular consideration should be applied to barricade or secure the door as best as possible.

In secondary environments, any student or staff member who cannot evacuate a restroom during a lockdown should to trained and instructed to:

1) Barricade the main door if possible.
2) Enter a stall, locked the door, and climb on top of the toilet to hide.
3) Stay absolutely silent.
4) Remain in the restroom until evacuated by law enforcement or other school staff.

Considerations for elementary environments (grade K-5) – staff must act to address restroom safety. Staff near restrooms should make every attempt to clear a restroom and assist those students to an appropriately safe and securable location.

Lockdown Procedures – Large / Open Rooms within the School

Large open rooms [cafeteria, library, main hallways, quad, etc.] are vulnerable locations. Staff & students in these spaces during a lockdown should assess the situation and determine if evacuation or securing the space is the best option.   The default will be to lockdown inside these locations unless it is unsafe to do so.

Staff who are normally assigned within the [cafeteria or library] shall have keys that allow them to lock all points of entry to that space.

Students should be trained during practice drills on the proper procedures to follow if they are in one of these spaces during a lockdown.

Lockdown Procedures – Outdoor Fields and Play Areas

Staff and students should maintain awareness and pay attention for alerts that may signal the need to lockdown. Lockdown alerts such as:
● lockdown advisements may be made in person,
● by voice,
● over a PA system or
● by bell/tone signal.
● Catapult Alerts
● As situations are highly fluid, practices will need to be adapted in the moment based on the available information.

Staff and students should immediately go to the nearest room to lockdown.

Controlled Evacuations during a Lockdown

In some situations, it may be necessary to conduct a controlled evacuation. Controlled evacuations are often limited to specific rooms, wings & areas of the school and are only initiated under the direction of law enforcement, the principal or a safe school representative.

Special Considerations Regarding Fire Alarms During Lockdowns

If a fire alarm is activated after a lockdown has been initiated, students and staff should assess the situation prior to exiting the room / space. It is not uncommon for fire alarms to be pulled as a ruse to trigger an evacuation for the purpose to gain access to persons to cause harm or other criminal actions.

1. Students and staff should quickly assess their surroundings looking for indicators of the need to evacuate such as: fire, smoke or heat; smells of natural or propane gases.
   a. Note some of these indicators may be the result of used improvised explosive devices, pyrotechnics or gunshots.
2. If the location appears secure without signs of immediate risk, students and staff should remain locked down and vigilant for threats.
3. If the location is or becomes unsafe and evacuation is the only option, students and staff should move in a quick, but calm fashion to a safe location or other preidentified evacuation point.
4. Efforts should be made to notify administration or law enforcement of the need to evacuate to assist in coordinating a safe location.

Procedures to End a Lockdown

Only the school principal or designee can order a lockdown lifted. If engaged, law enforcement or other first responders may advise site administration that it is safe to lift a lockdown, but only the site principal or designee can end the action after all safety considerations and recovery preparations are made and upon determining the threat no longer exists or has been reduced to a level where the school can transition to a shelter-in-place.

1. Upon direction of the school administrator, an announcement will be made over the PA, Catapult EMS and radios giving appropriate directions. The announcement message will be repeated at least one time.
2. Office staff or those directed by the school administrator will notify the Safe Schools Office by calling (916) 971-7911.
3. If necessary, report any injuries, first aid rendered or need for any emergency medical service.
4. If not already completed, teachers and staff in classrooms or other secure locations will immediately conduct a role of those in their room/space and update Catapult. Note any extra or missing students.
   a. When necessary, students and staff may return to their assigned classroom/location AFTER the initial role has been completed.
5. Assigned staff will conduct a sweep of restrooms or other common areas that may have been unsupervised
6. Normal activities and instruction may resume.
7. Watch for signs of stress, anxiety or trauma. Refer anyone needing assistance to the office to be connected with a counselor.

School Recovery Following a Lockdown

1. The principal or other site administrator will determine if additional resources such as counselors, facilities staff or others are required to assist in returning the school to normal operation.
2. A debrief will be held to include all vital participants who responded to the lockdown. Debriefs will include a representative from the Safe Schools Office.
3. A staff meeting will be held following the debrief to solicit feedback

4. Communication will be made to parents/guardians and students (in an age-appropriate manner) to share what occurred and what was learned.
5. Signs of stress, anxiety or fear will be monitored in the days and weeks following an event. Staff will report any signs to the principal upon observation.

Shelter-in-Place Procedures

Shelter-in-Place procedures are used to increase staff and student safety when an elevated risk of harm is present. During a Shelter-in Place general outdoor activities ceased. Students and staff are directed indoors to a secure space, but may continue all general indoor learning activities. Depending upon the circumstances of the need to shelter, other activities such as meals, restroom use and other may continue under supervised and controlled conditions.   Shelter-in-Place is often initiated due to:

- Potential danger occurring on or near the campus but does not pose an immediate threat (such as law enforcement or other first responder activity)
- Dangerous weather or climate conditions exist (severe storm, air pollution, etc.) During a shelter-in-place classroom instruction continues but movement onto, off of, or around campus is conducted only under escort.
- A significant safety or criminal act occurring on campus
- Other safety concerns as appropriate

Initiating a Shelter-in-Place

A shelter-in-place is initiated by a site administrator.

To initiate a shelter-in-place, office staff will:

1. Immediately make a school wide announcement initiating the shelter-in-place:
   - "Attention – SHELTER-IN-PLACE, SHELTER-IN-PLACE. This is a precautionary shelter-in-place; Please move indoors and secure all rooms."
   - Repeat the message at least one additional time.
2. The site should initiate available site & sound alerts to such as bell tones, ringers and/or light flashes as indicated in your site's response plan.
3. Initiate a Catapult EMS Incident / Action Alert
   a. This will open messaging and accountability actions within the application and allow for improved site communication, and incident management
      i. District resources will be able to monitor the event via Catapult
   b. This message may reach staff on site that do not have functioning PA speakers or would otherwise be unaware of the incident.
4. Notify the Safe Schools Office at (916) 971-7911 providing as many details as possible including if assistance is immediately required
3. Initiate or request a mass-notification call and website posting are made to alert parents and others to the situation.
   - Remind parents/guardians that they should not come to the campus as no one will be allowed to enter or exit until the shelter-in-place is lifted.
   - Direct their attention to the school or district website for updated information.

Shelter-in-Place Procedures - Classrooms / Other Securable Spaces

When a shelter-in-place is signaled staff shall implement the following effective practices as appropriate to ensure safety:

1. Gather everyone in the immediate vicinity of the classroom or other secure area and direct them inside.
2. Lock the door to the room.
3. Close blinds/curtains and cover any windows in doors.
   4. If a Catapult Alert was received
      a. Acknowledge the alert and update your location and status

  b. Conduct a role. Update and notify the principal regarding any students who are missing or additional students in your presence from other rooms.

5. Continue classroom instruction and normal indoor activities.
6. Remain in shelter-in-place until the all-clear signal is given or an official enters the room to evacuate occupants. Doors are to remain locked with no one allowed to enter other than students who have not been able to shelter elsewhere. No one is allowed to leave the room. Law enforcement or site administration will open doors using keys.

Shelter-in-Place Procedures – Common and Outdoor Areas

During a shelter-in-place, those in restrooms, on outside fields or other open spaces should proceed to the nearest classroom or other secure space.

Elementary Schools should consider:

Assigning staff as responsible for checking nearby or specific identified restrooms and directing any students or staff to their direct or nearby classroom to shelter-in-place. Staff assignments can be made to complete this task such as:

Classroom B2 – West restroom – assigned staff:

Classroom D1 – East restroom – assigned staff:

Secondary Schools -in addition to above:

Educate and train students to quickly exit restrooms and return to their current assigned (period) classroom.

Fire Alarms During a Shelter-in-Place

If a fire alarm is activated after a shelter-in-place has been initiated, students and staff should prepare to evacuate.

1. Students and staff shall assess their surroundings looking for signs of immediate danger including fire, smoke, or heat; possible use of explosive devices or pyrotechnics; gunshots.
2. Line up inside the room, leaving all personal belongings.
3. Evacuate to pre-determined fire evacuation locations and follow fire procedures unless directed otherwise.

Procedures to End a Shelter-in-Place

A school administrator can end a shelter-in-place if the potential threat has been resolved. Input from Safe Schools staff members and law enforcement should be consulted.

1. Upon direction of the school administrator, an announcement will be made over the PA, radios and through Catapult giving directions to return to normal operations. The message will be repeated at least one time.
2. Office staff or those directed by the school administrator will notify the Safe Schools Office by calling (916) 971-7911.
3. If necessary, report any injuries, first aid rendered or need for any emergency medical service.
4. If necessary, students and staff may return to their assigned classroom/location.
5. Normal activities and instruction may resume.
6. Watch for signs of stress, anxiety or trauma Refer anyone needing assistance to the office to be connected with a counselor.

School Recovery Following a Shelter-in-Place

1. The principal or other site administrator will determine if additional resources such as counselors, facilities staff or others are required to assist in returning the school to normal operation.
2. A communication will be made to staff, parents/guardians, and students (in an age-appropriate manner) to share what occurred.
3. Staff will monitor and report any signs of stress, anxiety or fear immediately following the event or in subsequent days.

Designated "Off Campus" Evacuation Locations

In the event of a required off-campus evacuation the following locations have been identified as safe sites to serve as either temporary gathering points or possible reunification sites.   Agreements have been made with the person in charge at each location and immediate access arrangements have been identified. Locations North, South, East & West of the campus have been identified to provide a known and safe location to address any immediate or hasty evacuations from campus. Staff that must evacuate to one of the below locations should immediately update their status and location within the CatapultEMS app and remain at that location to receive and direct students as they arrive.   In the event of a coordinated off campus evacuation a specific site will be identified along with specific roles / assignments for staff.

Northbound Evacuation/Reunification Site – NAME OF SITE

- Contact Information – ENTER CONTACT INFORMATION HERE
- Site description (indoor / outdoor rally point)
- Consider including a Google map identifying location and possible safest route

Southbound Evacuation/Reunification Site – NAME OF SITE

- Contact Information – ENTER CONTACT INFORMATION HERE
- Site description (indoor / outdoor rally point)
- Consider including a Google map identifying location and possible safest route

Eastbound Evacuation/Reunification Site – NAME OF SITE

- Contact Information – ENTER CONTACT INFORMATION HERE
- Site description (indoor / outdoor rally point)
- Consider including a Google map identifying location and possible safest route

Westbound Evacuation/Reunification Site – NAME OF SITE

- Contact Information – ENTER CONTACT INFORMATION HERE
- Site description (indoor / outdoor rally point)
- Consider including a Google map identifying location and possible safest route

Reunification Plan

Enter your site's on campus / off campus reunification plan – remember to consider the following when building your plan

- Internal / external communication regarding need to initiate reunification
- Determination of on campus vs off campus reunification
    - Is campus safe?
    - Was an offsite evacuation required?
    - Is the campus overwhelmed with emergency responders and will reunification impede actions?
    - If off campus is there a suitable indoor vs outdoor location
        - If outdoor how will weather impact the plan?
- Ingress / egress points for vehicle and foot traffic
- Parent / Guardian check in location(s)
- Will reunification take place with counselor / MTSS support or will referrals be sent afterward
- Staffing plan and assignments needed such as:
    - Parking area and traffic control staff
    - Parent/guardian check in coordinators / Information staff
    - Parent / guardian check in desk staff
    - Parent / guardian staging area staff
    - Reunification runners / escort staff
    - Reunification family / student reuniting room staff
    - Reunification counselling staff