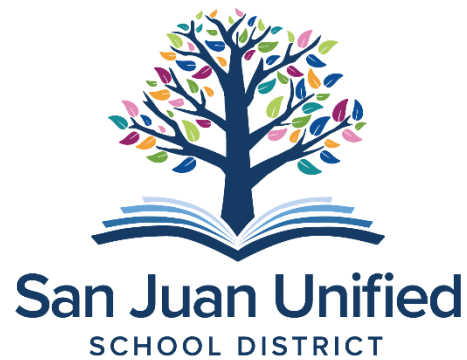


COMPREHENSIVE SCHOOL SAFETY PLAN

CAMERON RANCH ELEMENTARY

School Year 2023-2024



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PLAN CREATION AND REVIEW

This 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 stake holders. The Group is comprised of the following members:

Aliceon Sloss, Principal

Crista Green, Safety Specialist

Sheelah Eulberg, Secretary

Cheryl Stunz, Attendance Clerk

Brian Mitchell, School Community Intervention Assistant

Shannon Reneau, Campus Safety Monitor

Antwan Parker, Head Custodian

Jeff Garrett, Teacher in Charge

Kristen Sroay, Parent Liaison

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 17, 2023 at Cameron Ranch Elementary 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 November 17, 2023

- 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

Cameron Ranch Elementary is nestled in the heart of Carmichael, California, a suburb of the Greater Sacramento Region. As the fourth-largest metropolitan area in California, Sacramento is considered "America's Most Diverse City" and our school reflects this distinction. Families in our community hail from over 20 countries/regions, 5 continents, speak nearly 20 different languages, and represent diverse abilities, skills, and talents that all add to the rich, cultural tapestry of our unique learning environment.

Cameron Ranch Elementary is one of 33 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

As an inclusion site for children with developmental disabilities, Cameron Ranch is dedicated to developing the individual potential of all students. We believe that each student has the right to be successful academically and socially. We encourage and regularly craft lessons to align with equity and social justice standards to bring awareness to our diverse population, which is reinforced as a community responsibility. Staff and the greater school community work together to share knowledge and ideas to provide a rich learning environment for students.

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

Data reviewed in this assessment included surveys, assessments, suspension data, attendance records, empathy-gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to accurately support the needs of our students and families, and to regularly inform our actions through ongoing progress monitoring.

On account of the continued impact of the COVID-19 Pandemic through the 2020-2023 school years, the 2023-2024 SPSA aims to target actions to accelerate academic learning, strengthen social-emotional skills and supports, and provide enrichment opportunities for students as a means to educate the whole child through experiential hands-on learning. We also prioritizes family and community engagement opportunities.

In the fall of 2022, a Cameron Ranch site-specific survey was sent to families to gain an understanding of the areas deemed most valuable in support of social emotional and academic learning for the 2022-2023 school year. Results were used to align site resources, purchase research-based curriculum, strengthen purposeful site-based actions steps, and design meaningful communication and enrichment opportunities for our students and families. Questions were framed around the four District LCAP goals called out in this plan. 138 families responded with the following details:

Goal 1 - Connected to School Communities: In the fall of 2022, families were asked to share their preferred method(s) in the available delivery options currently used by the school to share relevant communication and involvement opportunities. Of the 138 responses, 79% preferred receiving information through our school-wide two-way communication platform, Class Dojo, 39% preferred phone messages, and 54% preferred email communication.

The majority of the families reported great value in the current school-wide communication system accessible through digital newsletters and the use of other social media platforms. 88 families expressed interest in family events and 89 families reported value in extra-curricular activities such as music, art, clubs and school spirit days for an average of 64.5% of the families surveyed. Approximately 43% of those surveyed identified value in school-wide assemblies, and 40% of families valued opportunities for student voice and involvement.

Goal 2 - Healthy Environments for Social Emotional Learning (SEL): In the fall, 59% of the families asked for curriculum aligned to social-emotional growth, including self-regulation, personal growth, bullying and social justice curriculum, compared to 51% the previous fall (2021). 65% of families shared value in providing individual interventions, such as

restorative practices, problem solving and positive behavior support in 2022, compared to 49% in 2021. The majority of families felt that extra-curricular, such as gardening and assemblies, sports aimed to support SEL development would be of benefit to their students. 55% wanted to see counseling services and social group support(s) maintain a top priority. It is worth noting that 74 of the families surveyed requested support resources for food, clothing and housing.

Goal 3 - Engaging Academic Programs: In the fall of 2022, 77.5% of families surveyed expressed the desire to have creative programs, such as art, music, PE, garden, STEM to be infused into the academic program, compared to 65.3% in fall of 2021. An average of 64.5% reported that school tutoring, and instructional support in reading, math and writing would be of great benefit, compared to 48.7% in the fall of 2021. 97 families (70.3%) identified field trip opportunities aimed to support academics were preferred. As many of the adopted curriculum and differentiated learning programs used are technology based, 62 (45%) families support the site plan to upgrade technology as needed. Those surveyed also shared interest in campus beautification projects.

Goal 4 - Clear Pathways to Bright Futures: 83.3% of families surveyed in the fall reported the benefit of field trips and creative programs as a way to expose students to future endeavors, compared to 78.4% in the fall of 2021. An average of 32% shared interest in parent workshops and family nights, compared to 33% the previous year. Identified survey results reported that 56 families desired student leadership opportunities, and 52 desired character education and social justice lessons in support of social traits needed for future success. Hosting a career day (45 families) and information about college and career pathways (59 families) offered through SJUSD, was highlighted under this goal area.

District Survey Data from 2022-2023 School Year

On an annual basis, the San Juan Unified School District seeks feedback from families, students and staff on a variety of focus areas through a survey. Below are identified metrics in the areas of expectations/relationships, school culture and school safety:

Sample Size

Parents: 145

Students: 100 (Grades 4 and 5)

Staff: 11

School has a climate that is caring:

89.66% of parents

68.32% of students

100% of staff

Adults believe all students can be successful

93.01% of parents

81.82% of students

90.91% of staff

School staff respects diversity:

95.17% parents

70.41% students

100% of staff

Concerns about student safety are taken seriously:

92.41% of parents

69.70% of students

72.73% of staff

Attendance:

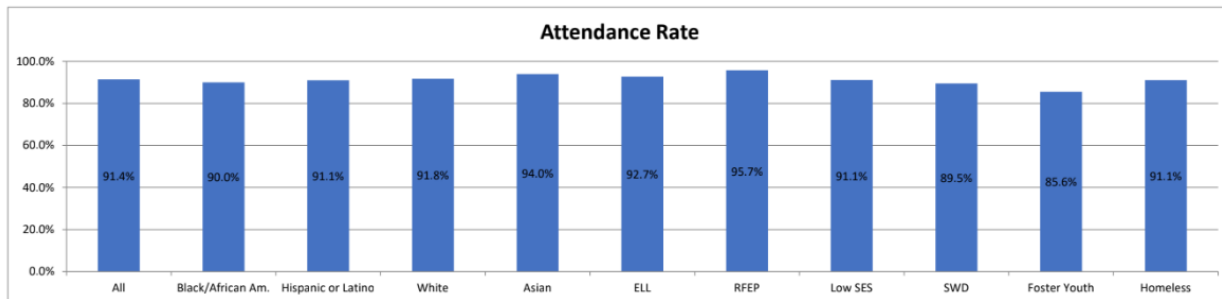
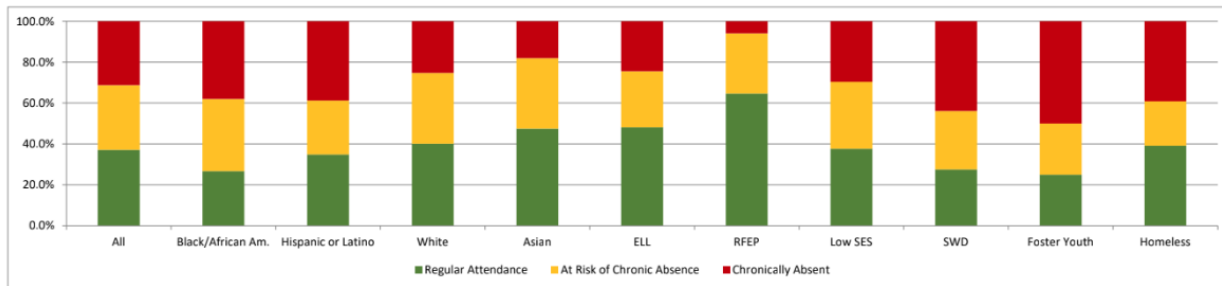
At the conclusion of the 2022-2023 school year, the following table illustrates the attendance overview for the school year.

Cameron Ranch Elementary Attendance Data

Report Period: 8/11/2022 to 6/2/2023

TK-12

Group or Program	Number of Students				Percent of Students			Attendance and Absence Rates						
	Total Enrolled	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	# Days Poss	# Days Absent	# Days Covid Absent	# Days Non Covid Absent	Attendance Rate	Covid Absence Rate	Non Covid Absence Rate
All	439	137	139	163	31.2%	31.7%	37.1%	67,294	5,760	135	5,625	91.4%	2.34%	97.66%
Black/African Am.	71	27	25	19	38.0%	35.2%	26.8%	10,886	1,086	7	1,079	90.0%	0.64%	99.36%
Hispanic or Latino	129	50	34	45	38.8%	26.4%	34.9%	21,362	1,910	31	1,879	91.1%	1.62%	98.38%
White	162	41	56	65	25.3%	34.6%	40.1%	23,594	1,944	65	1,879	91.8%	3.34%	96.66%
Asian	61	11	21	29	18.0%	34.4%	47.5%	8,858	531	29	502	94.0%	5.46%	94.54%
ELL	135	33	37	65	24.4%	27.4%	48.1%	18,542	1,350	33	1,317	92.7%	2.44%	97.56%
RFEP	17	1	5	11	5.9%	29.4%	64.7%	2,938	125	5	120	95.7%	4.00%	96.00%
Low SES	263	78	86	99	29.7%	32.7%	37.6%	42,597	3,771	77	3,694	91.1%	2.04%	97.96%
SWD	98	43	28	27	43.9%	28.6%	27.6%	16,574	1,741	45	1,696	89.5%	2.58%	97.42%
Foster Youth	4	2	1	1	50.0%	25.0%	25.0%	720	104	-	104	85.6%	0.00%	100.00%
Homeless	23	9	5	9	39.1%	21.7%	39.1%	3,845	341	-	341	91.1%	0.00%	100.00%



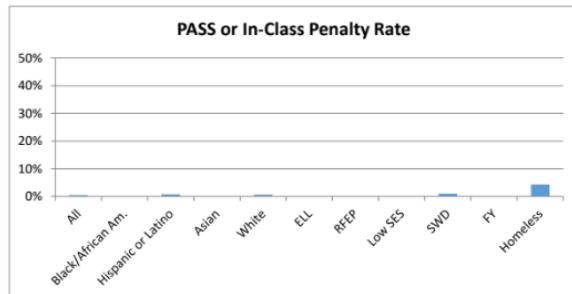
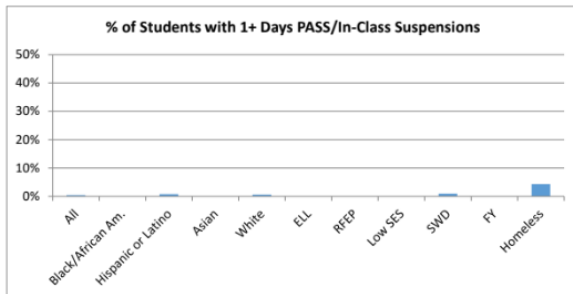
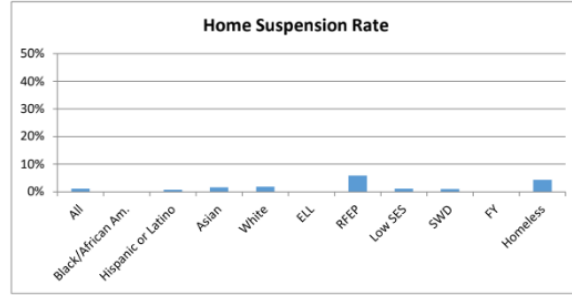
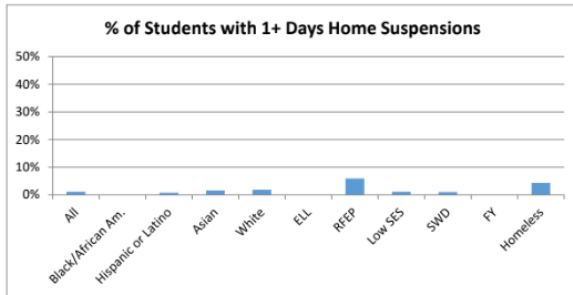
Suspension:

At the conclusion of the 2022-2023 school year, the following table illustrates the suspension overview for the school year.

Cameron Ranch Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 6/6/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	445	5	1.12%	8	5	1.12%	2	0.45%	2	0.45%
Black/African Am.	77	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	129	1	0.78%	2	1	0.78%	1	0.78%	1	0.78%
Asian	61	1	1.64%	2	1	1.64%	0	0.00%	0	0.00%
White	162	3	1.85%	4	3	1.85%	1	0.62%	1	0.62%
ELL	136	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFP	17	1	5.88%	2	1	5.88%	0	0.00%	0	0.00%
Low SES	266	3	1.13%	4	3	1.13%	0	0.00%	0	0.00%
SWD	100	1	1.00%	2	1	1.00%	1	1.00%	1	1.00%
FY	4	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	23	1	4.35%	2	1	4.35%	1	4.35%	1	4.35%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

In recent years, the suspension rate at Cameron Ranch has declined. It was noted by the team that contributing indicators associated with the decrease in suspensions could be tied to several factors.

The site principal held empathy gathering sessions with 90 students in grades second through fifth to solicit student voice and feedback. In support of culturally responsive practices, staff participated in ongoing professional development conversations to promote social justice and equity in the classroom and materials were purchased for staff and students to learn and develop anti-bias and anti-racist work on site.

The implementation of restorative conversations and alternatives to suspension are regularly used as appropriate. All teachers on campus created "calm down corners" within the classroom to offer de-escalation and sensory break spaces. This has been maintained through the past four years. A site-wide focus on SEL and Mindfulness for staff and students, plus an emphasis on restorative practices and conflict resolution circles, guided by staff remains a priority. Finally, in efforts to address student needs within the classroom, support staff and administration have been committed to pushing into classrooms rather than pulling students from the learning environment during times of disruption whenever possible.

Identified Site Actions:

- Responsive Classroom implementation (site-wide)
- Calm-down spaces (site-wide)
- Mindfulness implementation
- De-escalation strategies
- Site-wide commitment to build relationships

- Staff-student connections
- Social skills groups (counselor)
- Second-Step Curriculum (site-wide)
- Monthly character trait assemblies
- Weekly recognition announcements/incentives
- Mentor Groups (SCIA)
- Trauma informed care and resources to families
- Staff book study (Flooded)
- Parent workshop (Spring '23)
- Streamlined parent communication
- Alternatives to suspension
- Neighborhood Learning Project Event
- Restorative conversations
- Ongoing interventions to mitigate behaviors
- PBIS Tier 1 and Tier 2
- Increase community partnerships

SAEBRS Screener - Fall 2022

SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior and in need of various tiered supports. Classroom (TK-5) general education teachers at Cameron Ranch completed the SAEBRS screener and results were shared with the Tier 2 academic and behavioral intervention teams to inform action steps.

SAEBRS Results:

Overall Risk as reported by Teachers (TK-5):

High Risk: 7% of student population

Some Risk: 19.6% of student population

Low Risk: 72.8% of student population

Social Risk as reported by Teachers (TK-5):

High Risk: 12.2% of student population

Some Risk: 23.7% of student population

Low Risk: 64.1% of student population

Academic Risk as reported by Teachers (TK-5):

High Risk: 8.7% of student population

Some Risk: 20.5% of student population

Low Risk: 70.8% of student population

Emotional Risk as reported by Teachers (TK-5):

High Risk: 9.0% of student population

Some Risk: 18.9% of student population

Low Risk: 72.1% of student population

Staff reviewed the results from the above findings. In response, the site leadership team, in collaboration with the PBIS Tier 2 team, identified high-risk students and the level of positive adult connections on campus. The results of the activity were shared site-wide and aligned supports were implemented, based on need. Potential barriers in the areas of English Language Arts, Mathematics, Chronic Absenteeism and Engagement were further investigated to understand the lived experience of the students demonstrating the greatest need.

Student Empathy Gathering Sessions - School Year 2022-2023

During the 2022-2023 school year, 90 students in grades 2-5 participated in small group empathy gathering sessions, led by the site principal. The objective was to gain an understanding of student perspectives as they connect to academic and SEL (Social-Emotional-Learning) experiences. The sessions targeted two key inquiries: How might we (as a learning community) increase students' pride in their own learning and How might we identify ways students feel valued and recognized as learning community members? Themes emerged from the gathering sessions as noted below:

Share a time they felt recognized for something that made them feel valued/seen/important

- Lunch with admin (Operation Conversation)
- Starstruck
- School-wide awards
- Falcon Feathers
- Parents hear good things from school
- Welcoming when new to Cameron Ranch
- Buddies with younger students

Students were asked to describe a proud moment in their learning

- Mastering difficult concepts (math, writing, reading, science, etc...)
- Teacher recognition in front of class and school-wide awards
- Lexia Core 5 recognition
- Personal messages home to families about specific learning goal achievement

Share a time you felt helpful at school in support of our learning community

- Helping in class (ex: jobs, tasks), Helping school (ex: umbrella's, trash p/u, recycling, recess equipment)
- Peer SEL support
- Classroom/school donations
- Helping custodian, working in school garden
- Painting school mural
- Student council
- Positive influence on younger students
- Sportsmanship and including others at recess
- Translation support

Suggestions on how we can improve our school

- Help get rid of bullying/help with conflict during recess - would like structured games at recess
- Better food in cafeteria
- Improve/fix blacktop (too many cracks)
- School clubs more often
- Summer camp
- Theme days
- After school sports

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

School Community:

With the implementation of our community outreach and support plan, such as digital online newsletters, family and community engagement events, and our online social media presence, we have seen a continued level of engagement in the way parents and students feel connected to our school community. It has also been noted that parents and students report a decrease in feelings of school climate and school safety, which in part is due to the unintended consequences of unstable attendance rates and inconsistent learning blocks. There is a common desire to provide a culture that

consistently models a caring and supportive environment for all students, families, and staff. When schools foster a culture that provides a safe and inclusive environment the academic and social emotional success for each student can flourish.

When analyzing current District Survey data and the Student Information System, the team noted the connection between school attendance, suspension data, and overall school culture percentages as it relates to academic success. We noted that our chronic absenteeism is potentially linked to families needing support at home to empower and help them feel a stronger connection to our school community, as well as the consequences of post-pandemic effects on consistent and stable learning environments.

Cameron Ranch Elementary School additionally noted that there is a need to promote school culture and connectedness amongst students in order to decrease chronic absenteeism and bolster student engagement. The continuance of our PBIS system, Responsive Classroom, Restorative Practices, along with our School Community Intervention Assistant and Intervention teachers, has shown an overall decrease in suspension rates. Additionally, funding has been spent on academic initiatives such as teacher professional development, social-emotional learning programs, as well as staff engagement and ongoing development around Equity and the Social Justice practices. To further support social-emotional well-being of students, the site contracted with Amazing Athletes, a structured lunch-time program, aimed to, “empower children by using sports as a catalyst to engage their inner strength and ability so they can confidently pursue an active lifestyle” on a weekly basis. This program promoted the importance of patience, teamwork and self confidence allowing for increase in school connectedness and academic achievement.

In response to site survey data and empathy gathering sessions, Cameron Ranch prioritized hosting a Career Day in the spring of 2023 for students in grades K-5. Students were able to hear presentations, ask questions and learn about pathway options in a variety of fields. Students were given a blended learning experience between local community members, SJUSD career pathway high school lead teachers, and family owned businesses. Expanding district and community partnership offerings/presentations is planned for the 2023-2024 school year.

To further strengthen the school community, monthly character trait assemblies allowed student leadership/council to teach the community about positive traits and ways to thrive in our learning community, and the world at large, through alignment with PBIS Tier 1 initiatives. Building more opportunities for student leadership is planned for the upcoming school year.

School-wide academic/enrichment clubs allowed students in grades K-5 to self-select topics of interest to explore during monthly school-wide club days. Expanding the club offerings is an area to consider moving into the 2023-2024 school year.

We base our school behavior and discipline on the Positive Behavior Intervention and Supports (PBIS). We implement Responsive Classroom strategies and structures to provide a positive community of learners in every classroom. Students learn social skills and problem solving through Second Step curriculum lessons in our classrooms. We provide a tiered system of behavior supports including social skills groups, check-in/check-out, individual behavior charts and positive rewards. Due to the ongoing work of the entire Cameron Ranch staff, we have seen a substantial reduction in chronic absenteeism and suspensions.

The Cameron Ranch principal, teachers, and staff value diversity and excellence. Our mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring, and collaborative learning community.

As a diverse learning community, the Cameron Ranch staff designed a cultural fair and community partnership event as a way to come together in celebration of the strengths found within our unique differences. Each grade level focused on a different discipline (mathematics, engineering, music, sound, literature, science, and transportation) and created hands-

on activities. This event highlighted hands-on science centers and provided space for students to sing and guest performers to dance and play musical instruments.

We respond to students' needs through the analysis of data, which addresses the individual needs of each student. We use scientific, research-based programs in literacy and mathematics with the belief that every student can learn to read, write, comprehend and compute. Within our programs we differentiate instruction employing a number of strategies to meet the varied needs of individual students.

Cameron Ranch is a data-driven school. All staff members regularly engage in powerful discussions and data analysis to meet the needs of our students. Staff gathers formative assessment information during daily instruction to target learning for each student. Ongoing data analysis provides teachers with information needed to plan focused instruction and provides internal accountability. Teachers are able to measure and monitor student progress using academic, SEL (social emotional learning) and safety data so that instruction is precise and personalized.

We ensure that all students have access to core curriculum, all teachers are highly qualified, and interventions are checked frequently for proper placement of students. Teachers provide differentiated instruction based on Common Core State Standards.

We pay close attention to the culture and climate of our school. We provide varied opportunities for our students to learn in an environment that is safe and fosters personal and academic growth. We involve students in empathy-gathering sessions and surveys to gain insight into their perspectives and provide the same opportunities for families to share thinking, needs and desired supports. The school responds to the needs identified in the empathy gathering sessions and surveys to close the communication loop and move forward with relevant and timely action steps.

Cameron Ranch staff holds high expectations for all partnership groups. We practice the following beliefs: that every person is unique and has equal worth, that every student can and will learn, and that diversity is a valuable asset that strengthens and enriches our community. Through these multiple beliefs we have been able to meet the unique needs of our students and families, which strengthens our school community as a hub of support and well-being.

We believe that family involvement is the key to building a sound foundation that encourages academic and personal achievement. Our community is a collective of volunteers that support experiential learning activities and special events. Valuing the uniqueness of each individual in our shared community, the focus of Cameron Ranch Elementary is to actively cultivate a healthy learning environment that allows students to grow into informed critical thinkers, effective communicators, and curious students of the world around them.

Families are invited to join our community collaborative, CREATE (Cameron Ranch Elementary Action Teams for Education). Families are encouraged to support our four main CREATE teams (community, creative, academic, bright futures). Our school understands how much our families care about their children's educational experience, no matter how busy their lives become. We have many opportunities throughout the school season for the community to get involved, no matter how much (or how little) time they have to share. Whether you can assist with quick tasks remotely or take a few hours to join the educators for fascinating events, we rely on everyone's contributions to truly bring experiential learning to life.

Cameron Ranch strives to find ways to connect families to the learning experience thus developing an understanding of the classroom environment, how the instructional rigor is scaffolded for students throughout each day and how they can support their child's educational experience.

Professional development occurs weekly at Cameron Ranch. We provide time for grade-level collaboration and professional learning communities. We recognize the importance of ongoing teacher learning which is directly linked to instructional practices and strategies. Professional development around PBIS, Social-emotional and Mindfulness, Data Analysis, Number Talks, GLAD, i-Ready, Heggerty, UFLI, Guided Reading, Running Records, and writing through the

content area remain a priority and focus. This year, the staff is taking a deeper dive into the Science of Reading and data driven collaborative inquiries to guide customized instruction. Staff actively works to bring real life examples and teaching points to ensure the standards are addressed, with commonly agreed upon essential standards. This work will remain in place for all Cameron Ranch students, and for the current school year, staff is engaging in professional development around targeted differentiated instruction and social-emotional learning, which includes the ongoing model of The Responsive Classroom. All of these trainings support classroom teaching strategies, school and class organization, literacy instruction, intervention, conceptual mathematical understanding and assistance, as well as home, school and community partnerships.

Cameron Ranch offers an after-school Bridges program. Bridges After-School/ASSETs Programs provide homework support, enrichment and pro-social recreation in a safe and positive environment. The Bridges After-School/ASSETs Programs currently serve over 3,000 students, grades K-12, at 32 sites. Student success is supported through the implementation of each of the four components of the program, including homework support, enrichment/disguised learning, pro-social skills/recreation, and parent support and empowerment. Strong relationships between program staff, school staff, parents and students are key. If you are interested in this program, please contact the school office.

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers.

The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriff Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats.

PART 1

Section 1

SITE SAFETY

Safety is Our Priority

Cameron Ranch Elementary creates, promotes and maintains a positive school climate, safety and student achievement. Include information related to or identifying specific services or programs such as, but not limited to:

- Staff training to identify students who may be at risk to themselves or others
- Anonymous tip reporting (Catapult supported anonymous tips)
- Social media monitoring or educational resources provided to students / families
- Site / District based access to mental health resources, social workers, nurses and counselors
- Use of Behavioral Threat Assessments with an identified / coordinated group
 - Admin, Counselor, Psychologist, Safe School CSS and including or referred to law enforcement as appropriate
- Restorative & Transformational Justice
- Intervention Services
- Counselling, Mental Health
- Bullying Prevention
- Use of alternative safety strategies such as No Contact Contracts, Behavior Agreements or other
- Substance Abuse Prevention
- PBIS

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.

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 provide for adequate supervision of playgrounds and other school facilities at all times they are 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 in order 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.

Administrative Regulation 5142 – Safety

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 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 accident to use dangerous equipment.
7. Organize classroom materials and equipment so as 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

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). All visitors to campus must check-in and sign-out at the school office and wear a district of visitor badge once entering campus. Clearly outlined arrival and dismissal procedures are regularly shared with families to ease times of congestion in efforts to keep all students and staff safe. Every effort is made to monitor and secure classrooms and common areas during the school hours to provide a more secure environment

ACCESS TO CLASSROOMS

Staff have access to common areas and ensure to the best of our ability to keep outside door locked.

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, through the use of 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 & BICYCLE 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 situation.

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.

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 its 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 supports 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 in 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 supports 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 situation.

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 supports through community partnerships. In an emergency situation, 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.

- 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 psychologist or counselor 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
- 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

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 in a position 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 appears 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 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 is 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 to ensure 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 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 referral to law enforcement 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.

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 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

Cameron Ranch Elementary School promotes school culture and connectedness amongst students in order to decrease to decrease bullying. The continuance of our PBIS system, Responsive Classroom, Restorative Practices, along with our Community Intervention Assistant and Intervention teachers has shown an overall decrease in suspension rates. Additionally, funding has been spent on academic initiatives such as teacher professional development, social-emotional learning programs, as well as staff engagement and ongoing development around Equity and the Social Justice practices. To further support social-emotional well-being of students the site contracted with Amazing Athletes, a structured lunch-time program, aimed to, “empower children by using sports as a catalyst to engage their inner strength and ability so they can confidently pursue an active lifestyle” on a weekly basis. This program promotes the importance of patience, teamwork and self-confidence allowing for increase in school connectedness and academic achievement.

All classrooms use the Second Step curriculum and the site has purchased the Bully Prevention add-on kit for each teacher. Lessons are regularly implemented throughout the school year, along with school-wide character-trait lessons to strengthen skills and foster a sense of belonging and strategies on effective problem solving measures.

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 that student's identity in order 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.

Intervention

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.

Complaints and Investigation

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.

Discipline

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 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 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 of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

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.

Board Policy 5145.9 – Hate Motivated Behavior

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.

Complaint Process

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.

Investigation

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

Valuing diversity and full inclusion, the mission of Cameron Ranch School is to ensure that each student becomes an informed critical thinker, strong communicator, and self-directed learner through personalized, rigorous instruction, utilizing technology, and modeling positive character traits in a safe, nurturing, respectful environment, in partnership with parents and community.

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

Board Policy 5145.7 – Sexual Harassment

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.

Administrative Regulation 5145.7 – Sexual Harassment, Students

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.

Notifications

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)

Board Policy 4119.11 - Sexual Harassment, Personnel

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, if any
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

Cameron Ranch 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.

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 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.

Education Code	Other Means of Correction	May Suspend	May Recommend Expulsion	Contact Safe Schools
48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person. Threats Fights	May be considered May be considered	Yes Yes	May be considered** May be considered**	Optional Optional
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	May be considered**	Required *May be referred to law enforcement
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	May be considered**	Required *Will be referred to law enforcement
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 Furnishing Sale	May be considered May be considered {Refer to: 48915(c)(3)}	Yes Yes Required	May be considered** May be considered** Required	Optional/ Required Required *May be referred to law enforcement
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	May be considered**	Optional
48900(e) Committed or attempted to commit robbery or extortion. {Reference 48915(a)(1)(D)}	May be considered	Yes	May be considered**	Required *May be referred to law enforcement
48900(f) Caused or attempted to cause damage to school property or private property.	1st Offense Must be attempted*	Yes	May be considered**	Required *May be referred to law enforcement
48900(g) Stole or attempted to steal school property or private property	1st Offense Must be attempted*	Yes	May be considered**	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.	1st Offense Must be attempted*	Yes	No	No
48900(i) Committed an obscene act or engaged in habitual profanity or vulgarity. Obscene act Habitual Profanity	1st Offense Must be attempted* Must be attempted*	Yes Yes	May be considered** No	Optional 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.	1st Offense Must be attempted*	Yes	May be considered**	Optional

***Other Means of Correction:** Suspension, including in-school suspension, shall be imposed only when other means of correction fail to bring about proper conduct. Other means of correction should be documented in the pupil's record prior to suspension. **However, a pupil, including an individual with exceptional needs, may be suspended, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.** [EC 48900.5(a)]

**** The decision to recommend expulsion must also be based on substantial evidence to demonstrate one or both of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.**

Education Code	Other Means of Correction	May Suspend	May Recommend Expulsion	Contact Safe Schools
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 enumerated 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. <ul style="list-style-type: none"> • 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 	K-8: Mandatory 9-12: 1st Offense Must be attempted*	K-8: No 9-12: Yes	No	No
48900(l) Knowingly received stolen school property or private property.	1st Offense Must be attempted*	Yes	May be considered**	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.	1st Offense Must be attempted*	Yes	May be considered**	Optional *May be referred to law enforcement
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)}	{Refer to: 48915(c)(4)}	Required	Required	Required *May be referred to law enforcement
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.	1st Offense Must be attempted*	Yes	May be considered**	Optional
48900(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	{Refer to: 48915(c)(3)}	Yes	Required	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.	1st Offense Must be attempted*	Yes	May be considered**	Optional
48900(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.	1st Offense Must be attempted*	Yes	May be considered**	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.	1st Offense Must be attempted*	Yes	May be considered**	Optional *May be referred to law enforcement

***Other Means of Correction:** Suspension, including in-school suspension, **shall be imposed only when other means of correction fail to bring about proper conduct.** Other means of correction should be documented in the pupil's record prior to suspension. **However, a pupil, including an individual with exceptional needs, may be suspended, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.** [EC 48900.5(a)]

**** The decision to recommend expulsion must also be based on substantial evidence to demonstrate one or both of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.**

Education Code	Other Means of Correction	May Suspend	May Recommend Expulsion	Contact Safe Schools
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 individual's academic performance or to create an intimidating, hostile, or offensive education environment. <i>This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.</i>	May be considered	Yes	May be considered**	Optional
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	May be considered**	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	May be considered**	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	May be considered**	Required

***Other Means of Correction:** Suspension, including in-school suspension, **shall be imposed only when other means of correction fail to bring about proper conduct.**

Other means of correction should be documented in the pupil's record prior to suspension. **However, a pupil, including an individual with exceptional needs, may be suspended, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.** [EC 48900.5(a)]

**** The decision to recommend expulsion must also be based on substantial evidence to demonstrate one or both of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.**

Expulsion Recommendations:

EC 48915(a)(1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless principal or superintendent determine the expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

Education Code	Other Means of Correction	May Suspend	May Recommend Expulsion	Contact Safe Schools
48915(a)(1)(A) Causing serious physical injury to another person, except in self-defense.	May be considered	Yes	Yes**	Required *May be referred to law enforcement
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 *May be referred to law enforcement
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 *May be referred to law enforcement
48915(a)(1)(D) Robbery or extortion.	May be considered	Yes	Yes**	Required *May be referred to law enforcement
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 *May be referred to law enforcement

EC 48915(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

Education Code	Other Means of Correction	May Suspend	May Recommend Expulsion	Contact Safe Schools
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. (A) any explosive, incendiary, or poison gas (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses; (B) any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter;	Not considered	Required	Required	Required

***Other Means of Correction:** Suspension, including in-school suspension, **shall be imposed only when other means of correction fail to bring about proper conduct.** Other means of correction should be documented in the pupil's record prior to suspension. **However, a pupil, including an individual with exceptional needs, may be suspended, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.** [EC 48900.5(a)]

**** The decision to recommend expulsion must also be based on substantial evidence to demonstrate one or both of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct and/or (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.**

Teacher Notification of Dangerous Pupils

Pursuant to Education Code 49079 Cameron Ranch Elementary 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 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

Cameron Ranch Elementary 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 a 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 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 user name 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 cumulative record).**
3. Notify the site principal or the director/supervisor of your department of the report immediately.

STAFF SHALL NOT NOTIFY SUSPECTED ABUSER OR PARENT/GUARDIAN

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 CO2 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
 - 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

- 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
 - 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
 - The taking of personal property from the possession of another against their will through force or fear
 - Extortion is induced by a threat of force or wrongful use of fear and may occur over a long period of time
- Sex Offenses
 - 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
 - Any behavior not meeting the threshold of a crime that significantly disrupts the site or any class
 - Any behavior not meeting the threshold of a crime that presents a safety concern for the site, any class or person
 - May be conducted by a student, guardian or any other person
- Bullying
- Harassment
 - Acts or comments that are unwelcomed and unwanted including; physical, verbal or visual
- Hate Incident / Hate Speech
 - Any act, behavior or speech motivated by hate, but does not meet the threshold of a crime
 - 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
 - Any threat to the safety of any individual, group or school
 - 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 all school sites.
 - 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 – wheel chairs, 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:

- The school nurse and identified staff
- Ongoing review as needed based on student and site needs
- Site nurse maintains records
- Documents are digital through the Q-SIS system and in hard copy form, kept in school office.
- Site nurse and/or school secretary are 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

<u>Student Name</u>	<u>Health Concern</u>	<u>Care Plan and Medication</u>

Special Needs Students – Describe:

<u>Staff Name</u>	<u>Health Concern</u>	<u>Care Plan and Medication</u>

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.

Emergency Notification Protocol

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 <u>Call 9-1-1</u>	<ul style="list-style-type: none">• 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.<ul style="list-style-type: none">○ If you must leave the area or cannot speak, do not hang up. Set the phone down, but leave the line open.
STEP 2 <u>Call Safe Schools</u>	<ul style="list-style-type: none">• 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 <u>Safe Schools Logs and Alerts</u>	<ul style="list-style-type: none">• 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.
<u>Lines of Communication</u>	<ul style="list-style-type: none">• 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.
<u>News Media</u>	<ul style="list-style-type: none">• 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.
<u>Communication Plan Developed</u>	<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">○ Site staff & District personnel - then○ Students, families & guardians - then○ Media
<u>Incident Command Center Established</u>	<ul style="list-style-type: none">• A shared or unified Incident Command System (ICS) will 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 staff
- Communicate emergency actions such as evacuation or lockdown directives
- Account for staff and student location and well being
- Prioritize emergency response efforts to those most vulnerable or in critical need of care

The site principal is responsible to ensure 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 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 is 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.
- b. 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 or respond to media inquiries during the work day or as a representative of the district unless directed to do so. Staff may speak with media to express their individual views during non-work time so long as they represent those views as their own.

3. 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.sacounty.net/PUB/Pages/PUB-Home.aspx	
Sacramento County of Emergency Services	(916) 874-4670	www.SacramentoReady.org	
Purple Air		https://www.purpleair.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 Reading³	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.



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 or 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 exited.
- 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.

Preparing for an Earthquake

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.

If an Earthquake Strikes

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 overhead 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 off 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 one Automated External Defibrillator devices (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:

LOCATION #1: School office

This site's trained AED user is the school nurse 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:
 - Racing heart, palpitations or irregular heartbeat
 - Dizziness or lightheadedness
 - Fainting or seizure, especially during or right after exercise
 - Fainting repeatedly or with excitement or startle
 - Chest pain or discomfort with exercise
 - Excessive, unexpected fatigue during or after exercise
 - 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

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;
- Gathering 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 the 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, creating 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.

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 bring 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)	<p>The person/situation appears to pose a clear and imminent threat of serious violence toward self or others and requires containment.</p> <p>BTAT shall contact <u>law enforcement</u> for immediate response and intervention</p> <p>Once intervention has been taken, the BTAT will develop and implement a student management plan.</p>
Priority 2 (High Risk)	<p>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.</p> <p>BTAT shall contact <u>law enforcement</u>. Additional referral to other services may also be required.</p> <p>BTAT develops a monitoring plan.</p>
Priority 3 (Moderate Risk)	<p>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.</p> <p>This case warrants intervention, to include referral to MTSS, counselling and/or mental health professionals for monitoring to minimize the risk of escalation.</p> <p>BTAT develops a monitoring plan.</p>
Priority 4 (Low Risk)	<p>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.</p> <p>BTAT maintains report for potential re-examination in the future and contacts MTSS (if appropriate) for referral.</p>

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.
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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.

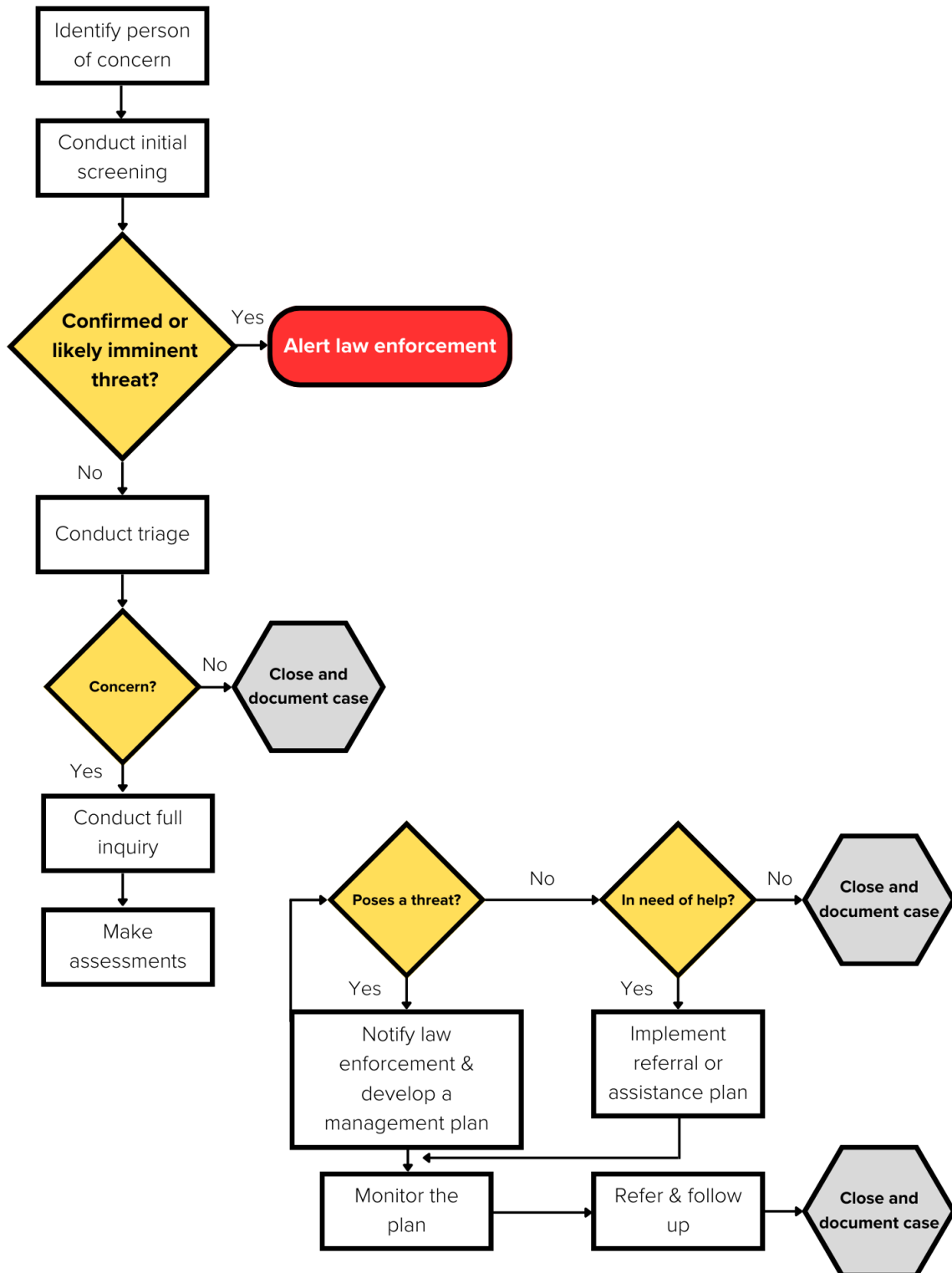
2. Monitoring

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



Behavioral Threat Screening, Assessment and Response Report

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

Any history of disciplinary action or referrals?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Name of target/victim	
Status	<input type="checkbox"/> Student <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> 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?	<input type="checkbox"/> Yes <input type="checkbox"/> 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:	<input type="checkbox"/> School attacks or attackers <input type="checkbox"/> Weapons <input type="checkbox"/> Incidents of mass violence If yes, please describe:
Has the subject engaged in attack-related behaviors such as:	<input type="checkbox"/> Developing an attack plan <input type="checkbox"/> Making efforts to acquire or practice with weapons <input type="checkbox"/> Casing, or checking out, possible sites and areas for attack <input type="checkbox"/> Rehearsing attacks or ambushes If yes, please describe:
Does the subject have the means to carry out an act of violence?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Is the subject experiencing hopelessness, desperation, and/or despair?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Does the subject have at least one trusting relationship with a responsible adult?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Is the subject's conversation and story consistent with his/her actions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Are other people concerned about the subject's potential for violence?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Communications/writing that suggest an unusual or worrisome interest in school attacks	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Comments that express or imply the student is considering mounting an attack	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Recent weapon-seeking behavior, especially if linked to interest in an attack	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Communications/writing suggesting that the subject condones violence to redress grievances or solve problems	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Rehearsal of attacks or ambushes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	

PART IV. DETERMINATION OF THREAT LEVEL		
Check one: <ul style="list-style-type: none"> <input type="checkbox"/> Priority 1 (Extreme Risk) <input type="checkbox"/> Priority 2 (High Risk) <input type="checkbox"/> Priority 3 (Moderate Risk) <input type="checkbox"/> Priority 2 (Low Risk) <input type="checkbox"/> Priority 1 (No Identified Risk) 		
Basis for determination: 		
PART V. RESPONSE		
Check all that apply:		
Intervention	<input type="checkbox"/> Yes <input type="checkbox"/> No	Primary Contact:
Monitoring Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	Primary Contact:
Referral	<input type="checkbox"/> Yes <input type="checkbox"/> 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.