

# COMPREHENSIVE SCHOOL SAFETY PLAN

John Barrett Middle School

School Year 2025-26



**San Juan Unified**  
SCHOOL DISTRICT

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## Plan Creation and Review

This comprehensive school safety plan (referred to as “CSSP”) has been reviewed by this site’s Safety Planning Committee (referred to as “the Group”) and updated as appropriate under advisement and with assistance from the San Juan Unified Safe Schools Team. Consistent with CA Education Code section 32281, the site level plan review Group minimally includes the site Principal (or designated administrator), 1 teacher representative, 1 classified employee representative, and 1 parent of a student that is currently enrolled. The Group also includes an identified Safe Schools’ Safety Specialist. Additional members are included as necessary and recommended by the CDE such as students, mental health specialists, nurses, athletic coaches, multilingual liaisons, and other stakeholders. The Group is comprised of the following members:

- Amy Alexander-Carter, Principal
- Sabrina Young, Vice Principal
- Mike Arnold, Custodian
- Destinee Painter, Site Nurse
- Debie Trotti, Counselor
- Robin Durkee, Teacher/Counselor
- Connie Folta, Teacher
- Darkenyan Morgan, School Community Intervention Specialist
- Marciano Trevino, Campus Monitor
- Todd Sanderson, Community Safety Specialist
- Erin O’Brien, Teacher
- Jeff Darrow

This plan consists of templated language drafted by the Safe Schools Team on behalf of San Juan Unified to meet CA State Educational Code (sections 32280-32288) standards with the addition of site-specific safety information. This plan may be evaluated and amended as needed but shall be reviewed no less than annually. Where practical, this template was created through collaboration with school sites, district safety planning teams and student support service teams to improve district-wide consistency in planning, response and resource availability to increase campus safety and create a culture and environment that promotes positive student behavior and academic success.

Included emergency response procedures were developed in consultation with and reviewed by local public safety and emergency response agencies including the Sacramento County Sheriff’s Department, Citrus Heights Police Department, and the Sacramento Metropolitan Fire Department. These procedures are reviewed biennially to ensure they are consistent with best practice.

The updated plan was approved by the Group and submitted to the Director of the San Juan Unified Safe Schools Program on Oct. 8, 2025.

PART 1

SECTION 1

School Culture and  
Environment

## Safety is Our Priority

School safety is a primary concern for the John Barrett Middle School community. The administrative team has the main responsibility for school site safety. Planning for and implementation of school safety involves administration, our Community Safety Intervention Specialist, Campus Monitors, key classified staff, teaching staff and the Safety Team. We look for implementation from our Site Leadership team, all staff members, student organizations, and community members. Barrett has an effective progressive discipline model that empowers teachers to address minor behaviors, administrative staff to address major behaviors, and mental health support staff to address students in crises. Our entire staff addresses safety concerns collaboratively during regular meetings and after major incidents. Barrett uses advisory lessons, and assemblies to develop an inclusive community and address issues of bullying, defiance, and diversity on campus. Individual student needs are addressed through a Multi-Tiered System of Support.

Most of our students' needs are addressed by the positive and engaged Barrett climate. Teachers work to build strong relationships with students, particularly during the first days of school each period with a variety of activities designed to develop rapport and trust with students and between students. Teachers work to maintain structured classrooms that promote effective learning communities for students. Administration and mental health support staff assist teachers when needed with classroom resets, restorative circles, and whole group lessons on various topics. Professional development is designed to promote effective classroom engagement for students, with additional professional development to improve school culture and climate and build a trauma-informed school. Students are engaged in a variety of curricular and extracurricular activities such as sports, clubs, student leadership, parks and rec workshops, and AVID programs. These programs help to build strong and supportive relationships with staff and families.

When students show a need for greater support, the administration and support staff step in. Teachers who have ongoing concerns about student behavior in their classroom refer students to the administration for disciplinary action. Administrative staff also work with students who struggle with pro-social skills by building strong relationships as well as assigning consequences. The administrative team has a zero-tolerance policy for behaviors that create a safety issue such as bullying, aggressive behavior, or distributing substances. However, there is an attempt to take an instructional approach to behaviors related to personal substance use. This is accomplished by assigning intervention lessons with campus discipline. This year we are using Navigate360 which we hope will give us a greater latitude of lessons to address concerning behavior. Administrative staff regularly review students with concerning behaviors to determine next steps in their Thursday meetings.

The school social worker and Counseling office have an open-door policy for student self-referral. Staff can also refer students to the Intervention team through our wellness form and QR code, which is new this year. Students are assigned to either a counselor, social worker, and/or a School Community Specialist who reviews their history and talks to the student. The intervention team then staffs these students and develops an individual plan for Tier II support. This can include a Care Solis referral, Teen Intervene, individual counseling, groups, or lunch bunch activities. These students continue to be monitored throughout the year.

Students with emergent needs are referred to the office by any concerned party by calling the office. From there our Risk Assessment team engages in a behavioral threat assessment or risk assessment. In addition, we have two ways for anyone to refer to suspicious or concerning behavior; Catapult and [tellsomeone@sanjuan.edu](mailto:tellsomeone@sanjuan.edu). Administrative staff respond to health concerns, utilizing the school nurse or emergency medical support as needed. Mental health issues or concerns of a threat are addressed by risk assessment staff which includes administration, the community safety specialist, the school social worker, the school nurse, the school psychologist, and the school counselors.

Barrett is proud of our strong systems designed to support students and we always review ways to improve these systems to better meet student needs.

## Data Assessment

In accordance with this site’s safety statement, members of the safety group have reviewed a variety of data sources related to school climate, culture and safety. Data sources reviewed in developing this plan include:

- The following required sources:
  - Assessment of current (within 12-month period) of school crimes / crimes at school events
  - Suspension / Expulsion Data
  - Local area and/or on campus crime analysis data
  - Incidents related to bullying, harassment, discrimination and other biased or hate motivated violations
  - IRIS Critical Incident Case Reports
- Additional optional / recommended data sources include:
  - CA Healthy Kids Survey
  - Site initiated Parent/Student/Staff Surveys
  - Office Referrals
  - Attendance Rates / SARB Data
  - SPSA

Incident	23-24	24-25
Assault Upon an Employee	0	6
Attempt Cause Damage to Property	0	7
Attempt to Cause Physical Injury	17	19
Attempt to Sale Drug Soma	1	0
Attempt to Steal Property	2	2
Brandishing a Knife	0	1
Caused Physical Injury	14	12
Causing Serious Physical Injury	0	2
Caused Damage to Property	1	5
Cheating/Plagiarism	1	0
Classroom Disruption	50	196
Closed Campus Violation	2	0
Defiance of Authority	71	69
Disruption of School Activities	2	13

Incident	23-24	24-25
Electronic Device Violation	1	9
Engage Harass/Item Hostile Envir	50	79
Engaged in Act of Bullying	15	27
Engaged in Act of Cyber Bullying	1	2
Fighting/Mutual Combat	53	43
Furnishing Controlled Substance	1	0
Habitual Profanity	6	8
Harassed Witness	0	1
Inappropriate Computer Access	2	2
Obscene Act	0	1
Poss of an Imitation Firearm	0	1
Poss of any Controlled Substance	3	5
Poss of Drug Paraphernalia	7	0
Possession of Dangerous Object	0	1

Incident	23-24	24-25
Possession of Vape Pen	13	11
Sexual Harassment Grades 4-12	2	11
Slurs-Racial, ethnic, sex, relig	13	29
Stole Property	5	4
Tardy to Class	0	0
Threatened to Cause Phys Injury	2	3
Trespassing/Loitering	0	6
Truancy	2	6
Unsafe Behavior	68	83
Use of Tobacco	0	1
Use of Vape Pen	3	3
Use/Under Influ of Control Sub	1	3
Veral Altercation	8	4
<b>Grand Total</b>	<b>407</b>	<b>675</b>

After review and analysis of the data, the Group identified the following observations and findings and have incorporated the below planned actions and goals as objectives for this school year to continually improve the campus culture, site safety and environment:

**Finding #1** – During the 2023–2024 school year, Barrett Middle School recorded 407 total incidents. In the 2024–2025 school year, that number increased to 675 total incidents, representing a significant rise. The largest increases were noted in Classroom Disruption (from 50 to 196), Engage Harass/Item Hostile Environment (from 50 to 79), Unsafe Behavior (from 68 to 83), and Slurs (from 13 to 29). Several factors contributed to this increase, including a substantial growth in student enrollment and the addition of multiple new staff members who required training in effective classroom management and restorative practices. We also observed a rise in classroom-level disruptions, presenting opportunities for professional growth and consistency in behavior expectations across campus.

To address these challenges and strengthen our overall support systems, Barrett Middle School has implemented the following actions:

**Expanded Student Support Services:** Counselors are each assigned a caseload of students to provide targeted academic, social, and emotional support.

**School Community Partnerships:** Collaboration with community liaisons and outside counseling agencies to better support students and families.

**Navigate 360 Program Implementation:** District-led initiative to improve behavior data tracking, intervention planning, and campus safety awareness.

**Staff Development:** Continued professional learning focused on classroom management, restorative practices, and positive behavior supports.

Barrett Middle School remains committed to fostering a positive learning environment, reducing disruptions, and promoting academic and behavioral success for all students.

**Finding #2:** Diving deeper into student social-emotional health has remained a top priority at Barrett Middle School. During the 2024–2025 school year, the Solutions Team conducted its third annual schoolwide survey to help teachers and counselors identify students who may be experiencing internalized or externalized emotional stress. Based on the results, the team created small student groups that meet weekly to focus on targeted goals such as social skills, academics, anger management, self-esteem, leadership, problem solving, decision making, and substance awareness. Students requiring more intensive support meet individually with a member of the Solutions Team on a weekly basis.

With Barrett’s continued designation as a Title I school, we have expanded our capacity to provide support by hiring a School Community Intervention Specialist (SCIS) to work directly with Tier 1, Tier 2, and Tier 3 students who demonstrate the highest need for social-emotional intervention. In addition, two Intervention Specialists were hired to support low-achieving students in ELA and Math. The Solutions Team meets biweekly on Wednesdays to monitor progress and adjust support plans.

Barrett staff voted to continue the FLEX period, providing all students with time dedicated to improving reading and math skills four days per week (Monday, Tuesday, Wednesday, and Friday). This schoolwide intervention and enrichment period is supported by tiered behavioral contracts designed to help students self-regulate and manage behavior. These contracts—ranging from incentive-based to short-term cocoon plans—allow for daily teacher feedback, student reflection, and consistent parent communication, resulting in positive behavioral changes for many students.

The school continues to strengthen the implementation of restorative practices, particularly following incidents of conflict or fighting. Most altercations now conclude with restorative conferences and conflict resolution, with a steadily improving success rate of no continued conflict. Barrett recognizes that teaching middle school students the skills to manage conflict constructively remains an ongoing growth area.

To further promote engagement and motivation, Barrett Middle School maintains academic and citizenship incentive programs. Students earning a 3.0 GPA or higher and outstanding citizenship marks are recognized each term with special rewards and extended recess. Advisory classes have also been structured with smaller student groups to encourage stronger relationships between staff and students, supporting both academic success and social-emotional growth.

**PART 1**

**SECTION 2**

**Supporting a Safe and  
Equitable Environment**

## Safe and Orderly Environment

### Board Policy 5142 – Safety

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

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

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

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

A minor student shall not be permitted to leave school in the custody of a person other than the student's legal parent/guardian unless that person has the verified authorization of the legal parent(s)/guardian(s). Properly authorized law officers may seize or apprehend according to law.

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

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

### Administrative Regulation 5142 – Safety

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

- Never leave class unattended while students are in the room.
- Never leave class with an unqualified person in charge.
- Never release a student to the custody of any individual other than those allowed by Governing Board policy or law to move a student from the campus.
- Accompany a class wherever it is assigned and remain with it until supervision is assumed by another responsible person.
- Do not use machinery except for the instructional purpose it was provided.
- Do not allow students who are especially prone to accidents to use dangerous equipment.
- Organize classroom materials and equipment to minimize danger of injury to students and to self.
- In general, exercise good judgment when assigning tasks to children to prevent bodily harm and damage to property.

## Campus Access - Ingress and Egress

To increase campus security and student safety, this site implements the following practices and procedures for all person(s) entering or leaving the campus.

### FENCING AND GATING

All visitors to the campus are required to check in with the site administration office and receive a visitor's pass. The visitors' pass must be worn in a visible location and clearly displayed. Persons on campus who are not displaying an appropriate visitor's pass will be challenged and directed to the office (see section regarding display of identification). During school hours, the front office door and administration area is a direct path inside of the campus. The front office door remains locked at all times and a visitor will need to be rang in to access the campus and then receive a visitor's badge. The gates closest to the student pick-up/gym are unlocked in the morning for students entering from the student drop line, and they are locked by 8:03 am for the remainder of the school day. We also have the gated door open in the morning for students walking to school from Rampart and Barrett Road until 8:03 am. These doors have bars for emergency egress. The front of the campus gate doors by the remodeled/cafeteria is locked all day, but the doors have bars for emergency egress.

### CLASSROOM SECURITY

When the passing bell rings all students need to be inside the classroom and the teacher's close and lock their doors. If a student is tardy to class, then they go to 3 different areas on campus to get a tardy slip. That tardy slip is the ticket back into the class, which also sends automatic text message to the parents to let them know that their student was tardy and what number of tardy it is.

1. Front Office
2. Library
3. Dance room

### VEHICLE TRAFFIC

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

### PEDESTRIAN AND BICYCLE TRAFFIC

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

# Campus Visitation and Display of Identification

## VISITOR CHECK IN AND IDENTIFICATION REQUIREMENTS

Consistent with CA Penal Code 627.4(a)(b) all visitors to this campus are required to check in with the site administration office to request permission to enter and upon approval receive a visitor's pass. The visitors' pass must be worn in a visible location and clearly displayed. Persons on campus who are not displaying an appropriate visitor's pass will be challenged and directed to the office.

1. All visitors, upon entering the campus, shall proceed directly to the school office register and register.
  - a. Visitors are required to present Identification upon request by staff
  - b. All campus visitations are subject to the permission and discretion of the site principal and/or their designee
  - c. Approved visitors will be given a visitor pass that shall be worn and be clearly visible at all times.
  - d. Upon completion of the visit, the visitor shall return to the school office to check-out and surrender the pass.
2. Staff observing a visitor on campus not displaying a visitor's badge are encouraged to direct and/or escort the individual to the office.
  - a. Any adult on campus who does not display a district issued ID or visitor pass should be referred to or escorted to the school office immediately.
  - b. Entering the campus without permission may result in the incident being referred to law enforcement.
  - c. This practice helps ensure the safety of the students and staff as well as that all individuals are accounted for in case of an emergency.

## PARENT / GUARDIAN ACCESS TO CLASSROOMS AND CLASSROOM MONITORING

Consistent with CA EC 49091.10, parents and guardians have the right to and will be allowed to access and/or monitor their student's classrooms as "mutually supportive and respectful partners in the education of their student within the public school."

This right includes the ability to observe or monitor classrooms where their student is enrolled. However, this right is subject to the following reasonable restrictions and accommodations:

- Requests to monitor a classroom must be made in advance allowing for reasonable accommodations to both the requesting parent / guardian and the instructor
- Observations or monitoring must occur without causing any classroom disruptions or involving interaction with student(s) or the teacher
- No recording will be allowed without prior written permission from the site principal and consent from all parents of student(s) who may be recorded
- The observing visitor will conduct themselves and communicate with all staff in a respectful manner
- The observing visitor will follow all school safety procedures or directions given by the administrator

## Campus Access: Federal Immigration and Customs Enforcement Officers (ICE)

San Juan Unified and its Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place irrespective of citizenship or immigration status.

Pursuant to CA Ed Code 243.7 and SJU Board Policy 5142.13

- District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members
- District staff shall not aid in or provide assistance with any immigration enforcement at district schools, except as required by state or federal judicial warrant or court order.
- No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation or bullying within district programs and activities on the basis of their immigration status.

Additional information, resources and supports can be found on the San Juan Unified website here: [Immigration](#)

### ACCESS TO SCHOOL CAMPUS AND INFORMATION

Consistent with CA Ed Code 32282 (as amended by SB 49) Federal Immigration and Customs Enforcement Officers (ICE) **shall not** be granted permission to access school grounds, classrooms, or any other school building or area at any time during or after school hours except when provided valid judicial warrant or court order.

Federal Immigration and Customs Enforcement Officers (ICE) **shall not** be provided any information including but not limited to student records, parental information or staff employment information at any time except when provided a valid judicial warrant or court order to do so.

### REQUIRED NOTIFICATIONS

Consistent with CA Ed Code 32282 (as amended by SB 98) anytime Federal Immigration and Customs Enforcement Officers (ICE) are confirmed to be on school grounds or conducting enforcement activities in the immediate area of the school, the school principal or staff member in charge shall immediately initiate school safety procedures and ICE notification protocols:

- Notify Teaching and Learning Director, Safe School's Director and Communications Director
  - Each Director will notify their Cabinet member to ensure appropriate District leadership engagement
  - Board notification shall be made in a timely manner
- Initiate a 'soft' shelter-in-place via CatapultEMS and campus announcements to
  - move students and staff indoors
    - Normal indoor activities may continue
  - Information regarding the presence of ICE on campus should be included in the Catapult incident details
    - Staff should share this information students in a calm, reassuring manner letting them know they are safe
  - Bell schedule, passing periods should be suspended until ICE presence has completed
- Coordinate with the Communications Director to send appropriate parent / guardian notifications in a timely manner

# Bullying Prevention

## DEFINITIONS

**Bullying** is a behavior that involves a real or perceived imbalance of power between individuals with the intent of the aggressor to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code section 48900(r).

**Cyberbullying** includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation. Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social/relational bullying: An act that harms a person's reputation or relationships, such as influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

## BULLYING PREVENTION

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

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

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

## INTERVENTION

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

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

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

### COMPLAINTS AND INVESTIGATION

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

School site staff shall be fully briefed on local school site procedures to receive these complaints and direct the student or parent/guardian as to the next steps that will be taken to investigate the matter. Complaints of bullying not against a protected group shall be investigated and/or resolved in accordance with site-level grievance procedures specified in BP/AR 5131.2. The district shall follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law or regulations, including allegations of unlawful discrimination, harassment, intimidation, and/or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, as identified in BP/AR 1312.3.

Any student who engages in the bullying of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Staff may monitor students' use of the District's Internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated District policy or the law.

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

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

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

### DISCIPLINE

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

Related policies and regulations:

- Board Policy 5131.2 – Bullying

## Mobile Communication Devices

To support student learning and reduce harmful or disruptive acts of the instructional program, Board Policy (BP) and Administrative Regulation (AR) 5131.8 prohibits student use of mobile communication devices, with limited exceptions.

Mobile communication devices include but are not limited to cellphones, smartphones, tablets, pagers, smartwatches, earbuds and smart glasses.

This school site leadership team, in collaboration with site staff has adopted the recommended practices and developed a plan identifying practices in alignment with (AR) and (BP) 5131.8.

Generally:

1. Students shall not use smartphones or other mobile communication devices during instructional time unless directed to do so by a staff member or are subject to an exemption listed below.
  - a. In the case of an emergency, or in response to a perceived threat of danger
  - b. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
  - c. when a licensed physician or surgeon determines that the possession or use is necessary for that student's health and well being.
2. During classroom instruction, devices must be turned off and stored away
  - a. Devices not maintained in the possession of students will be stored in the same room as students to provide access during emergency situations or when necessary for instructional use.

Specific site information is as follows:

Unless explicitly permitted by a school employee, students may NOT USE smartphones, mobile communication devices, or headphones while on campus during school hours (8:00 AM – 2:45 PM). All such devices must be powered off and kept in students' backpacks throughout the school day.

### Unauthorized Use:

If a student uses a smartphone or mobile device in violation of this policy while on campus or under school supervision, school staff may confiscate the device and issue disciplinary action.

### Confiscation & Storage:

Any confiscated device will be turned into the main office, where it will be stored securely. Devices will be returned to the student, parent/guardian, or school administrator, as appropriate.

### Repeated Violations:

Students may be prohibited from bringing devices to campus after multiple infractions. The escalation process is as follows:

Infraction	Consequence
1st & 2nd	Verbal warning
3rd	Parent contact by teacher
4th	After-School detention
5th	Parent/student/administrator meeting

Liability:

John Barrett Middle School is not responsible for lost, stolen, or damaged cell phones. Students are strongly encouraged to secure personal devices at all times.

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

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

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

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

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

### COMPLAINTS AND INVESTIGATION

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

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

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

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

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

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

## DISCIPLINE

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

## COMPLAINT PROCESS

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

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

## INVESTIGATION

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

Related policies and regulations:

- Board Policy 5145.9 – Hate Motivated Behavior

## Reporting Safety Concerns and Threats

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

Staff, students, families, and community members may report any communication, behavior or social media posts that appear to be threatening or potentially threatening. Safety concerns may include, but are not limited to:

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

### STUDENT / COMMUNITY REPORTING

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

All safety concerns may be submitted to a site through any of the following:

- Online through the school website using the ‘submit a safety concern’ link located at the bottom of each webpage as well as in the safety tab.
- Link - [Submit a Safety Concern](#)
- Reports may be made anonymously but should be detailed to allow appropriate investigation.
- Reports will be received by the site Principal and site Safety Team members.
- Reports not made anonymously – the reporting party will be kept confidential where appropriate.
- In person, via telephone or by email directly to the school Principal or any other trusted staff member.

### STAFF REPORTING

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

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

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

### ADMINISTRATOR RESPONSIBILITY

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

The principal, or other designated administrative member, may collaborate with a Safe School - Community Safety Specialist along with other appropriate site staff such as counselors, instructors, prevention, and intervention specialists.

Other specialists may be included as part of the response to the concern as appropriate and may include social workers, mental health professionals and law enforcement.

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

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

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

# Responding to Threats of School Violence

## DEFINITION

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

## SITE ADMINISTRATOR RESPONSE AND INVESTIGATION

It is the practice of San Juan Unified to refer anonymous threats of violence directed toward a school or any student or staff member to law enforcement who will conduct the primary investigation.

In all incidents of threats emanating from or involving known students, the school Principal (or designee) will work with the Safe School Team to triage the information, conduct a preliminary investigation, and when necessary, assemble the larger Behavioral Threat Assessment Team (BTAT). The principal (or designee) and Safe School Team member, along with the BTAT if engaged, will investigate to determine the immediacy of the threat and appropriate interventions.

In all instances, interviews and contact with students will be done in both an age and grade appropriate manner with particular sensitivity given to elementary students. In compliance with SB-906 and specifically involving students within grades 6 - 12, Law enforcement must be notified of any threat of homicide or mass violence made toward a student, or the school community.

In all cases where a clear or perceived threat to school safety is identified, regardless of student grade or age, law enforcement must be notified.

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

1. Initial intake screening
2. Triage and preliminary investigation
3. Law Enforcement Notification (as applicable)
4. Assessment / Classification of threat priority
  - a. Priority 1 – Extreme / Immediate / Imminent
  - b. Priority 2 – High Risk
  - c. Priority 3 – Medium Risk
  - d. Priority 4 – Low Risk
  - e. Priority 5 – No Identified Risk

## ADDITIONAL FOLLOW-UP

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

- Referral- Referral places further investigation, monitoring, and or intervention within the sphere of responsibility of another collaborative body aligned with the BTAT, such as student support services or other counselling service.

*In cases where the student whose behavior is threatening or potentially threatening also has a disability, the behavioral threat assessment team must align intervention strategies with the student's*

*individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973.*

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

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

#### VICTIM / THREATENED PERSON OR GROUP CONSIDERATIONS

In all cases effort must be made toward restoring a sense of safety and security for the student(s) who were threatened or may have directly witnessed or have some other direct involvement. Blanket statements that the incident has been addressed may not provide sufficient reassurance. Transparency in response, investigation, assessment, and additional monitoring actions should be shared in a manner appropriate and allowable under the law and education code. Particular care to address those incidents involving very young students (TK-3) should be taken with all aspects conducted in an age-appropriate manner with collaboration with or referral to a Behavioral Interventionist, Counselor and/or Mental Health expert. Other options to consider include:

- Meetings with parents / guardians / students to provide resource guidance on talking about violent incidents
- Monitoring for stress or behavioral changes indicating possible unsettled trauma.

#### DOCUMENTATION

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

#### COMMUNICATION

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

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

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

Additional detailed information regarding the response and investigation of threats and Behavioral Threat Assessment / Threat Assessment procedures, instructions and evaluation tools can be found in the **Tactical Response Plan**.

## Behavioral Threat Assessment and Threat Assessment

As appropriate, this site will utilize the established best practices of Behavioral Threat Assessment (BTA) and Threat Assessment (TA) to investigate behaviors or stated threats potentially impacting student or school safety. BTA / TA are fact-based processes relying on an appraisal of observed behaviors or communications to identify dangerous or violent situations, address them in a professional and timely manner, and engage specialists to mitigate and monitor outcomes.

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

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

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

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

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

In compliance with SB 906 - in all cases involving grades 6 – 12 where a reasonable suspicion exists that anyone has made a threat of homicide toward another student or the general school community, law enforcement will be immediately notified. This includes threats made verbally, in writing or through any social media platform. In all cases when the BTAT identifies an *immediate or imminent* threat or any case involving students, regardless of grade, a referral to law enforcement must be made as soon as practicable.

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

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

Further information regarding behavioral threat assessment teams, processes and guidelines can be found in this CSSP within the Confidential Tactical Section - Behavioral and Threat Assessment Guidelines.

## Non-Discrimination Policy

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

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

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

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

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

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

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

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

(cf. 7110 - Determining Needs)

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

School staff should be familiar with the most significant religious holy days and avoid scheduling, to the extent practicable and within their control, important school activities on those days. The superintendent or designee shall annually provide to all school sites a calendar of major religious holy days. The school calendar should be prepared so as

to minimize conflict with these religious holy days. Where conflicts are unavoidable, care should be taken to avoid scheduling on significant religious holy days activities that would be difficult to make up.

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

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

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

# Sexual Harassment

## Board Policy 5145.7 – Sexual Harassment

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

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

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

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

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

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

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

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

## Administrative Regulation 5145.7 – Sexual Harassment, Students

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

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

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

1. Unwelcome leering, sexual flirtations or propositions.

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools, e.g., services, programs, or instructional tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

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

#### NOTIFICATIONS

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48980) (cf. 5145.6 - Notifications Required by Law)
2. Be displayed in a prominent location near each school principal's office. (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code 212.6)
4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

Additional documents include:

- Board Policy 4119.11 - Sexual Harassment, Personnel
- Administrative Regulation 4119.11 - Sexual Harassment, Personnel

PART 1

SECTION 3

Health and Safety

# Roles of Resources Supporting Student Mental Health

## EMPLOYEE QUALIFICATIONS AND SCOPE OF SERVICES

CA EC Section 215 mandates district and school employees and their partners to act only within the authorization and scope of their credential or license. While it is expected that all school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk, and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

## ROLES OF RESOURCES

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

Mental health professionals, school counselors, school social workers, school psychologists and school nurses – are utilized in San Juan Unified schools to provide mental health support to students who may be experiencing but not limited to; thoughts of self-harm or harm to others, have experienced or witnessed a traumatic incident, are in need of social/emotional support as well as working to create a safe environment or safety plan for purposes of academic student support.

School Community Intervention Specialists (SCIS) – are utilized in San Juan Unified schools to develop onsite support plans for students to overcome barriers to school attendance, increasing academic success and addressing personal safety concerns that deter them from participating in a safe campus environment. This may include working directly with students, conducting home visits, or implementing support through community partnerships. In an emergency, these staff members may serve liaisons with specific community or school groups.

Community Safety Specialists (CSS) - are utilized to support school administrator and district efforts in response to students experiencing a mental health crisis or having thoughts of self-harm or harming others. CSS' work collaboratively with responding resources to identify internal and external support for students and their families to address mental health and other safety concerns. CSS' support the development of individualized safety plans to aid the student while on campus to increase both physical and perception of safety. CSS' support district resources in response to, investigating and mitigating incidents of bullying, harassment or bias.

Law enforcement officers – Law enforcement may be contacted to respond to incidents involving students who demonstrate, verbalize, communicate, or otherwise present a concern to harm themselves or others. Law enforcement officers will conduct a risk screening. If the officer believes the student is in immediate or imminent danger of harming themselves they have the authority to transport the student to a mental health treatment facility and request a temporary hold may be placed to allow mental health clinicians to further evaluate the student's safety.

## Supporting Student, Caregiver and Staff Mental Health

Mental health and well-being are crucial to being a productive learner, guardian/caregiver, and educator. Developing skills to care for others as well as yourself is essential and often needs assistance. All San Juan Unified schools have systems of referral to support staff, students and parents/guardians.

### ACCESS TO BEHAVIORAL AND MENTAL HEALTH SERVICES

Pursuant to CA Education Code section 49428, parents, guardians, caregivers and students will be notified no less than twice each school year how to initiate access to available student mental health services on campus, in the community, or both utilizing no less than two of the following methods:

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

School counselors provide a first line of support for students. More intensive support for individual students can be arranged through the district's referral to intensive supports or by contacting the district's lead counselor. District social-emotional support staff, which include school counselors, school social workers, mental health therapists and school psychologists, will work to connect and support students who need additional mental health counseling.

Additional information on district-provided resources and referrals to verified external mental health providers can be found by visiting the SJU webpage and searching 'mental health' or following this link [SJU Mental Health Support](#)

## Preventing Youth Suicide

This plan is based on research and best practices in suicide prevention and has been adopted in district board policy and administrative regulations 5141.52 with the understanding that positive and nurturing school climates coupled with suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those who may be at-risk, and help decrease such behaviors.

Understanding the impact school climate has on suicidality is critically important. Positive school climates have been linked to lower levels of violence, bullying victimization, and greater perceived safety. Site leaders underscore the importance of all staff and students working together to create safe, respectful, nurturing, and welcoming campuses in which students feel comfortable seeking help for themselves or their peers. Leaders provide opportunities for continuous improvement and monitoring of school climate.

In an attempt to reduce suicidal behavior and its impact on students and families, San Juan Unified has developed strategies for suicide prevention, intervention, postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior.

San Juan Unified consults school-employed professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, first responders, and community organizations in planning, implementing, evaluating, and updating the district's strategies for suicide prevention and intervention as necessary and required by *EC* Section 215.

### SUICIDE AWARENESS AND PREVENTION TRAINING FOR SCHOOL STAFF

San Juan Unified, along with its partners, have carefully reviewed available staff trainings to ensure the selected curriculum is evidence-based, evidence-informed, and aligned with best practices in suicide prevention.

*EC* Section 215 mandates LEAs to provide training for staff. San Juan Unified has provided professional development for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, classified and certificated, and expanded learning [afterschool] staff).

- All staff receive training on mental health awareness and suicide prevention that includes risk and protective factors, warning signs of suicide, intervention, referral processes, and postvention.
- At a minimum, all staff participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment prior to working with youth.
- The professional development includes additional information regarding groups of students who may be at elevated risk for suicide or groups disproportionately affected by suicide thoughts and behaviors. These groups include, but are not limited to, the following:
  - Youth impacted by suicide and youth with a history of suicidal thoughts or behavior.
  - Youth with disabilities, mental illness, or substance use disorders.
  - Youth experiencing homelessness or in out-of-home settings, such as foster care.
  - Youth identifying as LGBTQ.

### PARENTS, GUARDIANS, AND CAREGIVERS PARTICIPATION AND EDUCATION

Parents, guardians and caregivers have access to suicide prevention information within the student and family handbook and through the San Juan Unified webpage that addresses the following:

- Suicide warning signs, risk factors, and protective factors
- How to approach and talk with their children about thoughts of suicide

- How to respond appropriately to a child who has suicidal thoughts
- Crisis intervention hotline access via virtual, phone, and text

### STUDENT PARTICIPATION AND EDUCATION

Per CA EC Section 215 all schools serving students in grades 7 - 12 that issue student identification cards include contact information for local county suicide prevention and mental health resources as well as the national 988 link to services printed on the back of the card.

As part of this district's youth suicide prevention efforts we include student education and engagement. San Juan Unified provides instruction to middle and high school students on general mental health and suicide prevention. The instruction and materials are reviewed under the supervision of employed mental health professionals, with input from county and community mental health agencies. The instruction is developmentally appropriate, student-centered, and includes:

- Recognizing behaviors (signs and symptoms) of mental health challenges and emotional distress.
- Recognizing life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- Learning coping strategies for dealing with stress and trauma.
- Learning about protective factors.
- Learning help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

San Juan Unified provides students information regarding district support and self-reporting procedures as well as links to external prevention and crisis intervention systems. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. School and district-based mental health professionals are legally and ethically required to report suicide risk. When receiving or reporting information regarding suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt. Students may request assistance by any of the following methods:

- Notifying any school staff member
- Submitting a 'safety concern' through the site or district webpage or this direct link [Submit a Safety Concern](#)
- Calling or texting the National Suicide Hotline at '988'
- Texting "HOME" to 741741

## Suicide Screening, Intervention and Referral

San Juan Unified, through efforts of its Multi-Tiered Systems of Support and in collaboration with White House Counselling Center and the district suicide prevention team has developed and disseminated protocols for screening, and referring students who may be experiencing suicidal thoughts and/or behavior. Whenever a staff member has knowledge of a student's suicidal intentions or potential risk of suicide, they are required to promptly notify the school administration and initiate appropriate suicide prevention notification and response referrals for screening of the student and necessary support or intervention. In response, the following minimum safety actions should be taken:

### SCREEN / STUDENT

- Students experiencing suicidal ideation shall not be left unsupervised; students with ideation or suicidal behaviors should be respectfully escorted to the administration or suitable counselling office for an assessment and never sent alone or without staff supervision.
- Contact the school psychologist, lead counselor or support center staff (if applicable) to assist,
- Screening tools may be found on the San Juan Intranet within the Student Support Services tab here: [Suicide Awareness and Prevention](#)
- Determine the level of suicide risk and identify the most appropriate actions. An appropriately trained member of the school crisis or counseling team should conduct a suicide risk screening to determine the level of risk and identify the most appropriate actions to ensure immediate, and long-term safety and well-being of the student
- If an appropriate crisis, counseling or mental health staff is not available, contact:
  - law enforcement non-emergency,
  - Suicide Prevention line '988' and/or
  - crisis text line 741741
- If the student is in crisis and requires transportation to the hospital prior to parent/guardian arrival, the school team member will accompany the student during transportation and remain until a parent/guardian is in attendance.
- Inform the student what you are going to do every step of the way.
- **Remain calm**, reassure and supervise the student until a 24/7 caregiving resource (e.g., parent/guardian, mental health professional, social worker), can assume responsibility.
- Prevent the student from leaving school or being alone under any circumstances (even in the restroom).
- If the student is NOT in immediate crisis - Submit a Tier 3 Mental Health Evaluation Referral for consult and additional support [Tier 3 Mental Health Referral](#)

### IMMEDIATE / IMMINENT DANGER TO SELF OR OTHERS

San Juan Unified recognizes that student safety is a priority. If the student is in immediate or imminent danger of self-harm, staff members are required to request assistance.

- Call 911
  - School sites within the city limits of Citrus Heights will be supported by the Citrus Heights Police Department who will respond to intervene and assess the student's risk level and take appropriate action.
  - School sites within the unincorporated areas of Sacramento County will be supported by the Sacramento County Sheriff's Dept.
  - The incident will be evaluated by the Sheriff's Dispatch and/or field watch commander
  - The call may be referred to County Mental Health services or to the 988 crisis line.
- Maintain a safe, calm environment

- Request response and assistance from either an available onsite crisis staff/counseling member and/or a Safe School's Safety Specialist

#### NOTIFY PARENTS/GUARDIANS

Parents/guardians should always be contacted when signs of suicidal thinking and behavior are observed, and anytime a suicide risk screening is conducted. Parents, guardians and caregivers can provide critical information in determining level of risk.

However, should it be discovered the thoughts, actions or behaviors are suspected to be the result of child abuse or neglect, or the parent/guardian refuses to take the necessary actions to keep the child safe then a mandated referral to Child Protective Services must be made.

All parental / guardian notifications and any referrals must be documented.

#### REFERRAL TO COMMUNITY-BASED SERVICES OR EXTERNAL MENTAL HEALTH PROFESSIONALS

Suicidal thinking and behavior can continue or ruminate outside of school. Thus, referrals should include options to access 24-hour community-based services.

#### HELP THE STUDENT DEVELOP A SAFETY PLAN

A trained member of the school crisis/counseling team, ideally a mental health professional, along with the student, a parent/guardian and site safety specialist should develop a written safety plan. The safety plan should include:

- Warning signs/triggers to suicidal thoughts
- A written list of coping strategies
- Strategies to make the student's environment safe/restrict access to lethal means
- Sources of support, and
- Suicide prevention hotline number(s) or text line access.

# Response and Action Plan for Suicide Attempts

## IN SCHOOL OR DURING SCHOOL-SPONSORED EVENTS

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around them is critical. The following steps should be implemented for a suicide attempt on campus:

- **Remain calm**, remember the student is overwhelmed, confused, and emotionally distressed.
- Move all other students out of the immediate area.
- Immediately contact the administrator or onsite crisis or safety team member.
- Call 911 and give them as much information about the injury and any suicide note, medications taken, and access to weapons, if applicable.
- If needed, provide first aid until a medical professional is available.
- Initiate a CatapultEMS safety alert
- Parents/guardians/caregivers/families should be contacted as soon as possible.
- Do not send the student away or leave them alone, even if they need to go to the restroom.
- Listen and prompt the student to talk.
- Review options and resources of people who can help.
- Be comfortable with moments of silence as you and the student will need time to process the situation.
- Provide comfort to the student.
- Provide privacy and help, and be respectful, but do not promise confidentiality.
- Students not being transported for medical treatment or taken to a hospital for observation should only be released to authorized parents/guardians/caregivers/family members capable and/or qualified to care for them
- Provide care and support for witnesses and/or the school community and determine including staff, students, families and associated groups or teams.
- Contact the communications team for assistance with any public messaging

## OUT-OF-SCHOOL SUICIDE ATTEMPTS

If staff received information of a student suicide attempt occurring outside of school hours and not on school or district property or during a sanctioned event, the following minimum steps should be taken:

- Contact the parents/guardians/caregivers/families to confirm the facts and offer support.
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- Obtain permission from the parents/guardians/caregivers/families to share information and ensure the facts regarding the crisis are correct.
- Provide care and determine appropriate support to affected school communities including staff, students, families and associated groups or teams.
- Offer to assist the student and parents/guardians/caregivers/families with steps for reintegration to school.
- Contact the communications team assistance with any public messaging that need not be kept confidential

## Re-Entry To School After a Mental Health Crisis or Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following minimum steps should be implemented as a component of a student's re-entry safety plan:

- The school principal or mental health professional should obtain approval of information from parents/guardians/caregivers/families and providers regarding information that can or should not be shared.
- School principals or mental health professionals should confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
- School principals or mental health professionals should confer with the student and parents/guardians/caregivers/families to develop a safety plan.
- School principals or mental health professionals should inform the students' teachers about possible days of absences due to scheduled counselling.
- Teachers and administrators should allow accommodations for the student to make up work (understanding that missed assignments may add stress to the student).
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood.
- School principals or mental health professionals should work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
- School principals or mental health professionals should provide parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

## Supporting the School Community After a Death (Postvention)

The death of a student or staff member can have devastating consequences on the school community. It is vital that we are prepared ahead of time in the event of such a tragedy. It is important to remember that staff members are likely grieving as well and consider the capacity of staff members to engage in sensitive discourse with students. When possible, additional staff supports will be provided to assist them to lead conversations with students in response to suicide deaths.

To help, the following resources are available through the American Foundation for Suicide Prevention's (AFSP's) *After a Suicide: A Toolkit for Schools* (which can be accessed at the *After a Suicide: A Toolkit for Schools'* web page here: [After a Suicide Toolkit for Schools](#)) to support a postvention response action plan for responding to a suicide death. Postvention plans should incorporate both immediate and long-term steps and objectives, including:

- The school principal or mental health professional should contact the deceased's family (within 24 hours).
- The school principal or mental health professional should confirm the death and cause and obtain permission from the family to share appropriate details to the school community.
- The school principal will conduct an initial meeting including the site crisis team and district support resources. Suggested involved persons are but not limited to:
  - Teaching and Learning Director
  - Site administrators
  - Site counsellors
  - Site-based mental health professional
  - Safe Schools
- School principal should notify all staff members
- School principal should coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death.
  - Emotional support and resources available to staff.
  - Notification to students about suicide death and the availability of support services.

Best practices suggest to respond to deaths by suicide similar to any death, regardless of the cause, but with special considerations to reduce the risk of contagion. For example, it is recommended to avoid permanent memorials for any death but especially in response to suicide due to potential glamorization of the individual, additionally:

- Share limited information and ensure that all information being shared is relevant, verified, truthful and for which you have permission to disclose.
- Do not share explicit, graphic, or dramatic content, including the manner or details of how the death occurred.
- Remind and direct staff to respond to needs of students regarding the following:
  - Review the signs of emotional distress and suicide ideation.
  - Review of the protocols for referring students for support/assessment.
  - Provide support for staff in responding to student reactions.
  - Share school, LEA, community-based resources available to students.
- Staff should immediately refer students who they suspect are considering imitative behavior to available onsite mental health professionals or the school administration for assessment
  - If deemed safe, staff shall contact the student's parents/guardians/caregivers/families.
- Identify students affected by the death but not at risk of imitative behavior.
  - Staff should refer students who are affected by the suicide to an appropriate on site counselor or the site's mental health professional.

- Staff should contact and advise the student's parents/guardians/caregivers/families.
- Provide information to the larger school community about suicide prevention resources and the availability of mental health support services.
- Consider, as appropriate, working with the family regarding funeral arrangements to allow attendance from the impacted school community members:
  - If possible, suggest the funeral occur outside of school hours.
  - Determine if possible for a school mental health professional to establish a location at the service with a table to remind and provide students and the community of available mental health resources.
  - Identify a safe space on campus for students to utilize if needed before/after funeral or memorial service.
  - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way considering the impact on other students.
- Coordinate school messaging with the district communications team. Refer any media requests to the communications team for response with safe messaging. Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- To the extent possible, try to identify and monitor social media sites:
  - Identify what platforms students are using to respond to suicide death.
- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed.
  - Support siblings, close friends, teachers, and/or students of the deceased.

## Air Quality - Pollution and Wildfire Smoke Safety Protocols

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

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

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

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

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

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

RECOMMENDED ACTIONS BASED ON AQI LEVELS

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

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

**Air Quality Index (AQI) & Activity Recommendation**

Activity	AQI 0-50 Good	AQI 51-100 Moderate	AQI 101-150* Unhealthy for Sensitive Groups	AQI 151-200 Unhealthy	AQI 201-300** Very Unhealthy	AQI 301-500** Hazardous
Recess	No restrictions	For students with lung or heart conditions, monitor conditions and consider moving to indoor recess as needed.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
P.E. (Physical Education Class)	No restrictions	For students with lung or heart conditions, consider accommodations or moving PE inside.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training	No restrictions	For students with lung or heart conditions, monitor health and accommodate appropriately.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Event	No restrictions	Monitor students' health and conditions and adjust as needed.	Hold event indoors or avoid vigorous outdoor activities.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.

**\*AQI above 100:** All children are considered sensitive to the health effects of air pollution because their lungs and immune systems are still developing. Children with lung or heart conditions may require extra precautions. Schools **may consider moving exercise indoors**. Indoor exercise should be conducted in areas that **have better air quality than outdoors**. For guidance on creating a clean air space indoors, see section "Recommendations for Ensuring Cleaner Air at school" of this document.

**\*\*AQI above 200:** School districts may consider school closures based on site-by-site concerns. To be eligible for a waiver from the State Superintendent of Public Instruction, due to emergency conditions (<https://www.cde.ca.gov/fg/aa/pa/j13a.asp>), poor air quality must be shown to be caused by an emergency event such as a wildfire. A School Emergency Reporting System (<https://www.cde.ca.gov/ls/ep/>) report should also be done if a school is closed due to poor air quality.

**Note:** See section "**Considerations for School Districts**" from the California Department of Education: *Before You Make a Decision to Close a School*.

Version Date: October 21, 2024

# Heat Related Safety Protocols and Response to Heat Illness

## PROTOCOL

San Juan Unified follows guidance from the California Department of Public Health (CDPH) and local health officials in response to high temperatures and heat-related risks to the health and welfare of students, staff and community.

San Juan Unified monitors and utilizes the [National Weather Service HeatRisk Forecast Tool](#) to determine the level of heat risk. Response protocols are implemented according to recommendations from [CDPH risk grid](#) as conditions warrant.

## GENERAL

The California Central and Sacramento Valley climate has become increasingly prone to higher temperatures occurring more frequently and for a longer duration. During the months from May to September the Sacramento Valley can see temperatures in excess of 100 degrees for extended periods. During these prolonged heat events the likelihood of students experiencing a heat-related illness while at school or participating in athletics is increased. However, all students are generally at a higher risk of experiencing heat-related effects due to:

- Children have a greater surface area to body mass ratio resulting in greater heat gain from the environment.
- Children have a lower sweating capacity than adults, reducing their ability to dissipate heat.
- Children have less adaptive capacity to change their environment and behavior when experiencing heat-related discomfort.
- Children do not experience the same urge to drink water as adults and have less awareness of their personal hydration status or ability to recognize the symptoms of heat stress.

## PREVENTION

Heat-related illnesses are preventable.

Air temperature, humidity, direct sunlight, prolonged heat duration and other factors impact the risk of heat illness. In addition, campus environmental conditions may increase heat-related illness vulnerabilities and should be taken into consideration such as recognizing how blacktop and asphalt areas can act as a heat-sync with an increased surface temperature as well as raising the ambient temperature to unhealthy or dangerous extremes. Although susceptibility to heat-related illness will vary, all students and student athletes are at increased risk when exercising in a hot environment and particularly those participating in high-exertion sports.

In addition to the actions advised in the below table, general measures to keep students and student athletes safe include:

- Ensure adequate water is available and students are proactively encouraged to hydrate
- During exercise or athletic practices take additional cooling breaks
- Identify specific site cooling areas including shade structures, shade trees, cooler grass areas and indoor air-conditioned spaces
- Modify or limit outdoor activities, especially during midday when the sun is the hottest
- Start activities slowly and pace the levels of increasing intensity
- Encourage wearing loose, lightweight, light-colored clothing
- Encourage the use of sunscreen
- Monitor students and particularly those participating in athletics for signs of heat-related illness (see symptom recognition information below)

Although students may be at a higher risk of heat-related illness as air temperatures rise, their vulnerability can be reduced through appropriate acclimation. Heat acclimation is a process of allowing the body to adjust to higher temperatures through limited and controlled exposure coupled with a gradual increase in exercise duration and intensity. Generally, heat acclimation occurs over a 7 - 14-day period.

All schools must monitor their community’s forecasted heat risk level and make appropriate adjustments to activities to limit heat exposure. Heat risk levels can be quickly assessed through the use of the [National Weather Service HeatRisk Forecast Tool](#). Once the HeatRisk level is determined appropriate mitigation measures to protect students should be implemented as directed within the below [CDPH Heat Risk Table](#). During category 3 (Red) and 4 (Magenta) periods the district will issue guidance to schools, however, schools may implement proactive measures prior to receiving district guidance as needed.

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> <li>This level of heat poses <b>little to no risk</b> from expected heat</li> </ul>	<ul style="list-style-type: none"> <li>No elevated risk</li> </ul>	<ul style="list-style-type: none"> <li>No preventative actions necessary</li> </ul>
1 (Yellow)	Minor	<ul style="list-style-type: none"> <li>Heat of this type is <b>tolerated by most</b>; however, there is a <b>minor risk for extremely heat-sensitive groups</b> to experience negative heat-related health effects</li> </ul>	<ul style="list-style-type: none"> <li><b>Primarily those who are extremely sensitive to heat</b>, especially when outdoors without effective cooling and/or adequate hydration</li> </ul>	<ul style="list-style-type: none"> <li>Increase hydration</li> <li>Reduce time spent outdoors or stay in the shade when the sun is strongest</li> <li>Open windows at night and use fans to bring cooler air inside buildings</li> </ul>
2 (Orange)	Moderate	<ul style="list-style-type: none"> <li>Heat of this type is tolerated by many; however there is a <b>moderate risk for members of heat-sensitive groups</b> to experience negative heat-related health effects, including heat illness</li> <li><b>Some risk for the general population who are exposed to the sun for longer periods of time</b></li> <li><b>Living spaces without air conditioning can become uncomfortable during the afternoon and evening</b>, but fans and leaving windows open at night will help</li> </ul>	<ul style="list-style-type: none"> <li><b>Primarily heat-sensitive or vulnerable groups</b>, especially those without effective cooling or hydration</li> <li>Those not acclimatized to this level of heat (i.e. visitors)</li> <li>Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue</li> <li>Some transportation and utilities sectors</li> <li>Some health systems will see increased demand, with increases in emergency room visits</li> </ul>	<ul style="list-style-type: none"> <li>Reduce time in the sun during the warmest part of the day</li> <li>Stay hydrated</li> <li>Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.)</li> <li>Move outdoor activities to cooler times of the day</li> <li>For those without air conditioning, use fans to keep air moving and open windows at night</li> </ul>
3 (Red)	Major	<ul style="list-style-type: none"> <li>Heat of this type represents a <b>major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group</b></li> <li><b>Dangerous to anyone without proper hydration or adequate cooling</b></li> <li><b>Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective.</b></li> <li><b>Poor air quality is possible</b></li> <li><b>Power interruptions</b> may occur as electrical demands increase</li> </ul>	<ul style="list-style-type: none"> <li><b>Much of the population, especially anyone without effective cooling or hydration</b></li> <li>Those exposed to the heat/sun at outdoor venues</li> <li>Health systems likely to see increased demand with significant increases in emergency room visits</li> <li>Most transportation and utilities sectors</li> </ul>	<ul style="list-style-type: none"> <li><b>Cancel outdoor activities during the heat of the day</b> (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day*</li> <li>Stay hydrated</li> <li>Stay in a cool place especially during the heat of the day and evening</li> <li>If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.</li> </ul>
4 (Magenta)	Extreme	<ul style="list-style-type: none"> <li>This is a <b>rare level of heat leading to an extreme risk for the entire population</b></li> <li><b>Very dangerous to anyone without proper hydration or adequate cooling</b></li> <li>This is a <b>multi-day excessive heat event</b>. A prolonged period of heat is dangerous for everyone not prepared</li> <li><b>Poor air quality is likely</b></li> <li><b>Power outages are increasingly likely</b> as electrical demands may reach critical levels</li> </ul>	<ul style="list-style-type: none"> <li><b>Entire population exposed to the heat is at risk</b></li> <li>For people without effective cooling, especially heat-sensitive groups, <b>this level of heat can be deadly</b></li> <li>Health systems highly likely to see increased demand with significant increases in emergency room visits</li> <li>Most transportation and utilities sectors</li> </ul>	<ul style="list-style-type: none"> <li><b>Cancel outdoor activities*</b></li> <li>Stay hydrated</li> <li>Stay in a cool place, including overnight</li> <li>If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. <b>Fans will not be adequate.</b></li> <li>Check on your neighbors</li> </ul>

## SYMPTOM RECOGNITION

Signs and symptoms of exertional heat-related illness may include:

- Muscle cramping
- Dizziness
- Headache
- Weakness
- Hot and wet or dry skin
- Flushed face
- Rapid heartbeat
- Low blood pressure
- Rapid breathing

- Vomiting or Diarrhea

Heat stroke is the most severe form of heat-related illness. Heat-stroke can be life-threatening and requires an immediate aggressive response. Signs and symptoms of heat stroke may include:

- Behavioral / Cognitive changes such as confusion, irritability, aggressiveness, hysteria, and impaired judgment
- Drowsiness or loss of consciousness
- Staggering or disorientation
- Difficulty speaking or slurred speech
- Seizures

#### RESPONSE AND TREATMENT

Students displaying symptoms of a heat-related illness should be treated immediately including:

- Remove the student from the exercise or activity to a cool place, preferably an indoor air-conditioned space. If air conditioning is not available, move to a shaded area away from other heat amplifying or reflective surfaces such as asphalt, building windows, etc.
- Remove any excess clothing
- Provide fluids (cool water only - avoid ice water)
- Use fans if available to create air movement over the student
- Request EMS response if recovery is not rapid or the condition worsens
- When in doubt - call 911
- Student athletes exhibiting signs of heat exhaustion and/or heat cramps should be assessed by a physician as soon as possible in all cases.

Students and student athletes displaying symptoms of more severe heat stroke must have immediate aggressive support actions taken including:

- Call 911 - request immediate EMS response
- Move the student to a cool place
- Remove any extra layers of clothing and/or equipment (football pads, etc.)
- Take action to cool the student as quickly as possible via a running water hose, cold water bath or ice immersion as available

Additional information and resources related to the prevention, recognition and response to heat-related illness in schools can be found by visiting the California Department of Public Health website at [CDPH Health Guidance for Schools / Extreme Heat](#).

## Medical Emergencies

This document outlines staff actions to take during minor and major medical emergencies at school or at school-sponsored trips or events but does not provide instruction for first aid or CPR. First aid and CPR procedures are learned during appropriate courses. Any staff member providing first aid or CPR must refer to their personal training materials and skills learned.

In any incident involving a serious or life-threatening injury or illness OR where it may be unclear whether the injury or illness is serious or life-threatening CALL 911.

### **Injuries occurring on campus or during off campus school activities**

#### **MINOR INJURIES**

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

#### **SERIOUS OR LIFE-THREATENING INJURIES**

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

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

#### **INJURIES OCCURRING DURING A FIELD TRIP OR OFF CAMPUS EVENT**

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

In the event of an emergency:

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

## MEDICAL EMERGENCIES OCCURRING ON CAMPUS

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

Any medical incident may be deemed or reasonably determined to be an emergency by school staff if the student or staff member is in immediate need of physician care, EMS, or transport to a healthcare facility)

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

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

## PREPARING FOR EMERGENCY MEDICAL SERVICES / AMBULANCE TO ARRIVE:

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

## TRANSPORT OF PATIENT BY EMERGENCY MEDICAL SERVICES / AMBULANCE:

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

## AED Access and Sudden Cardiac Arrest

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

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

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

- LOCATION #1: A04 Health Office with Nurse Destinee Painter

### SUDDEN CARDIAC ARREST

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

- Racing heart, palpitations, or irregular heartbeat
- Dizziness or lightheadedness
- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise
- Excessive shortness of breath during exercise

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

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

### INSTRUCTION FOR USING AN AED:

- If someone collapses – tap the victim and shout “Are you OK?”
- If there is no response and the victim is not breathing or breathing irregularly, call 9-1-1 and get the AED.
- If someone else is present, send them to call 9-1-1 and get the AED.
- Begin Hands Only CPR – Push hard and fast in the center of the chest.
- Use the AED as soon as it arrives.
- Open the lid and turn on the AED.
- Follow the voice prompts.
- Expose the patient's chest –if wet, wipe dry
- Apply the electrode pads to the patient's exposed chest, as shown in the pictures.
- Listen to the voice prompts – Clear (do not touch) the patient when instructed to do so.
- Press the SHOCK button, if instructed to do so.
- Restart compressions on chest when prompted.
- Continue to follow the voice prompts.
- If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side).

- KEEP AED ATTACHED UNTIL EMS ARRIVES

PART 1

SECTION 4

School Discipline

# Site Based Discipline Policies

## Board Policy 5144 – Discipline

*Updated February 14, 2012*

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

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

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

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

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

## Administrative Regulation 5144 – Discipline

*Updated January 17, 2012*

### Site-Level Rules

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

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

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

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

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

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

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

#### CORPORAL PUNISHMENT

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

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

#### RECESS RESTRICTION

A teacher may not restrict a student's recess time as a form of punishment or discipline unless he/she believes that student's participation poses an immediate threat to the physical safety of the student or the physical safety of one or more of the student's peers.

If a student's recess period is denied pursuant to the above, school staff members shall make reasonable efforts to resolve such threats and minimize exclusion from recess to the greatest extent practicable.

All incidents of recess restriction shall be reported to the school principal.

#### DETENTION AFTER SCHOOL

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

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

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

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

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

#### COMMUNITY SERVICE

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

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

NOTICE TO PARENTS/GUARDIANS AND STUDENTS

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

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

## Suspension and Expulsion Policies and Procedures

This site adheres to all applicable laws and district policies regarding the suspension or expulsion of students including but not limited to board policy 5144.1 and administrative regulation 5144.1. Prior to suspending a student, the principal or a designee shall review the prior methods of corrective action. Prior to suspension, the school principal or designee shall share with the student a summary of previous corrective actions undertaken.

### Board Policy 5144.1 – Suspension and Expulsion

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

### SUSPENSION

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

### EXPULSION

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

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

### STUDENT DUE PROCESS

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

### SUPERVISED SUSPENSION CLASSROOM

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

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

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

## REQUIRED PARENTAL ATTENDANCE

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

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

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

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

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

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

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

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

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

## DECISION NOT TO ENFORCE EXPULSION ORDER

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

## Teacher Notification of Dangerous Pupils

Pursuant to Education Code 49079 this site is committed to notifying teachers of dangerous pupils. The procedure is as follows:

1. Teachers will be notified at the beginning of each school year that the district is obligated to provide notice to them regarding students that have been suspended or expelled during the school year. Teachers will sign and return the notice indicating that they have received the notice and understand that it is their responsibility to review the suspension report each month during the school year. Their signatures will also acknowledge their understanding that the student suspension/expulsion data is to be kept confidential and not to be disseminated. Regular teachers or long-term substitute teachers entering the school at any time during the school year will be notified as part of their orientation to the site. The notification shall include the procedure for teachers to access the monthly suspension report(s) and, if requested, individual notices of student suspension.
2. Any information received by a teacher pursuant to EC49079 shall be received in confidence for the limited purpose of providing notice to the teacher and shall not be further disseminated.
3. Notices of student suspensions/expulsions will be made available to teachers each month of the school year. Teachers will be responsible for reviewing the monthly suspension notice. The site administrators will notify teachers each month that they should review the monthly suspension report.
4. Monthly notices shall be kept in a locking file cabinet and shall be available to teachers. Monthly suspension reports from the current and previous three years shall be kept in this file.
5. It is the school site's responsibility to establish a procedure to review the cumulative folders of incoming students for notice(s) of suspension and/or expulsion anytime during the current and/or previous three school years. If suspension and/or expulsion notices are found in students' records, the notices may be provided to and recorded by the person responsible for preparing the monthly suspension report on the New Student Suspension Log (attached) and the log shall then be attached to the monthly suspension report. In place of using the New Student Suspension Log, a copy of the notice from the student's cumulative folder may be placed with the monthly suspension report materials.
6. Because EC49079 requires that teachers be provided notice of student suspensions for the previous three years, it will not be necessary to transfer notices of suspension with the cumulative folder when the student transfers to a school outside the district. It is recommended that a copy of the student's discipline/intervention screen be printed and placed in the cumulative file prior to sending the records to the new school district.
7. If a student's behavior warrants (e.g., violent or aggressive behavior), you may provide notice to teachers as soon as possible after a suspension or disciplinary action has occurred.

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

PART 1

SECTION 5

Search and Seizure

# Search and Seizure Policy

## Board Policy 5145.12 – Search and Seizure

The Governing Board recognizes the benefits to students and staff of a safe educational environment. The Governing Board is fully committed to promoting a safe, caring, and nondiscriminatory school climate and learning environment which is conducive to learning and enables students to feel safe and realize their full potential. To the extent possible, the Governing Board is fully committed to eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation. The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

### INDIVIDUAL SEARCHES

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

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

Employees shall not conduct strip searches or body cavity searches of any student. Searches of individual students shall be conducted in the presence of at least two District employees. The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

### SEARCHES OF MULTIPLE STUDENT LOCKERS/DESKS

All lockers and desks assigned to or used by students are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

### USE OF METAL DETECTORS

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

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

#### USE OF CONTRABAND DETECTION DOGS

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, non aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on District property or at District-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.

#### Administrative Regulation 5145.12 – Search and Seizure

#### USE OF METAL DETECTORS

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

1. Before the walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
3. If a second activation occurs, a hand-held metal detector shall be used.
4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another District employee.
5. The search shall be limited to the detection of the cause of the activation.

#### USE OF CONTRABAND DETECTION DOGS

Contraband detection dogs shall not be used in classrooms or other District facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual. Prior to conducting an inspection, students shall be asked to leave the room that will be subject to canine sniffing. No student shall be forced to leave personal items behind for inspection unless school officials have reasonable suspicion to search the item. Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts to a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

#### NOTIFICATIONS

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

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks.
2. The district's contraband dog detection program – if applicable
3. The use of metal detectors or other weapons detection systems.

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors or other weapon detection systems are to be used notifying that anyone may be scanned by metal detectors or weapons

detection systems for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

**PART 1**

**SECTION 6**

**Problem Resolution and  
Complaint Procedures**

## Problem Resolution

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

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

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

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

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

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

# Uniform Complaint Procedures

## Board Policy 1312.3 – Uniform Complaint Procedures

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

1. Any complaint alleging district violation of applicable state or federal law or regulations governing the following programs: Adult Education, After School Education and Safety, Migrant Education, Career Technical and Technical Education and Training, Child Care and Development, Child Nutrition, Consolidated Categorical Aid, Compensatory Education, Every Student Succeeds Act/No Child Left Behind, Tobacco Use Prevention Education, California Peer Assistance and Review Programs for Teachers Education, Regional Occupational Centers and Programs, School Safety Plans, State Preschool, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, Economic Impact Aid, and any other district-implemented program which is listed in Education Code section 64000(a) (5 CCR 4610).
2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person in district programs and activities including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code sections 200 or 220, Government Code section 11135, or Penal Code section 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).
3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campuses to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code section 222).
4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan ("LCAP"). (Education Code section 52075).
6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from board-imposed graduation requirements.
7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed.
8. Any complaint alleging district noncompliance with the requirements of Education Code sections 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (Education Code section 51228.3).
9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school. (Education Code sections 51210, 51223).
10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

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

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

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained. When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP process. The superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation. The superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

#### NON-UCP COMPLAINTS

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

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination/harassment shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

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

#### ADDITIONAL INFORMATION

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

Uniform Complaint Procedures are available online at <https://www.sanjuan.edu/our-district/policies-required-notice/uniform-complaint-procedures>

# PART 1

## SECTION 7

# Mandated Reporting and Required Incident Documentation

## Mandated Reporting - Suspected Child Abuse

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

Staff are required to:

1. Contact Child Protective Services (CPS) at (916) 875-5437.
  - a. If directed by CPS, call the appropriate local law enforcement agency:
    - i. Sacramento County Sheriff
      1. non-emergency line (916) 874-5115
      2. direct emergency line (916) 874-5111
      3. 911 as appropriate.
    - ii. Citrus Heights Police Department
      1. non-emergency line (916) 727-5500
      2. 911 as appropriate
2. **PREPARE A WRITTEN SUSPECTED CHILD ABUSE REPORT** on official reporting form SS8572 (available on the district intranet or by obtaining a password from CPS when submitting a phone report) within thirty-six (36) hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Keep a copy of the report for your protection in a confidential file. **(Do not file or record the suspected incident in the student cum record).**
3. Notify the site principal or the director/supervisor of your department of the report immediately.

### STAFF SHALL NOT NOTIFY SUSPECTED ABUSER OR PARENT/GUARDIAN

This is the responsibility of law enforcement or CPS

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

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

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

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

## Mandated Reporting - Critical Incidents and Crimes on Campus

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

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

The minimum acceptable information for an entry must include:

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

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

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

- Arson
  - Any willful and malicious setting of fire to or burning of any school structure or property.
- Assault with a deadly weapon
  - Any use of a firearm, deadly weapon, or instrument other than a firearm by any means of force likely to produce great bodily injury.
  - A deadly weapon may generally be, but not limited to; a firearm, stun gun, taser, bow and arrow, knives, cutting instruments, clubs, bottles, or explosives.
- Battery
  - The willful and unlawful use of force or violence upon the person of another
- Burglary
  - Any entry into a structure with the intent to commit a theft or any other felony.
- Destructive devices
  - Any device used for criminal purposes capable of harming others or causing damage.
  - Devices may include but are not limited to; any projectile containing an explosive, any rocket propelled projectile, any breakable container which contains flammable material, a sealed CO2 device.
- Drug and Alcohol offenses
  - Possession, use, sale or furnishing of any substance or paraphernalia that is prohibited by law.
- Explosive devices
  - Improvised and commercially or military obtained explosive devices.
- Graffiti
  - Any form of unauthorized painting, writing or inscription on school property required for damages estimated above \$100. Optional entry for incidents with a repair estimated below \$100 (unless hate related)
- Hate Crime

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

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

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

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

# PART 2

## SECTION 1

# Emergency Training, Drills and Procedures

## Emergency Response Procedures and Instructional Continuity

This site maintains emergency response procedures to address both likely and possibly emergency incidents whether occurring naturally, due to mechanical failure, or through a criminal act. These emergency response procedures are consistent with best practices identified through the National Safe School Initiative and the California Department of Education and were drafted in collaboration with local Fire and Law Enforcement agencies. All site staff are trained to swiftly enact these procedures. These protocols shall be reviewed by both local Fire and Law Enforcement representatives biennially. Detailed confidential response procedures are available for all staff and are contained within this plan's confidential tactical information section.

### Outside Agency Review:

AGENCY	REPRESENTATIVE NAME AND TITLE	DATE
Sac Metro Fire	Supervising Inspector Janae Smith	03/24/24
Sac County Sheriff	Asst. Sheriff LeeAnnedra Marchese	03/24/24
Citrus Heights Police	Commander Wes Herman	03/24/24

### Detailed Emergency Action Procedures Include:

- Active Shooter / Active Threat
- Bomb Threats, Suspicious Packages and Letters
- Chemical or Hazardous Materials
- Earthquakes
- Explosions, Aircraft Crashes or Similar Incident
- Fire
- Flood
- Gas Leaks
- Intruders
- Lockdowns
- Power Outage
- Severe Windstorm and Tornado

Specific response actions and training related to the above emergency procedures is considered confidential and not for public view. Detailed actions and training information can be found in the confidential Tactical Plan section of this document.

## Instructional Continuity Plan:

This site follows the San Juan Unified Instructional Continuity Plan (ICP). In the event of an emergency causing the closure of this campus, information regarding continuing academic instructions will be shared with the staff, students and parent(s) / guardian(s) within (5) five business days. This plan can be viewed at <https://www.sanjuan.edu/icp>

## Definitions - Site Safety and Emergency Response

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

### SHELTER-IN-PLACE

The lowest level response to a safety concern. Generally used when there is a non-life-threatening safety concern on or directly adjacent to the school campus. This action eliminates all unnecessary outside activities and directs students and staff indoors. All normal classroom and other indoor activities may continue without interruption. Depending on the nature of the safety concern, the site administrator may authorize limited outside activities, access to restrooms and meals in the cafeteria as appropriate and under supervision. During a shelter-in-place campus visitors may be restricted. This action is commonly used, but not limited to, in response to incidents such as:

- Response to a medical incident on campus to allow for the safe arrival of emergency responders.
- Severe weather / poor air quality
- Aggressive animal on campus
- General law enforcement activity near the site

### LOCKDOWN

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

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

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

### Evacuation

Used in response to various incidents when there is the need to immediately exit a structure, a specific area of or the entire campus due to dangerous conditions or the threat of physical harm. Evacuations may be initiated school-wide or limited / controlled to specific areas based upon the type and location of the risk or threat. Evacuations are most commonly used, but not limited to, in response to incidents involving:

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

## DUCK AND COVER

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

- Earthquake
- Explosion
- Active threat

## ACTIVE THREAT / RUN-LOCKDOWN -DEFEND

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

The safety response to Active Threat scenarios will require decisions based upon individual knowledge of the incident and immediate proximity to the threat. Safety responses include RUN, HIDE (Lockdown) and DEFEND.

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

## REUNIFICATION

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

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

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

# Inclusive School Safety Planning

## ACCOMMODATING PERSONS WITH MEDICAL, FUNCTIONAL OR SPECIAL ASSISTANCE NEEDS

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

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

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

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

## Staff Emergency Response and Safety Training

Pursuant to CA Education Code Section 32280, safety and emergency response training is provided to all staff members and volunteers. The site administration will ensure staff have reviewed and become familiar with the Comprehensive School Safety Plan including all emergency response procedures.

Staff that are trained, practiced and confident in fundamental emergency response actions help quickly bring a sense of calm, order and trusted safety in response to an unexpected emergency. It is recommended all staff receive annual refresher training at the beginning of each school year that includes:

- Fundamental Emergency Procedures
- Active Threat Response
- Catapult EMS
- De-escalation / conflict intervention

The principal or designee will be responsible for ensuring all new staff members, including temporary or intermittent staff, review these materials.

In addition to the above, the site safety team should regularly:

- Review delegated roles, responsibilities and assignments
  - Do assigned tasks or duties differ for various emergency types?
- Identify backup or cascade duty personnel to support necessary tasks in the absence of a team member
- Have a refresher Catapult training specific to safety team duties and communication

Safety training should continue throughout the school year taking advantage of quick learning opportunities during PD days, site meetings, or other appropriate events.

Debriefing incidents can be one of the most valuable learning and reinforcement tools. Critical debriefs involving the site safety team and district resources should occur within 24 hours of an event. A sitewide debrief involving all staff should occur within 5 days of the event.

- Candid discussion identify gaps as well as strengths and successes in response practices
- System evaluations and feedback can provide information on the effectiveness of communication pathways and tools such as Catapult, radios, PA alerts, etc.
- Lessons learned from the debrief sessions provide insight regarding necessary future training and equipment needs.

# Student Emergency Response and Drill Preparation Guidelines

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

## GENERAL GUIDANCE FOR ADMINISTRATORS AND STAFF

### Before Drills – all grade levels

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

### During Drills – all grade levels

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

### After Drills – all grade levels

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

## STUDENT EMERGENCY INSTRUCTION CONSIDERATIONS AND AGE APPROPRIATE FOCUS

### Preschool – Kindergarten

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

### Grades 1 – 3:

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

#### Grades 4 – 5

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

#### Grades 6 – 8

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

#### Grades 9 – 12

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

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

## Safety and Emergency Drill Requirements

All San Juan Unified school sites shall comply with the emergency drill requirements as identified in CA EC 32280.

Teachers will review appropriate expectations with students when responding to an emergency or safety action such as lockdown procedures, shelter-in-place procedures, active threat incidents, as well as fires and general evacuations in an age and grade appropriate manner at the start of each school year.

The following safety and emergency drills will be conducted as required:

- Schools will conduct the minimum number of drills as outlined here. Additional drills are encouraged and can be scheduled by the principal as appropriate.
- **Fire evacuation drills will be held:**
  - Elementary and K8 school sites – One (1) each month
  - Intermediate (Middle) school sites - Four (4) each year (two per semester)
  - Secondary (High) school sites – Two (2) each year (one per semester)
- **Earthquake drop and cover drills will be held:**
  - Elementary and K8 school sites - Four (4) times each year (once per quarter)
  - Intermediate (Middle) and Secondary (High) school sites - Two (2) times each school year (once per semester)
- **Lockdown drills will be held two (2) times per year at all school sites.**
  - The first drill must be held within the first 30 days of the first day of the school year.
  - The second drill must be held within 30 days of the first day of school in January.
- Post-drill review and debrief sessions are recommended and should include all appropriate stakeholders after each drill.

Drills should be conducted following the 3 P's -Planning, Purpose, and Participation.

- **Planning** - Drills should be planned in advance with the dates of drills shared with staff; no surprises. Planning includes preparing staff including providing any necessary related training materials, procedures, communication expectations, and support to prepare their students and share behavior expectations.
- **Purpose** - Each drill should have a clear objective. What is being tested? What are the goals or expectations of the staff participating? How is success measured or gaps identified?
- **Participation** - Participation is more than being present; it is an acceptance of responsibility to demonstrate an understanding of procedures and emergency practices within an assigned role to enhance staff, student and overall site safety. Participation is active and done with intent. Participation is required.

## Use of the California Standardized Emergency Management System (SEMS)

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

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

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

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

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

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

### INCIDENT COMMAND SYSTEM – SITE USE:

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

## Use of the National Incident Management Systems (NIMS)

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

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

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

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

NIMS plans include.

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

## Use of the Campus as a Community Shelter

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

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

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

## Catapult EMS – Use and Training

San Juan Unified has adopted CatapultEMS (Emergency Management System) as its incident management, communication and accountability tool to assist sites during emergencies and other general safety incidents. All staff shall be trained how to access and use Catapult EMS to effectively receive and respond to safety and emergency alerts.

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

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

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

The site principal is responsible for ensuring all staff assigned, whether permanent or temporary, have received training in and access to CatapultEMS.

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

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

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

# PART 3

# TACTICAL PLAN

Confidential – This Section Not for Public Distribution

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