




Comprehensive School Safety Plan SB 187 Compliance Document

2024-25 School Year

School: Roseville High School
CDS Code: 31-66928-3136504
District: Roseville Joint Union High School District
Address: 1 Tiger Way
 Roseville, CA 95678
Date of Adoption: January 21, 2025

Approved by:

Name	Title	Signature	Date
Ashley Serin	Principal		1/21/25
Jason Wilson	Assistant Principal		1/21/25
Derek Anganes	Roseville PD Youth Service Officer	 1080	1/21/25
Greg Burt	Teacher, Site Council Coordinator		
Anne Reyes	Teacher		
Jamie Handling	Teacher		
Meredith Tate	Teacher		
Laura Pipitone	Parent		
Sophia Crandell	Student		

SIGN IN BELOW

Event: Jan SSC

Date: 1/21/25

	Name	Department	Time in	Time out
1	Anne Reyes	Math/AVTD	7:20	
2	Laura Pipitone	Parent	7:20	
3	Sophia Crandell	Student	7:20	8:24
4	Candace John	Student	7:20	8:24
5	Dan Row	M.D.	7:20	
6	M Tafe	CTE	7:20	
7	Greg Burt	SS-Teacher	7:20	
8	Ashley Seier	admin	7:20	
9	Tara Wilson	Admin	7:20	
10	Jennie Handling	English	7:20	
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Comprehensive School Safety Plan Purpose [EC 32280]

The California Education Code Article 5. School Safety plans (sections 32280-32289.5) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature that all California public schools, K-12 in inclusive operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, classifies employees, and other interested in supporting comprehensive school safety. Schools will develop a comprehensive school safety plan address the safety concerns identified through systematic planning and evaluation process. It is also the intent of legislature to ensure all school staff is trained on the comprehensive school plan. A "safety plan" means a plan to develop strategies aimed at the prevention of and education about, potential incidents involving crime, violence, crisis management and response.

Comprehensive School Safety Plans shall include, according to EC 32282 the following elements:

1. Assessing current status of school crime committed on school campuses and at school related functions.
2. Identifying appropriate strategies and programs that will provide and maintain a high level of school safety and address school's procedures for complying with existing laws related to school safety which include the following:
 - (A) Child abuse reporting procedures
 - (B) Disaster response procedures (including adaptations for pupils with disabilities)
 - (C) Suspension and expulsion policies
 - (D) Procedures to notify teachers of dangerous pupils
 - (E) Discrimination and harassment policies
 - (F) School wide dress code policies
 - (G) Procedures for safe ingress and egress
 - (H) Policies enacted to maintain a safe and orderly environment
 - (I) Rules and procedures on school discipline
 - (J) Procedures for Tactical Response
 - (K) Procedures to assess and respond to threats of violence
 - (L) Procedures to assess and respond to opioid overdose on campus

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school site and school website (some elements of the plan are not publicly posted for the overall safety of the campus).

Safety Plan Vision

Roseville High School will provide a secure and safe environment for students and staff to achieve the schools mission: We encourage and engage all students in relevant learning to support their post-secondary pathways.

Student safety is paramount to sound educational practice. Roseville High School is proactive in building knowledge, awareness and consistent procedures and practices to ensure student and staff safety.

Components of the Comprehensive School Safety Plan (EC 32281)

Roseville Joint Union High School District Safety Committee

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall approve a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286) The CSSP is developed, monitored and reviewed by each school site safety team within the district annually.

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board Policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan:

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Access to Safety Plan(s) and Reporting:

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Assessment of School Safety

Discipline Data

CHKS

Perception data CSI Co-Vitality Data Drill processes
Catapult Data and Reports Attendance Data
Behavior Threat Assessment Data Vulnerability Assessments California Dashboard

In review of the data above the site safety team continues to work in area for improvement with campus infrastructure, vulnerability and threat assessment recommendations and building positive school climate through collaboration with all stakeholders. See site goals in Section (H) of this document that are updated yearly in response to analysis of the data referenced above.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-L)

- Staff and students review safety protocols twice a year and monthly safety drills are conducted to ensure all stakeholders are prepared.
- All staff is connected to the Catapult EMS System to ensure proper communication during an emergency.
- WeTip serves as our anonymous reporting system for staff, students and community members to report safety concerns. Each school site has access through a link on their webpage and QR codes posted throughout campus.
- Safety Committee has monthly meetings to discuss school safety; physical and psychological.
- District Safety monthly meetings
- Site Behavior Threat Assessment team meetings (Minimum once a month and as needed for referrals) District Behavior Threat Assessment Quarterly meetings
- Full time SRO, nurse are on campus to support safety / health needs of students.
- Behavior Threat Assessment Management Protocol districtwide. BTAM is conducted in partnership with our law enforcement agencies that serve RJUHSD.
- MTSS / PBIS / Climate and Culture teams to focus on building positive and inclusive school climate
- Comprehensive School counseling teams, Wellness Centers on site, Family and Community Liaison, Learning Support Specialists, Program specialist (Special education)
- Voluntary health and safety training is being offered to staff through district experts (nurses, SROs and safety team staff): to include, but not limited to STOP the Bleed, Epipen, AED, Active Shooter training, Behavior Threat Assessment and Narcan.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

[BP 5141.4](#)

[AR 5141.4](#)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

[BP 3516: Emergencies and Disaster Preparedness Plan](#)

[AR 3516: Emergencies and Disaster preparedness plan](#)

Emergency Disaster Procedures (See Emergency and Crisis Response Appendix)

RJUHSD adopted the Standard Response Protocol from the I Love You Guys foundation in 2022 and we use CatapultEMS for all emergency communication with staff. Emergency notifications go out to students through CatapultEMS, so they receive direct information of the action alert and guidance on directed response. Parents receive details of the event or emergency through student information system communication platform (Parent Square) through multiple platforms: text, automated phone calls and email notifications. Drills are conducted on a monthly basis. Documentation is maintained and reviewed by site safety teams.

Safety Procedures to support Students with Disabilities [32282 B(i)]

Emergency response procedures are reviewed and updated to ensure the plans for responses (and drills) do have clearly defined and support process for supporting students with disabilities. These practices are included in all drills for students and staff on campus. These practices are in alignment with federal Americans with disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), the federal Individuals with disabilities Education Act (20 U.S.C. Sec 1400 et seq.) and Sections 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 7949a)). Students with disabilities requiring an individual safety plan due to their unique needs have a plan created by their IEP team in conjunction with the site safety administration. These plans are kept as part of the students records and accessible for anyone involved in supporting the plan in the event of an emergency.

Public Agency Use of School Buildings for Emergency Shelters

RJUSHD holds an MOU with Red Cross, County entities and Roseville city organizations for use of facilities during a designated state of emergencies and crisis when response and /or reunification protocols are activated.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

[BP 5144.1: Suspension and Expulsion Due Process](#)

[BP 5144: Discipline](#)

[AR 5144.1: Suspension and Expulsion Due Process](#)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity: Violations of Ed Code 48900 (a-l); and 48915 (a-c)

- 48900 a1: Causing, attempting, or threatening physical injury to another;
- 48900 b: Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object
- 48900 c: Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
- 48900 e: Committing or attempting to commit robbery or extortion
- 48900 f: Damaging or attempting to damage school property
- 48900 g: Stealing or attempting to steal school or private property
- 48900 i: Committing an obscene act or engaging in habitual profanity or vulgarity
- 48900 h: Possessing, offering, arranging or negotiating to sell, any drug paraphernalia
- 48900 l: Knowingly receiving stolen school or private property
- 48915 c: serious physical injury, possession of firearm, brandishing a weapon, possession / sale of controlled substance, robbery / extortion, Assault / battery on school personnel

Prior to the first day of each term, District staff will notify teachers, counselors and administrators that they have access to their students discipline records through the District Student Information System (SIS) Aeries.

Please remember that student records are confidential and are not to be shared with anyone other than the students teachers, counselor and administrators. Sharing of confidential student information may result in disciplinary action.

Upon notification by District, staff teachers can use their Aeries access code to open individual students discipline records for students in their classes. Staff will have the ability to review student discipline records throughout the term (in the event there are any additions or changes to a student’s discipline record).

Additionally, site administrators will notify a student’s teachers and counselors, (thru an email notification) in the event there is notification by local law enforcement (throughout the school year), of criminal activity that falls within the requirements as outlined in Ed. Code 49079.

(E) Discrimination and Harassment Policies (EC 212.6 [b])

[BP 5145.3: Nondiscrimination and Harassment Policy](#)

[BP 5145.7: Sexual Harassment](#)

[AR 5145.3: Nondiscrimination and Harassment](#)

[AR 5145.7: Sexual Harassment](#)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

[BP 5132: Dress and Grooming](#)

[AR 5132: Dress and Grooming](#)

Dress code policy is published in the student handbook for each site in RJUSHD. The dress code is reviewed annually, with students, during the first 2 weeks of school starting.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

All sites are equip with fences and gates around the perimeter of their campuses. These gates are open in the morning and afternoon prior to the school day starting and after the end of the school day to allow students entry and exit to campus. During the school day all gates are locked and the front office is open, allowing one monitored entry to campus. All students that entering campus late have to check in through the front office. Visitors are required to check in through this one entry point. Visitors are run through a visitor entry process using the Raptor Technologies to scan their Driver’s License and create a visitors sticker (includes a picture of the visitor) in which they are required to wear while on campus.

When employees of RJUHSD are visiting another site they are required to show their district ID and sign in at the front desk to ensure we are monitoring all staff on campus in the event of an emergency.

Parking lots are marked for entry and exit at each campus. Parking lots are monitored by Campus monitors, when available during high traffic hours. Both staff and students are required to have a parking permit displayed in their window to ensure it is an authorized vehicle in the parking lot during school hours.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) Site specific school goals; reviewed and updated yearly.

Component:

Component I: People / Programs

Element:

Provide Roseville High School students and staff a safe and secure academic and social environment

Opportunity for Improvement:

Roseville High School continues our commitment to recognizing and addressing instances and trends of student conflict, negative behavioral tendencies, and/or personal or social bias that may impact the teaching and learning of our students and staff

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide ongoing professional development opportunities to address personal, social and culturally sensitive incidents students and/or staff experience while at Roseville High School.	<p>Provide and participate in professional development opportunities centered around cultural awareness, restorative practices, sensitive school topics, and/or personal and social trends</p> <p>Provide student access and engage with Positive Behavior Intervention (prevention) lessons and activities</p>	<p>Site and District Professional development General Site Funds ASB Gate Funding for assemblies / guest speakers Monthly PBIS Restorative Circles</p>	<p>Matt Pipitone, Assistant Principal Jamie Handling, PBIS Lead Teacher</p>	
Monthly Student Support Team / Multi Tiered Systems of Support Information Reports	<p>Present monthly Student Support Services information relative to Tier II and Tier III interventions, processes, and data analysis for staff and faculty meetings</p> <p>Identify and communicate Student Support Services resource information with students, staff, and parent/guardians</p>	<p>Faculty Meeting Website: rosevilletigers.org Aeries Parent Square communication tool</p>	<p>Jason Wilson, Assistant Principal Wellness Coordinator</p>	
Provide students and parents educational and informational opportunities on relevant issues and topics and trends.	<p>Develop and facilitate various parent/student workshops addressing current behavior trends that may include but not limited to vaping, addiction, peer pressure, depression, racial insensitivity, social media harassment & bullying, and gender identity</p>	<p>RHS Parent Square Communication Website: rosevilletigers.org RHS Student Support Services Team</p>	<p>Jason Wilson, Assistant Principal Wellness Coordinator Counselor Lead</p>	

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Strengthen Roseville High School’s campus culture by promoting positive student interactions, reinforcing upstander behavior, and addressing key behavioral concerns through ROAR lessons. Support staff with de-escalation training and gather feedback to assess the current school climate compared to previous years.</p>	<p>Emphasize a variety of ROAR lessons in classes, focusing on profanity, conflict resolution, physical interactions, appropriate attire, and respectful engagement with peers and adults.</p> <p>Faculty Engagement & Discussion – Present the importance of ROAR lessons and campus culture at the next faculty meeting to encourage staff participation and feedback.</p> <p>Develop and distribute a survey to gather staff input on student behavior in classrooms and hallways compared to past years.</p> <p>Explore steps of reconvening the Campus Culture Team to provide ongoing support and strategies for fostering a positive school climate.</p> <p>NCI De-Escalation Training – Offer staff training on Nonviolent Crisis Intervention (NCI) strategies to equip them with effective techniques for managing student conflicts and maintaining a safe learning environment.</p> <p>Follow-Up & Implementation – Review survey results and feedback from staff, then implement necessary adjustments to ROAR lessons and school-wide expectations to promote a respectful and supportive campus culture.</p>	<p>PBIS Team RHS Student Support Services team Site and District Professional Development</p>	<p>Jamie Handling, PBIS Lead Teacher Ashley Serin, Principal - RHS Management Team Jason Wilson -- RHS School Site Safety Team</p>	

Component:

Component II: Campus / Facilities

Element:

Roseville High School will maintain a safe, secure, and orderly environment and facility for students and staff

Opportunity for Improvement:

Explore options to improve and secure perimeter boundaries and clearly identify safe options for student and staff egress and regress of the campus (examples: Campo and Coronado Street, Campo Street and Alta Vista Avenue, student crossing from Berry Street student parking lot, and front parking lot path of travel)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide calendar of site-specific staff training events	Compile staff input on the need and priority for additional trainings including but not limited to: Evacutrac, stop the bleed, CPR/FA/AED, EpiPen and/or allergic reactions	Google Resources - Forms Screencastify Faculty Meetings	Jason Wilson, Assistant Principal Thomas Chadwick, School Nurse Derek Anganes, RPD Youth Service Officer	
Collaborate with Roseville Police Department for emergencies including but not limited to active shooter, lockdown, lock out, evacuations and Behavior Threat Assessment Teams	Annual partnership meeting with RPD for development and planning of possible collaborative training opportunities with the Roseville Emergency Services Host active shooter or reunification practice event in collaboration with emergency services (RPD, RFD)	Roseville Police Department Roseville Fire Department EMS	Jason Wilson, Assistant Principal Derek Anganes, RPD Youth Service Officer	
Establish plan for securing open entry and exit areas on the perimeter of the campus	Develop rationale and plan for fencing to enclose the north perimeter of the campus bordering the cemetery property.	District funding - Deferred Maintenance / 700 Budget	Jason Wilson, Assistant Principal; Ashley Serin, Assistant Principal	

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Ensure safe and efficient campus accessibility during construction by addressing egress, ingress, and paths of travel. Develop and communicate clear routes to minimize disruptions and maintain safety for students, staff, and visitors.</p>	<p>Conduct a thorough review of construction zones to determine how egress, ingress, and paths of travel will be affected.</p> <p>Design safe and accessible temporary pathways for students, staff, and visitors to navigate the campus efficiently.</p> <p>Work closely with contractors to ensure minimal disruption to key access points and adjust plans as needed.</p> <p>Provide clear and timely updates to staff, students, and families through multiple channels, including emails, maps, signage, and announcements.</p> <p>Place visible directional signs, barriers, and temporary fencing to guide foot traffic and prevent entry into construction zones.</p> <p>Ensure staff and security personnel are informed about new routes and procedures to assist students and visitors effectively.</p> <p>Regularly assess the effectiveness of temporary routes, gather feedback from stakeholders, and make necessary adjustments to improve accessibility and safety.</p>	<p>Monthly Construction meetings Site Safety funds Faculty Meetings, Student Bulletins, and ParentSquare Communications</p>	<p>Scott Davis - Director of Facilities Jason Wilson - Site Safety and Facilities</p>	

Component:

Component III: Policies and Procedures

Element:

Build strong collaborative relationships with local and on campus departments, local Fire, Law Enforcement, parent organizations and the student body for emergency preparedness training activities

Opportunity for Improvement:

Consistent Multi Tiered Systems of Support collaboration and training

Establish cooperative emergency preparedness trainings for sites and departments adjacent to the Roseville High School Campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Establish and communicate clear student boundaries to improve student monitoring on campus</p>	<p>Establish and communicate clear boundaries and expectations regarding authorized and unauthorized areas for students at the beginning of each school year. Revisit these expectations mid-year for all new students to RHS and a reminder for all other students</p> <p>Establish and communicate clear concise behavior expectations of facility access and boundaries. Acquire and implement visible markers for student behavior expectations using painted boundary lines, adequate signage, and consistent communication</p>	<p>General Site Funding M&O District Painter CatapultEMS</p>	<p>Jason Wilson, Assistant Principal</p>	
<p>Practice consistent collaborative emergency preparedness practices with neighboring sites and departments (InHS, AdHS, M&O, Food Service, Grounds, Technology and Transportation)</p>	<p>Develop calendar of collaborative emergency preparedness practices with InHS, AdHS, M&O, Food Services, Grounds, Technology, and Transportation</p> <p>Survey constituents identifying strengths, weakness, needs, and gaps in training</p>	<p>Aeries Communications Google Resources - Forms CatapultEMS</p>	<p>Jason Wilson, Assistant Principal Site Administration (InHS, AdHS) Department Leaders (M&O, Food Services, Grounds, Technology, and Transportation)</p>	

<p>Implement emergency preparedness with identified groups including but not limited to Special education and students with disabilities, extra-curricular and co-curricular programs and activities (athletics, visual and performing arts)</p>	<p>Work with school psychologists and student case managers of IEPs to identify and determine individual student needs, procedures, and facility processes for emergency preparedness procedures</p> <p>Conduct seasonal (fall, winter, spring) Emergency Action Plan trainings for each season of sport, athletic program and after school curricular programs/events</p>	<p>I Love U Guys Standard Response Protocols CatapultEMS Special Education Department meetings Campus walks with program EAP Binders</p>	<p>Jason Wilson, Assistant Principal School Psychologists Athletic Director</p>	
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<p>Evaluate and implement more effective strategies to address vaping on campus, as initial trials with vape sensors have shown minimal success due to delayed response times. Explore alternative prevention and enforcement measures to improve intervention and campus safety.</p>	<p>Utilize the 5-Star student monitoring system to enhance supervision and accountability when students are out of class.</p> <p>Ensure administrators, campus monitors, and relevant staff are trained on effectively using the 5-Star application for real-time monitoring and intervention.</p> <p>Strategically assign campus monitors to high-traffic areas during passing periods and lunch to deter misconduct and ensure student safety.</p> <p>Establish clear protocols for staff to respond to incidents flagged by the 5-Star system and coordinate with campus monitors as needed.</p> <p>Regularly assess the impact of the monitoring application and strategic staffing, gathering feedback from staff and adjusting deployment strategies as necessary.</p>	<p>5 - Star Application Technology Chromebook Kiosks Additional Campus Monitor Support and Substitutes</p>	<p>Matt Pipitone, Assistant Principal - Technology Jason Wilson, Assistant Principal - Site Safety Campus Monitors</p>	
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

[BP 5144: Discipline](#)

[AR 5144: School Discipline](#)

RJUHSD school discipline practices and guidelines are reviewed with students during the first few weeks of school annually. They are published in student handbook.

(J) Procedures for Tactical Response

RJUHSD works alongside our Law Enforcement Partners, which include the Roseville Police Department, Placer County Sheriff’s Office, and the Sacramento Sheriff’s Office. Throughout these longstanding partnerships, we have built a collaborative, supportive, response model where additional resources can quickly be utilized, with the common goal of safely and efficiently stabilizing situations that jeopardize the safety of our campus communities. Some of these additional resources include local members of multi-jurisdictional agencies who are knowledgeable in the Nationally Recognized Incident Command Structure, tactical response teams, including crisis negotiators with advanced training in de-escalation strategies, and Law Enforcement Personnel with specialty equipment and expertise in stabilizing unpredictable, dynamic, emergency situations. Tactical response plans created by the RJUHSD are kept within Law Enforcement documents and are not shared with the public. In addition, the district holds a MOU with Roseville

Police Department and Placer County Sheriff's Office to allow access the security cameras to support emergency and tactical response during a critical event on campuses within their jurisdictions.

(K) Procedures to Assess and Respond to Threats or Acts of Violence on School Campus

[BP 5132.6: Behavior Threat Assessment and Management](#)

RJUHS D has worked on implementation of Behavior Threat Assessment and Management (BTAM) teams since 2022. RJUHS D works in collaboration with our law enforcement partners (Roseville Police Department, Placer County Sheriff's Office and Sacramento Sheriff's Office) to assess and response to threats or acts of violence on our school campuses. RJUHS D has an anonymous reporting system established through Catapult EMS and it is monitored by WeTip 24 hours a day to ensure information regarding threats to the safety of any of our schools is addresses quickly and appropriately. BTAM is an established and researched based process to promote prevention of targeted violence. Our BTAM teams and staff are trained yearly on response to threats or acts of violence on our school campuses.

(L) Procedures to Respond to Opioid Overdose on Campus

Prevention:

- Awareness of risks of fentanyl use are embedded in the school drug presentations that take place during Health classes. Schools participate in substance abuse prevention campaigns throughout the school year.(i.e. "One Pill Can Kill", Every Fifteen minutes)
- Health curriculum provides education on drug use and effects of drug use
- Wellness referral for Teen Intervene (controlled substance intervention curriculum)
- Voluntary training for all staff on administration of Narcan in the event of an overdose on campus All sites have doses of Narcan available on site in multiple locations

Response:

- Notification to School nurse, administration and SRO if student is exhibiting symptoms of an opioid use
- Call 911 for emergency response to be dispatched
- Evaluation by trained personnel to identify the need for the use of Narcan on the student / victim of opioid use or exposure prior to the arrival of EMS if necessary
- Staff notifies parents / guardians
- Place school on HOLD if necessary to help support the privacy of the response to the student experiencing the emergency
- Crisis response protocol activate for student returning from a hospitalization: return to learn meeting, safety planning (if needed), family guardian support, appropriate and timely supports are offered for student s in crisis.

(M) Instructional Continuity Plan (38882 3(A))

An instructional continuity plan is required to be established by the school district to ensure communication about continuity of in person instruction for pupils in the event of emergency event that occurs in the learning environment. When in person learning is disrupted by any type of emergency event the school district will assess the situation to determine the best environment and timing for pupils and staff to return to campus effected or if alternative location will be developed for in person learning to resume. This decision will be communicated as soon as practicable, and no later than 5 days following the emergency event. Communication about instructional continuity will be provided through district communication platform via emails, text messages and automated phone calls. The instructional program guidance will be posted on the district website (<https://www.rjuhsd.us/>).

Safety Plan Review, Evaluation and Amendment Procedures

The annual Comprehensive School Safety Plan (CSSP) starts the review process at monthly safety committee meetings. The evaluation cycle of the CSSP starts on the first day of the following school year of approval and continues through February of the active school year. The evaluation processes ends the current school year when the plan is officially adopted by the school board (approximately March 1st). Goals are set based on needs as determined by each site safety team. Each month the goals are reviewed and can be updated within the Evaluation section of the goals to show evidence of movement toward reaching goals and accountability references. Once updates have been made and approved by Safety team, the plan goes to School Site Council for approval. The plan is then sent to RJUHSD School Board for final approval prior to March 1st. Evaluation of goals is by documentation of completion of tasks or action steps to meet goals. Goals are updated based on progress of goals from the prior year, updated legislation requirement and/ or relevance to safety needs of the site.

Goals and Site Safety plan can be amended through the Site Safety team as needed throughout the year. If a pupil's parent / guardian or Ed right's holder, school employee, or a pupil bring a concern about an individual pupil's ability to access disaster safety procedures described in the CSSP or an individual pupil's safety plan, it should be presented to the school principal for consideration. If the Principal determines there is merit for the concern it is brought to the school safety team for review. If there is a need for a modification the site safety team can make those modifications to the plan after the approval of the plan and make them effective during the evaluation cycle of the plan.

Safety drills, exercises and training are monitored and documented through the school year to ensure compliance with safety practices expected to support a safe school environment. The documentation is maintained by the site safety personnel, district safety personnel and the district safety team.

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Review of the current 2023-24 School Site Safety Plan with the School Site Safety Team	10/15/2024 & 11/19/2024	
Review of the current 2023-24 School Site Safety Plan and recent data with the School Site Safety Team	10/24/2023	
Review of the proposed 2024-25 Site Safety Plan Goals with the School Site Safety Team	12/17/2024 & 1/14/2025	
Review of the proposed 2024-25 School Site Safety Plan Goals Presentation and approval process with School Site Council	1/21/25	SSC Agenda 1.21.25 and SSC Sign in Sheet 1.21.25

Emergency and Crisis Response Procedures
Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	John Becker, Superintendent	(916) 782-6565	Ext. 1010
School District	Melanie Dopson, Assistant Superintendent Student Services	(916) 782-6565	
Law Enforcement/Fire/Paramed ic	Roseville Police Department	(916) 774-5100	911 Emergency Contact
Law Enforcement/Fire/Paramed ic	Placer County Sheriff	(530) 889-7800	911 Emergency Contact
Local Hospitals	Sutter Roseville	(916) 781-1000	
Local Hospitals	Kaiser Permanente	(916) 784-5081	
Law Enforcement/Fire/Paramed ic	Roseville Fire, Vernon St	(916) 774-5800	911 Emergency Contact
City Services	City of Roseville	(916) 774-5300	Utilities
City Services	City of Roseville	(916) 774-5090	Roseville Animal Service
School District	Julie Winkel, Director Student Services	(916)786-2051	Director Student Services

Roseville High School Incident Command System

Incident Commander: Principal or Administrative Lead	
Command Staff	
Public Information Officer:	Principal, Ashley Serin (Primary), Site Administrative Designess (Secondary)
Safety Officer:	Assistant Principal, Jason Wilson, Roseville Police Department, SRO Derek Anganes, Site Administrative Designee (Secondary)
Liaison Officer:	Assistant Principal, Anna Marie Damiano Clark
Mental Health Officer:	Mental Health Specialist, Edgar Cezares (Primary), Counselor Liason, Jason Bradley (Secondary)

General Staff

OPERATIONS (Doers who support on-scene school site response)	PLANNING (Thinkers who collect, monitor, evaluate, & documents incident information)	LOGISTICS (Getters who provide personnel, supplies, & services to support response)	FINANCE & ADMINISTRATION (Payers who track incident costs, claims, compensation, & reimbursements)
Security & Traffic: RPD SRO, Derek Anganes	Situation: Site Administrative Designee	Facilities: Assistant Principal over Safety	Personnel: Principal Secretary, Kyra McAdams
Search & Rescue: RPD SRO, Derek Anganes	Documentation: Principal Secretary, Kyra McAdams	Food: Assistant Principal Secretary, Gail Toste	Purchasing: Principal Secretary, Kyra McAdams
Crisis Intervention & Student Care: Counselor Designee	Resources: Assistant Principal, Jason Wilson	Supplies & Equipment: Assistant Principal, Jason Wilson	Accounting & Record Keeping: Principal Secretary, Kyra McAdams
Evacuation: Assistant Principal, Jason Wilson	Demobilization: Incident Command Designee	Transportation: Administrative Assistant, Johna McVay	Compensation & Claims: Principal Secretary, Kyra McAdams
Release & Reunification: Site Administration Designee		Communications & IT Support: Assistant Principal, Matt Pipitone	

Emergency Medical: School Nurse, Thomas Chadwick

Translation:



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Incident Team Responsibilities Section:

INCIDENT COMMAND POST

Principal or designee:

1. Enactment of entire school emergency operation
2. Activate emergency alarms/announcements/ Catapult EMS communication
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and Orange vest (if available).
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine if Student Release Area will be on or off site and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to parents and families
8. PIO is responsible for conducting and coordinating communication law enforcement PIO, the news media and the community
9. CatapultEMS updates for staff and/or P.A. announcements every 15-20 minutes, if possible
10. Phone and/ or e-mail updates for families every 15-20 minutes, if possible
11. Maintain communication with liaison between emergency personnel and the Incident Command Post
12. Give the directive to begin documentation of the incident to assigned personnel

Incident Commander

Establishes incident command post Assess the evolving emergency situation Sets priorities for the event
Determines which teams are opened in the incident command system to manage the event based on the priorities (Possible Teams: Inner and Outer Perimeter, Damage Assessment, Building Restoration, Campus Evacuation, Classroom Reassignment, Incident Investigation)
Approves all plans, resource orders, media releases
Demobilizes the organization, closing down teams as the incident winds down

Public Information (District communications / PIO)

Establishes an information center separate from all other activities Conducts frequent media briefings – after IC approves releases
Handles VIPs, and Media personnel
Maintains a log of communication sent out

Liaison

Maintains all contact with anyone who is assisting with the management of the incident
Keeps higher management and all agencies command centers informed of the progress of the incident Maintains and periodically distributes a situation report
Ensures all messages are appropriately routed Maintains a log

Safety

Maintains overall operation safety Inspect the area
Verifies task completion by functional areas Checks on the welfare of all staff and students
Coordinates with Mental Health Officer to create response and deployment of counseling personnel
Maintains a log of actions and communications

Mental Health

Activates the crisis response team to respond to student need

Coordinates between mental health teams (counseling, wellness, school psychologists, county service teams) to support students and staff in crisis immediately
Develops plans for support for long term recovery

Management

During an emergency, the Incident Commander (IC) directs response actions from a designated Command Post. This function is typically filled by the school principal. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The IC is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Operations = “Doer”

Works with the coordinated tactical responses of the incident Coordinates and supervises all team leaders
Works with IC to determine best place for staging area and command center Maintains a log

Planning and Intelligence = “Thinker”

Gathers all intelligence on the scope of the occurrence, people involved, things involved Keeps groups focused on the Action Plan
Maintains status on all staff and resources committed to the event Works with IC to initiate reunification plan
Plans for the future – next 12 hours, 24 hours, 72 hours? Maintains a log

Logistics = “Getter”

Obtains all the things needed (batteries, water, food, fencing, generators, toilets, etc...) Finds people needed for the operations
Maintains a staging area where all supplies are delivered as well as personnel signs in and out Maintains a log

Administration and Finance = “Payer”

Pays for all items purchased, rented, leased Accounts for all timekeeping and payroll issues Tracks all expenses during the operations
Accounts for all the paperwork during the operations – teams and divisions submit a log of their activities every 12 hours Maintains a log

Team Assignments

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

Know the location of: (use facility marked maps)

- a. fire extinguishers
- b. central cut-off for water and electricity
- c. emergency supply/tool barrels

EMERGENCY RESPONSE TEAM

Check in with Operations Section Leader for sweep area assignment and master keys. Get a walkie-talkie, keys and orange vest (for visibility) from staff, if available.

Initiate sweep of your designated area (see site Map)

If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.

Assigned areas will be explored visually, vocally, and physically.

Proceed as quietly as possible in order to hear calls for help.

Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the assigned area.

Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.

If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.

Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed. Communicate with ICP of rooms cleared.

Sweep teams should always defer to directions from emergency personnel.

If fatalities occur, all bodies should not be moved unless directed by Incident Command Post.

When search and rescue is complete, check in at the Incident Command Post for next the assignment.

MEDICAL TEAM

PREPARATION:

Keep all first aid kits (Go Bags) updated and complete.

Develop triage procedures and forms.

Notify and update all team members of location of first aid supplies.

Keep team members up to date with training on emergency medical procedures (i.e. AEDs, wound packing, tourniquet application, ect.)

EMERGENCY:

Check in with Safety Officer or Report to the first aid center.

Take student "health logs" to the first aid/triage area.

Take a walkie-talkie for communication with Incident Command Post. Activate triage and administer first aid as necessary.

Maintain communication with the Incident Command Post and notify of any staff and student injuries. Assist emergency services with injured.

Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.

Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.

Medical Team should always defer to directions given by emergency personnel.

STUDENT REUNIFICATION TEAM & STUDENT CARE AND SUPERVISION TEAM

Certain situations may involve a controlled release of students from school or relocating them and conducting reunification from an offsite location. Student controlled release or reunification will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

Set up Incident Command Post (ICP)

Analyze situation; re-evaluate evacuation spot to determine if students should be moved.

Notify staff reunification / controlled release has been activated

Designate if this will be on site or off site process

Designate the Student Assembly Area or direct teachers to a pre-designated spot.

Determine medical and assistance needs after population assessment. Determine search and rescue needs. Reassess as situation changes. Reassign emergency teams as needed.

Keep staff informed as to status of the incident / action alert.

TEACHER and STAFF ACTIONS:

On Site:

Evacuate students to designated area, with students grouped as determined by district or school site. Take roll on Catapult EMS or by physical roster.

Report population assessment if you have specific medical needs for a student in your care, through CatapultEMS or section leader.

Keep account of all students.

Monitor students' medical and emotional condition.

If you do not have students assigned to you report to report to operations leader to be assigned to additional support for students or staff.

TRAFFIC CONTROLLER / PARKING MANAGERS (Staff members (maintenance) and/or LEO):

Set out traffic cones to cordon off parking for emergency vehicles.

Maintain order in parking areas; direct cars away from areas for emergency vehicles.

Report to Incident Command Post any crowd control issues in parking lot and on school grounds.

GUARDIAN CHECK-IN

Take supplies to designated location (Alpha breakdown signs, laptops, SIS binder for verification)

Set out tables at least 20 feet apart to reduce crowding.

Post signs and set out laptop to log in to Aeries.

Identify volunteer runners and review where to find students.

Check-in / Greeters: Distributes Student Request Forms to parents in line, informs parents of the process.

Check-in Manager: Monitor CatapultEMS and Radio communication for updated information of absent, injured and missing students. Verify Photo IDs for student release

Waiting Area Manager: directs parents to waiting room for reunification, manages parent flow in and out of designates areas, including notification room (if required).

STUDENT ASSEMBLY ZONE

Take supplies to designated location (place markers, ect)

Coordinate with food services to get food and water available for students upon arrival

Assembly Zone Manager: manages flow of teachers and students into the holding area. Checks in teacher and assigns location marker in student holding zone.

Holding Zone Manager: manages teachers in assigned areas, monitors runners to locate student in a timely manner, directs students to reunification area

Runners (clerical and support staff): CatapultEMS or walkie-talkie may be used to request a student from the Assembly Area.

Additionally runner can take Student Request Form (hard copy) to Student Assembly Area to find requested student.

Retrieve student and escort him/her to reunification zone or release table; or report to crisis intervention zone with status information on those who are not in the Student Assembly Area.

REUNIFICATION ZONE

Take supplies to designated area (water, tissues, radios,ect)

Manager: verifies parent and student relationship and allows access to crisis intervention room or exit

Exit Manager: talks to parents and student upon exit and maintains exit only area to ensure nobody is gaining access from incorrect area.

CRISIS INTERVENTION ZONE

Staffed by mental health team members (Health practitioner, Counselors, School psychologists, Wellness Staff)

Crisis Manager: Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).

Escort parents to First Aid Station to reunite with injured students.

Crisis Team members: Support students in crisis upon arrival, support building an atmosphere of safety and calm

Safety Plan Appendices A-Q

Standard Response Protocol (I love you guys Foundation <https://iloveguys.org/The-Standard-Response-Protocol.html>)

THE STANDARD RESPONSE PROTOCOL (SRP) OVERVIEW

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.



Hold is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.



Secure is followed by "Get Inside, Lock Doors, Secure perimeter of the buildings or campus" and is the protocol used to safeguard students and staff within the campus.



Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.



Evacuate may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building. This action can include Police led evacuation or self-evacuation. If an evacuation takes place during Intervention, lunch or passing periods, students should report to their 3rd period teacher's designated location.



Shelter is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

ACTION ALERTS

Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

CatapultEMS Action Alerts notify staff through the PA system, via text alert and email alerts. CatapultEMS Action Alerts also notify students via text alert (if cell number is in SIS) and email.

If any type of emergency situation happens during a period in which a teacher is on their prep or does not have students assigned to them please report to your location / status to the Site Safety Team via CatapultEMS to ensure you are accounted for and able to help in another area that may need support.

During an emergency event all staff is responsible for accountability of the students under their supervision for the duration of the event or until reunified with parent / guardian.

In the event that CatapultEMS is not functioning due to failure of technology systems use the emergency response documents in posted in classrooms. Check in with section/ operations leads to support radio communication with Incident Commander and emergency services personnel.

Tactical Response

SRP also acknowledges that some school incidents involve a tactical response from law enforcement. RJUHSD works in collaboration with our law enforcement partners to ensure tactical responses are in alignment with emergency needs of the event and is a partnered decision for the situation. These responses are not published for public view.

Types of Emergencies & Specific Procedures

(A) Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).
Determine immediate SRP Action Alert procedures, which may include SECURE, SHELTER, or EVACUATION.
Initiate determined action alert through CatapultEMS
Access campus with support of SRO, search and rescue team or First responders on site
Secure area to prevent unauthorized access until the Fire Department arrives.
Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine extent of injuries.
Notify families of incident and details about response and safety of students.
Arrange for first aid treatment and removal of injured occupants from building / area.
Do not re-enter building until the authorities provide clearance to do so.

STAFF/TEACHER ACTIONS

Notify Safety team
Move students away from immediate vicinity of the crash.
Safety Team initiates the proper SRP Action Alert
If safe, initiate an EVACUATION Action Alert via CatapultEMS, PA announcement (depending on functionality).
Use primary and/or alternate fire routes to a safe assembly area away from the crash scene.
Take mobile (Chromebook or phone) device to allow access to CatapultEMS for reporting student status and location; and printed roster for back up in case cell data or wifi is interrupted.
Check classroom / office area to assure all students have evacuated.
Take attendance via CatapultEMS at the assembly area.
Report missing students via CatapultEMS or to section lead.
Maintain control of the students a safe distance from the crash site.
Care for the injured, if able; or request medical support.
Remain at secure location and account for all students in your care at all times, until an all clear is called
Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Aircraft crashes near school

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).
Initiate SHELTER Action Alert, via CatapultEMS, if warranted.
Ensure that students and staff remain at a safe distance from the crash.
Notify families of incident and details about response and safety of students.
Fire department officials will secure area to prevent unauthorized access.
Do not enter affected areas until the appropriate authorities provide clearance to do so.

STAFF/TEACHER ACTIONS

Notify Safety Team
Move students away from immediate vicinity of the crash.
Remain inside (SHELTER Action Alert) with students unless subsequent explosions or fire endanger the building.

(B) Animal Disturbance

Implement this procedure if there is a rabid or uncontrollable animal on campus, or when any wild animal threatens the safety of the students and staff

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Isolate the students from the animal.

Close doors or gates as a means to isolating the animal.

If the animal is outside, keep students inside and institute a HOLD Action Alert.

If the animal is inside, initiate an EVACUATION of that location to an outside protected area away from the animal Contact the ANIMAL CONTROL for assistance in removing the animal.

If the animal injures anyone, seek medical assistance from the school nurse.

If injuries are life threatening or severe call 911 for immediate Emergency response. Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

If the animal is outside, keep students inside.

HOLD procedures; keep students away from the windows.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

Notify the safety team

(C) Armed Assault on Campus

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration

Active Assailant (using the weapon to cause harm or threaten to cause harm)

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Remain calm. Depending on how the situation unfolds, initiate LOCKDOWN Action Alert.

Call 911.

Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).

Identify command post for police to respond. Assist police to enter the school.

Provide officers with critical information and keys.

If suspect has left, secure all exterior doors to prevent re-entry.

If student is isolated and contained lead officers to location and allow them to take over the situation.

Monitor CatapultEMS to account for staff and students in LOCKDOWN

Gather information about injuries and staff / students that may have fled campus

Send communication to parent / guardians of LOCKDOWN situation

Update Catapult as the event unfolds to alert staff of evolving situation

When threat is neutralized Activate Reunification

STAFF/TEACHER ACTIONS

Remain calm. Take immediate action to prevent casualties.

Isolate the suspect and/or area.

Move others to a safe area to protect them from danger. Lock and Barricade door to delay or deny entry of the assailant

Alert the Site Safety team.

If student is in a classroom attempt to evacuate classroom to remove any risk to others.

If you self-evacuate with your students, account for students with you and share location with Safety team via CatapultEMS

Allow a law enforcement officer to take possession of the weapon. Provide first aid for victims, if needed.

Inform site safety team and first responders with information about the assailant if able. Identity (name), location (where they are and where they are going) and description of individual and weapons.

Threat of assault on Campus

STAFF/TEACHER ACTIONS:

Report information about threat to Site Safety team (phone call, Catapult Incident alert)

Send reporting party to the office

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Identify person if concern and confirm if they are on campus

Gather BTAM team to assess information for immediacy (including SRO / Law Enforcement)

Activate Catapult Action Alert with proper SRP protocol (Hold, Secure, Lockdown)

Collect Witness Statements / Interview fearful 3rd party

Make contact with person of concern.

Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom

Do not allow the student to pick-up or carry his own belongings.

Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.

Police officer should take possession of and secure any weapon located. Take photo

Notify parents/guardian

Send Parent Communication out to minimize rumors and assumptions

Follow procedures for student Behavior Threat Assessment and Management.

Secure a detailed written statement from witnesses including staff.

Update Catapult Action Alert to maintain clear communication with staff

Provide post-event trauma counseling for students and staff, as needed.

Provide informational updates to staff, students and their families during next few days to squelch rumors.

(D) Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin, etc.) is difficult because they usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: water eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside

STAFF/TEACHER ACTIONS:

Notify the site safety team.

Move students away from the immediate vicinity of danger.

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.

Send affected individuals to a designated area for medical attention.

Follow standard student assembly, accounting and reporting procedures through CatapultEMS.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Activate CatapultEMS Action Alert SHELTER

Contact maintenance and Shut off HVAC units (if airborne)

Call 911. Provide location and nature of the emergency and school actions taken.

Shelter students and staff in a location where windows and doors can be sealed with duct tape.

Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

Arrange for psychological counseling for students and staff.

Inside

STAFF/TEACHER ACTIONS:

Notify the site safety team.

Move students away from the immediate vicinity of danger.

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.

Send affected individuals to a designated area for medical attention.
Follow standard student assembly, accounting and reporting procedures through CatapultEMS.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Initiate Catapult Action Alert EVACUATION
Call 911. Provide exact location and nature of emergency.
Conduct site assessment of areas affected
Move up-wind from the potential danger.
Designate a security team to isolate and restrict access to potentially contaminated areas.
Wait for instructions from emergency responders-- Health or Fire Department.
Arrange for immediate psychological counseling for students and staff.
Remain in a safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive
Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

Wash affected areas with soap and water.
Immediately remove and contain contaminated clothing
Do not use bleach on potentially exposed skin.

(E) Bomb Threat/ Threat Of violence

EMERGENCY RESPONSE - BOMB THREAT

[DHS - Bomb Threat Guidance](#) (all site staff should be provided with this checklist guidance)

The following procedure shall be followed when a bomb threat is received:

Any employee or other school official who receives a bomb threat shall immediately call 911 and report the threat or perceived threat to law enforcement.

If a bomb threat is received by phone:

- Remain calm & do not hang up, keep the caller on the line for as long as possible
- If possible, signal other staff members to listen & notify Site Decision Maker(s)
- If the phone has a display, copy the number and/or letters on the display
- Write down the exact wording of the threat
- Record the call, if possible
- Fill out the Bomb Threat Checklist immediately
 - Caller's gender
 - age
 - any distinctive features of voice or speech
 - any background noises such as music, traffic, machinery, or voices.

If you receive a written threat:

- Handle the document as little as possible
- Note date, time, and location the document was found
- Secure the document and do not alter the item in any way
- Notify the organization Site Decision Maker(s)

If you receive a social media or email threat:

- Do not turn off or log out of the account
- Leave the message open on the device
- Take a screenshot, or copy the message and subject line
- Note the date and time
- Notify the organization Site Decision Maker(s)

Any student or employee who sees a suspicious package shall promptly notify the site safety team / administrator.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Immediately contact law enforcement if not yet done, assess the situation
Standard Response Protocol (HOLD, SECURE, or EVACUATION) would be activated through CatapultEMS.
If Evacuation is necessary do not activate until evacuation areas are cleared and deemed safe by Site Safety personnel, administrators or Law enforcement onsite.

STAFF/TEACHER ACTIONS:

Respond to Action Alert
Notify administration if you have a witness, injuries and location
Account for students under your supervision

(F) Bus Disaster

EMERGENCY RESPONSE - BUS ACCIDENT

Regular Bus Route:

[Bus Accident Response](#) (Driver on site)

[Supervisor Responsibilities](#)

Field Trip:

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus / van.

The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus / Van drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus / van and other unique circumstances.

IF DRIVER IS UNABLE TO HELP, STAFF NEEDS TO:

Turn off power, ignition and headlights. Use safety lights, as appropriate.

Evaluate proper emergency response

Remain with the vehicle

Call 911 - Notify California Highway Patrol

STAFF / TEACHER ACTIONS AT THE SCENE:

Call 911, if warranted

Notify site administration

Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.

Move all uninjured students to a safe distance from the accident. Document the names of all injured students and their first aid needs.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Notify parents/guardians of all students on the bus/ van as soon as accurate information is available.

Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.

Notify school community about the incident and status of injured students and/or staff.

Earthquake during bus / van trip

STAFF / TEACHER ACTIONS AT THE SCENE:

Issue DUCK, COVER and HOLD ON instruction.

Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.

Set brake, turn off ignition and wait for shaking to stop. Check for injuries and provide first aid, as appropriate.

Contact the school administrator and bus dispatch to report location and condition of students and the bus. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

If instructed to continue route, Enroute to school, continue to pick up students.

Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.

If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route.

Upon arriving at the shelter, notify the dispatch and school administrator of your location and students under your supervision.

Remain with students until further instructions are received from site administrator, emergency personnel or supervisor.

Account for all students and staff throughout the emergency

Flood during bus trip

STAFF / TEACHER ACTIONS AT THE SCENE:

Do not drive through flooded streets and/or roads.

Take an alternate route or wait for public safety personnel to determine safe route. If the bus is disabled, stay in place until help arrives

Contact the school administrator and bus dispatch to report location and condition of students and the bus. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

Account for all students and staff throughout the emergency.

Situation Description Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus or van. The teacher in charge of a special activity trip should prepare trip bus/van folders, one copy of the student field trip permission form should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers should have designed procedures for handling emergency situations. As a general rule, student safety and control is best maintained by keeping students on the bus during an emergency and/or impending crisis situation. If so doing does not expose them to unnecessary risk or injury. The decision to evacuate the bus must be a timely one.

A decision to evacuate should include consideration of the following conditions:

- Is there a fire or danger of fire?
- Is there a smell of leaking fuel?
- Is there a chance the bus could be hit by other vehicles?
- Is the bus in the path of a sighted tornado or rising waters?
- Are there downed power lines? Would removing students expose them to speeding traffic, severe weather, or a dangerous environment such as downed power lines?
- Would moving students complicate injuries such as neck and back injuries and fractures?
- Is there a hazardous spill involved? Sometimes, it may be safer to remain on the bus and not come in contact with the material.

Mandatory Evacuations – The driver must evacuate the bus when:

- The bus is on fire or there is a threat of a fire.
- The bus is stalled on or adjacent to a railroad highway crossing.
- The position of the bus may change and increase the danger.
- There is an imminent danger of collision.
- There is a need to quickly evacuate because of a hazardous material spill.

The following protocol is intended to outline steps to be taken by school personnel should an accident occur at the scene:

- Call 911, if warranted.
- Call School Principal or designee.
- School Staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- School staff at the scene of a bus accident will move all uninjured students to a location that is a safe distance from the accident.
- The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school.

Administration / Safety Team:

- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

(G) Disorderly Conduct

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

STAFF / TEACHER ACTIONS:

Take immediate action to isolate the individual and provide safety to the student body. (Evacuate all other students from classroom or area)

Do not leave the irrational individual alone.

Notify site safety team / administration

Protect individual from injury, if able.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Activate Standard Response Protocol of HOLD if necessary through Catapult EMS to ensure student privacy/security.

Keep the individual under continuous adult supervision.

Keep the individual on campus until parent/guardian has been notified. Arrange appropriate support services for necessary care of individual.

If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, law enforcement).

School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal.

The next steps may include:

Provide parents/guardian with the names and phone numbers of mental health resources Recommend that the parents make an immediate contact with a therapist.

Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.

Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.

Provide follow-up collaborative support for the student and parents (as indicated) within the school Develop a safety plan prior to the student's return to school. (Conduct Re-entry or Return to Learn)

Document actions taken on behalf of the student in Aeries Interventions (referrals, phone contacts, follow-up activities, etc.)

(H) Earthquake

Whenever the earth shakes (announcement for a drill), please do the following:

Activate SHELTER: Drop, Duck, Cover, and Hold Action Alert on CatapultEMS

Stay SHELTER until the event is over; if not in immediate danger or serious injury stay in SHELTER until cleared for additional directives are given.

SITE SAFETY TEAM / ADMINISTRATION ACTION:

Activate Catapult EMS for emergency response communication and protocols. Initiate a SHELTER via CatapultEMS to account for students and staff locations and status.

DO NOT EVACUATE IMMEDIATELY FOR EARTHQUAKES

Assess surrounding area looking for hazardous conditions; use fire extinguisher, clean spills if needed to improve conditions.

Stay away from building and overhangs.

Assess if on site or off site reunification will be necessary due conditions on campus.

- If Reunification is activated, see Reunification process for details.
- If OFF SITE Reunification notify district office and activate district reunification team
- Activate Reunification in CatapultEMS

STAFF / TEACHER ACTIONS:

Report status, account for students and any injuries via CatapultEMS

If prompted to EVACUATE (use fire evacuation routes), TAKE YOUR PERSONAL DEVICE WITH YOU FOR CATAPULT ACCESS. (Red Binder for staff who cannot access CatapultEMS and in case WiFi towers are damaged and not working).

Students and staff need to WALK QUIETLY to their designated locations and leave personal belongings behind. Each classroom should have a red binder with a student rosters and map and CatapultEMS will have a map as well.

Once they reach their location, the teacher or other adult will take roll from the CatapultEMS system. Staff with a red binder should use the roster inside the binder

(I) Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SITE SAFETY TEAM / ADMINISTRATION ACTION:

Determine the proper Standard Response Protocol (SRP) for the event: EVACUATION, SHELTER or HOLD.

Initiate CatapultEMS Action Alert for determined response

Notify Fire Department (call 911).

Communicate a parent message

Secure area to prevent unauthorized access until the Fire Department arrives

Notify utility company of breaks or suspected breaks in utility lines or pipes.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas.

Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

Determine if Student Reunification should be implemented. (on site or off site)

If imitating Reunification follow Reunification protocols

STAFF / TEACHER ACTIONS:

Notify Site Safety team – Send Catapult Incident notification (if able)

Respond to initiated Catapult EMS Action Alert with selected SRP

If explosion occurred inside your immediate school building, EVACUATE to outdoor assembly area.

If explosion occurred in the surrounding area, initiate SHELTER. Keep students at a safe distance from site of the explosion.

Check in and mark status of yourself and students through Catapult EMS once you have reached a secure area or shelter in classroom

Remain with students throughout the event.

Report injuries or need for first aid through CatapultEMS

Render first aid as necessary (if able) until emergency response personnel arrive to take over.

Do not return to the building until the emergency response personnel determine it is safe to do so.

(J) Fire in Surrounding Area

FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Contact local fire department (call 911) to determine the correct action for your school site. (SHELTER, HOLD, SECURE, EVACUATION)

Activate CatapultEMS to communicate to staff action steps for Emergency Response

Send communication to families about Emergency orders and status of student safety

Determine if EVACUATION of school site is necessary.

If necessary, begin SRP for Evacuation of school site to previously identified safe site using school evacuation plan.

If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.

Off-site EVACUATION and REUNIFICATION – contact district office to activate support team

Direct inspection of premises to assure that all students and personnel have left the building.

STAFF / TEACHER ACTIONS:

SRP directive from CatapultEMS (HOLD, SHELTER, EVACUATION)

Ensure you take attendance and account for students present with you

If Evacuation directive is given EVACUATE to give location (primary / secondary)

Take attendance at the assembly area through CatapultEMS system. Report any missing students. Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.

Remain with students until you return to your classroom or the student has been reunified with approved guardian.
Do not return to classroom area until inspected and it has been determined safe to return to and emergency incident is resolved on CatapultEMS.

(K) Fire on School Grounds

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Contact local fire department (call 911) to determine the correct action for your school site. (SHELTER, HOLD, SECURE, EVACUATION)
Activate CatapultEMS to communicate to staff action steps for Emergency Response
Send communication to families about Emergency orders and status of student safety
EVACUATION PROCEDURES

- We will use this for either a fire or a hazardous material spill.
- You will hear the fire alarm sound
- Catapult EMS will alert to Evacuate
- Shut doors when you leave the room.
- Take your personal device Chromebook and/ or phone and take emergency binder with you, in case of WiFi failure

STAFF / TEACHER ACTIONS:

Follow Procedures for EVACUATE directive from CatapultEMS
If Evacuation directive is given EVACUATE to give location (primary / secondary)
Students and staff need to WALK QUIETLY to their designated locations and leave personal belongings behind.
Take attendance at the assembly area through CatapultEMS system. Report any missing students. Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
Monitor Catapult for updates; report any injuries via Catapult messaging
IF CatapultEMS is not working report to section lead to update status and report injuries, if any
Remain with students until you return to your classroom or the student has been reunified with approved guardian.
If an evacuation takes place during Intervention, lunch or passing periods, students should report to their 3rd period teacher's designated location.

(L) Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather related alerts and advisories are sent via local notifications. If it is projected to effect a school site precautions that may be put into action would be delay in start of school day, cancellation of school or school early release.

Flooding Event on Campus

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Determine if EVACUATION and / or REUNIFICATION is required.
Notify local police department of intent to EVACUATE and move off site if necessary
If moving off site determine off site reunification location
Initiate CatapultEMS Action Alert
Send communication to families / parents about Action Alert
Confirm with local law enforcement the location of the safe evacuation site and the route to be taken to that site.
Contact district transportation if students need to be transported by means of buses and district vans.
Activate search team to assure that all students have been located and evacuated from school site.

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF / TEACHER ACTIONS:

Follow Catapult EMS Action Alert
If warranted, EVACUATE students using evacuation plan.
Account for students on CatapultEMS when you and students are safe in evacuation location
Remain with students throughout the evacuation / reunification process.

Upon arrival at the safe site for reunification, take attendance. Report any missing students through CatapultEMS.

(M) Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Notify utility company.

Provide the following information:

Affected areas of the school site Type of problem or outage

Verify expected duration of the outage, if known

If loss of Utilities (Water, Electricity, Natural Gas) for longer than 30 minutes and school cannot provide basic services of restroom use, heating or air conditioning within a reasonable amount of time school needs to move to dismissal of students and reunification with parent/guardians.

If disruption in service will severely hamper school operation, notify students, parent / guardians and staff through School communication and / or CatapultEMS of determined desired action (see list below).

Determine desired action:

1. Relocation of Students / Staff (If designated to one area of campus)
2. Need for alternative food service
3. School Dismissal
4. Shelter
5. Evacuation
6. Student Reunification

Use Catapult EMS for all communication to staff; if not function due to outage use alternative means of communication to site messengers / runners with oral or written word, PA announcements.

Implement plan to provide services without utilities or with alternate utilities.

STAFF / TEACHER ACTIONS:

Follow Catapult EMS Action Alert

If warranted, EVACUATE students using evacuation plan.

Account for students on CatapultEMS

Remain with students throughout the process.

Upon arrival at the safe site for reunification, take attendance. Report any missing students through CatapultEMS.

(N) Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include HOLD or SECURE

Activate CatapultEMS Action to communicate to staff action steps for response

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive. Ensure that students and staff remain at a safe distance from the crash.

STAFF / TEACHER ACTIONS:

Notify Site Safety Team / Administration

Move students away from immediate vicinity of the crash.

Move students to a safe assembly area away from the crash scene.

Account for students in the safe location with you through CatapultEMS

Report injured or missing students through CatapultEMS or to the principal /designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

(O) Psychological Trauma

In the event of any emergency response or crisis event staff and students may experience psychological trauma. These events require activation of our crisis response teams to access the situation and determine supports necessary for post-vention and start recovery from the event.

Activate School Crisis Response Team: (Reference RJUHSD Crisis response plan)

SRO, School administrators, Counselors, Psychologists, Wellness Center Staff, Nurse, District personnel (PIO, Crisis response)

Follow the direction of the Incident Commander/District Office

Reference School Crisis Response Plan for details of response. [INSERT LINK](#)

Initiate Communication to staff through CatapultEMS; One – way messaging or activate Caution Alert for further messaging to manage incident.

(P) Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Call 911.

Activate CatapultEMS Action to communicate to staff action steps for response (HOLD, EVACUATE)

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Provide list of potentially affected students and staff to responding authorities. Provide staff with information on possible poisonous materials in the building.

Notify District of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities. Prepare communication for families advising them of situation and actions taken.

STAFF / TEACHER ACTIONS:

Notify site safety team / administration or Nurse

Call the Poison Center Hotline 1-800-222-1222.

Administer first aid as directed by poison information center. Seek additional medical attention as needed.

Account for students under your supervision and if exposed or affected by incident

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.

(Q) Unlawful Demonstration or Walkout

Stay In The School, Well Away From the Demonstrators.

Continue business as usual, and do not become part of the problem.

If walking past the demonstration, do not engage in confrontational behavior.

If you observe problem behavior on the part of the demonstrators, report it to the School Office immediately. If accessible, utilize the Catapult EMS resource to report incident.

EMERGENCY RESPONSE - PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

SITE SAFETY TEAM / ADMINISTRATOR ACTIONS:

Obtain information on when, why and how many people are expected. Identify the spokesperson for the group Contact local police department for the school's jurisdiction and advise them of the situation.

Notify staff of the planned demonstration. Develop an information letter to parents.
Assign administrator / PIO / District personnel to act as liaison with police, media and, possibly the demonstrating group.
Designate a script for all staff receiving phone calls
Do not allow students to be interviewed by the media
Establish areas where demonstrators can set up without affecting the operation of the school
Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF / TEACHER ACTIONS:

Follow directives from Site Safety team to maintain safety inside the classroom
Do not interact with demonstrators
Do not engage in interviews with media
Do not allow students to be interviewed by the media

Emergency Evacuation Map

These are not posted to public forum to ensure safety for school campuses. Contact site safety administrator to view documents.



Roseville School Site Council Agenda

January 21, 2024 at 7:20 am

Location: Roseville High School Admin Front Office Conference Room

Purpose Statement: The School Site Council reviews information and makes recommendations to improve school systems and ensure a safe and orderly environment for learning. The council approves the [school plan for student achievement](#).

Topic	Type	Information	Facilitator	Time
Welcome	Discussion	What is your New Year's Resolution or something you want to accomplish this year? Start: 7:21am Attendance: Ashley Serin, Jason Wilson, Greg Burt, Meredith Tate, Dan Row, Candace John, Sophia Crandell, Jamie Handling, Laura Pipitone, Anne Reyes	Serin	7:20
Student Report	Informational	Excited for Casaba, Sophia and friend got food poisoning from a hamburger the day after last meeting. Students think we should bring back teriyaki bowls and have more options like egg muffins, everyone hates the bathroom passes.	Student Reps	7:25
Principal's Update	Informational	Started the Spring semester. Casaba is the next big activity, spirit week. Sports are well underway. Nothing too crazy happening. Testing will be happening later in the semester. Construction is starting in March. Will start digging out pool and tennis courts in upper fields, ski week in February.	Serin	7:30
Opportunity for Public Comment	Discussion	<u>Public Comment Link</u> *Public comment will appear on the agenda prior to the official business of the meeting, and must be related to an item listed on the agenda. Speakers are limited to 1 minute each. None.	Serin	7:33
SSC Chair	Vote	Elect a SSC chair to continue for this year. Brooks has stepped down from SSC, Meredith Tate is new council member. Greg Burt nominated by Jamie Handling, seconded by Laura Pipitone. All in favor.	Serin	7:35
Minutes	Vote	<u>Approval of minutes from November meeting</u> Motion to approve meetings from November, Jamie. Seconded by Greg. All in favor.	Serin	7:40
PE Changes Course Approvals	Vote	<u>Personal Fitness Course</u> <u>Lifetime Sports Course Approval</u> <u>Team Sports Course Approval</u> Board voted back in November for more options for PE to fulfill second year credit, weight training, athletic PE, and team sports.	Serin	7:42

		<p>Creation of 3 new sports. Personal Fitness and Lifetime Sports. Open to any grade as an elective.</p> <p>Handling: prerequisite, if a student fails PE 9 will they be allowed to take one of the new courses? Precedents need to be set.</p> <p>Wilson: ed code says you need to pass course 1 to take course 2. Is it a prerequisite or they just need to fail it at some point?</p> <p>Serin: need to pass PE 9 in order to get any course credit.</p> <p>Personal Fitness used to be Group Fitness.</p> <p>Sophia: my thought is this should have happened 5 years ago.</p> <p>Meredith Tate motions to approve, Candace John seconds. All in favor.</p>		
<p>Safety Update</p>	<p>Informational</p>	<p>Safety Plan</p> <p>Annually reviewed, aligned with other district schools. All really similar if not the same. Process has to be developed by safety team, approved by SSC, approved by the county. 3 components, physical environment (a lot around addressing areas of need) we did well in a lot of these areas and need to continue to do well in a lot of these areas, the safety team would like to continue with these objectives and expand on them. Campus and facilities, site specific training, collaboration with drills and practices, how we go about maintaining a safe campus. Campo and Coronado are areas of concern. With an evacuation alarm, it was brought about pausing before evacuation to determine if it is a need. Policies and procedures- collaborative emergency preparedness with neighboring sites (transportation, technology, pathways, etc). Coordination and practices need to be worked on. If the smoke alarm goes off in the 100s or 200s, do we need to evacuate the 900s and back of campus? Questions that need to be addressed. What will be the best practice for our campus? Emergency Action plan for athletics, need to be prepared for after 3:30pm. Trainer is working with a team on policies and procedures.</p> <p>Proposed components: levels of disrespect and levels of supervision, discipline data is looked at (has gone down since 2001), teenage behaviors, a lot is disruption and defiance. Significantly less suspensions. Cannot suspend for 49000k. Can we bring back lessons about being an upstander, etc. Tier 2 is handled on the counseling level. Tier 3 is independent support, intervention response team, meets every other week. Tier 1 is PBIS. What will the path of travel look like once construction starts. Getting around campus after the summer will be really tight. PBIS team will be placed as one of the components. Every year we go through Non-Violent training. De Escalation tactics are important, what we do as individuals that manifest behaviors in class. Would love for that to get out to all staff. Finding the right time for this. Policies & Procedures- implemented 5 star, biggest complaint from both sides of bathroom are behaviors in the bathroom, people feel unsafe, vaping (tried vape sensors and they are not effective). 5 star was just launched, there are more components that can be utilized. Want it to be implemented with fidelity. Hallways are much more empty, students are staying in class more.</p> <p>Are we planning to do an evacuation this year between passing period or lunch time? If it's done during lunch, would want to do it during both lunches.</p> <p>List of things we do on campus currently, need approval to add to the school site safety plan. It is a safe campus, the perimeter of the campus is our least aspect (back fence and alley)</p>	<p>Wilson</p>	<p>7:50</p>

		Dan motion to approve, Sophia seconds. All in favor.		
Updated SPSA	Vote	<p>Review Updates based on Funding Changes</p> <p>Dual Enrollment grant- was asked to not put the money there. We have 199,896 to support dual enrollment grant and create dual enrollment team. We will have a teacher coordinator at different programs, field trips, college tours, teacher masters programs, etc. CTE has increased to 134,573. Extra 20k, rollover from last year put into school operating costs. LCAP money was increased to \$16,998. Academic tutors are being hired to work in IM1 classes, hoping to get them for ELD. Prop 28 money is 242,953. Required to spend 80% on people, currently at 86%. Additional supplemental costs, updates.</p> <p>Sophia- tutors in ELD classrooms would be a lot more helpful, students want to learn more from other students and not just teachers.</p> <p>Laura pipitone motion approve, Burt second, all in favor.</p>	Serin	8:05
Data Review	Informational	<p>CAASPP AP/DE Data Review Dashboard Review</p> <p>We are no longer in ATSI!</p> <p>FSP Classroom Support #s</p> <p>Review Data, Successes/Opportunities/Wonderings, Actions</p> <p>ATSI, the federal government highlights areas for improvement. We have been in ATSI for a very long time. Students with disabilities, English learners, based on test scores, we are no longer in ATSI which means we are supporting students in all sub groups at an increasing level.</p> <p>Our schools at 12-14 students/para. We operate at an 8:1. Has to do with the level of student needs, based on those numbers we are appropriately staffed. We need to continue to provide support for students with disabilities, what might other ways be to support our students with disabilities?</p> <p>Dashboard Review: dashboard is live, california school dashboard gives each school a report card on many aspects like caaspp, graduation rates, academic indicators, chronic absenteeism, etc. Science is now being tracked, used to just be math and english. Gives you a score, based on how you are performing AND your progress. At the next meeting, we will also be looking at our caaspp dashboard and where we are at. Science, AP, DE next time (february) need to craft based on that data. What do we need to adjust/add.</p>	Serin	8:15
Future Agenda Items	Discussion	<p>What additional topics would you like to discuss at a future meeting?</p> <p>Greg motion to end meeting, Candace second, all in favor.</p>	Serin	8:35