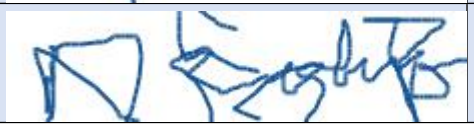
Comprehensive School Safety Plan

2025-26
School Year

School:	Independence High School
CDS Code:	31-66928-3130119
District:	Roseville Joint Union High School District
Address:	125 Berry Street Roseville, CA. 95678
Date of Adoption:	1/21/2026
Date of Update:	12/1/2025
Date of Review:	
- with Staff	2/1/2026
- with Law Enforcement	1/20/2026
- with Fire Authority	TBD

Approved by:

Name	Title	Signature	Date
Ross Fernandes	Principal		1/28/26
Sybil Healy	Assistant Principal		1/28/26
Forrest Gray	Youth Resource Officer		02/02/2026
Juanita Saldana	Counselor		1/28/2026
Sarah Wilder/Dayle Edgerton	School Nurse		02/03/2026

Name	Title	Signature	Date
Jan Hammond	Administrative Assistant		01/28/2026
Tyler Patten	Teacher		2/2/2026
Ishaan Kang	Student		1/2726
Suzanne Sampson	Parent		1/21/2026

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

Independence High School website https://rjuhsd.us/pathways
A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Roseville Pathways Vision: Every Student. Every Staff. Safe Secure Successful.

Components of the Comprehensive School Safety Plan (EC 32281)

Independence High School Safety Committee

Assessment of School Safety

Discipline Data
CHKS
Drill processes
Catapult Data and Reports
Attendance Data
Behavioral Threat Assessment and Management Data
Vulnerability Assessments
California Dashboard
In review of the data above the site safety team continues to work in areas for improvement with campus infrastructure, vulnerability and threat assessment recommendations and building positive school climate through collaboration with all stakeholders. These efforts are documented in our CSSP in each sites safety goals (listed in section H of this document).

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

Staff and students review safety protocols twice a year and monthly safety drills are conducted to ensure all stakeholders are prepared
All staff is connected to the Catapult EMS System to ensure proper communication during an emergency
CatapultEMS is linked with WeTip to serve as our anonymous reporting system for staff, students and community
Safety Committee has monthly meetings to discuss school safety; physical and psychological, and discuss progress toward safety goals listed in the CSSP
District Administration leads monthly District Safety meetings to support development of strong safety practices and process districtwide
Site Behavioral Threat Assessment and Management (BTAM) team meetings (Minimum once a month and as needed for referrals)
District Behavioral Threat Assessment and Management (BTAM) Quarterly meetings; to support continuous learning and fidelity of practice
Full time SRO, nurse are on every school campus to support safety / heath needs of students.
Implemented the Behavioral Threat Assessment Management Protocol for the district level. This process is in partnership with local law enforcement to support the prevention of targeted violence on campuses.
MTSS / PBIS / Climate and Culture teams to focus on building positive and inclusive school climate
Each school site is staffed with the following resources to support school safety efforts: school counseling teams, Wellness Centers on site, Family and Community Liaison, Learning Support Specialists, Program specialist (Special education)
Voluntary health and safety training offered to staff to include, but not limited to; STOP the Bleed, Epipen, AED, Active Shooter exercises, BTAM, Reunification and Narcan.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Child Abuse Prevention and Reporting BP 5141.4
Child Abuse Prevention and Reporting AR 5141.4

RJUHSD is committed to maintaining a safe, secure, and nurturing educational environment that is free from child abuse, neglect, sexual misconduct, grooming behaviors, and boundary violations. This section establishes preventative practices, supervision expectations, reporting procedures, and professional conduct standards consistent with Senate Bill 848 and applicable law.

A. Professional Boundaries and Conduct
District employees, volunteers, and contractors are required to always maintain clear and appropriate professional boundaries with pupils. Prohibited conduct includes, but is not limited to:

- Private or isolated interactions with pupils that are not observable or interruptible
- One-on-one communications with pupils through personal social media accounts, text messaging, or digital platforms outside approved District systems, unless a parent or guardian is included
- Sharing personal contact information, gifts, or favors not authorized by the {District}
- Any behavior that could reasonably be perceived as grooming, favoritism, or inappropriate familiarity

B. Supervision and Environmental Safeguards
To reduce risk and promote visibility:

- Pupils shall be supervised and monitored in classrooms, hallways, restrooms (as appropriate), locker rooms, playgrounds, and during extracurricular activities
- Staff shall position themselves to maximize visibility and minimize isolated interactions
- Use of classrooms and non-classroom spaces shall follow District supervision and access protocols
- Staff are prohibited from meeting alone with pupils in locations that are not easily observable. A “No one on one” rule should be followed at all times, with observers present to maintain visual contact via a window even for sensitive discussions.

C. Electronic Communication and Digital Safety
District-approved communication platforms shall be used for instructional and school-related communications. Communication guidelines include: Use of district issued email address, Aeries communication, ParentSquare, and the Remind App.

- Age-appropriate limitations on electronic communications between pupils and adults
- Prohibition on private messaging outside approved systems unless authorized and documented
- Expectations that communications remain professional, transparent, and school-related
- Monitoring and documentation of digital communications when required

D. Training and Awareness
RJUHSD provides annual training to employees, volunteers, and contractors on:

- Identification and prevention of child abuse, neglect, sexual misconduct, and grooming behaviors
- Mandated reporter responsibilities and timelines
- Professional boundaries and appropriate conduct
- District reporting procedures and protections for reporters

Proof of training completion shall be maintained in accordance with District procedures through the Human Resources Department.

E. Reporting and Response Procedures
All District employees, volunteers, and contractors who are mandated reporters shall:

- Immediately report known or reasonably suspected child abuse or neglect to the appropriate authorities as required by law
- Follow District internal reporting protocols without delay
- Cooperate fully with investigations conducted by law enforcement or Child Protective Services

RJUHSD strictly prohibits retaliation against any individual who makes a report in good faith.

F. Coordination with Risk Management and Safety Partners
RJUHSD works in collaboration with:

- Local law enforcement and first responder agencies
- RJUHSD public entity risk pool joint powers authority.

This collaboration supports the identification of best practices for preventing abuse, misconduct, injury, and violence and informs ongoing safety planning efforts.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
Emergency and Disaster Preparedness AR 3516

Disaster Plan

Administrative Regulation 3516: Emergencies And Disaster Preparedness Plan
All Emergency Response procedures are addressed at the end of this document.

Adaptations for Students with Disabilities

Emergency response procedures are reviewed and updated to ensure the plans for responses (and drills) do have clearly defined and support process for supporting students with disabilities. These practices are included in all drills for students and staff on campus. These practices are in alignment with federal Americans with disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), the federal Individuals with disabilities Education Act (20 U.S.C. Sec 1400 et seq.) and Sections 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 7949a)). Students with disabilities requiring an individual safety plan due to their unique needs have a plan created by their site teams and reviewed annually during their IEP meeting or anytime deemed necessary by school safe to address the changing needs of the student.

Public Agency Use of School Buildings for Emergency Shelters

Emergency and Disaster Preparedness BP 3516

RJUHSD maintains a standing MOUs with the American Red Cross, Placer County Fair Grounds and Placer County Office of Education to ensure use of facilities as emergency shelters and reification centers when deemed necessary.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion Due Process BP 5144.1
Suspension and Expulsion Due Process AR 5144.1
Suspension and Expulsion Due process (Students with Disabilities) AR 5144.2
Conduct BP 5131
Discipline AR 5144
Discipline BP 5144

Discipline data is reviewed quarterly and at the end of each school to assess for trends of behaviors to structure prevention and intervention strategies specific to site data. Administrators give feedback at the end of each semester through Discipline Data reflection submitted to the district office after analysis of site discipline data, and review districtwide trends.

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

California Education Code (EC) sections 32281(a) and 32282(a) and developed pursuant to Education Code 49079
A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity in alignment with Sections of Ed Code 48900:
Causing, attempting, or threatening physical injury to another;
Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
Committing or attempting to commit robbery or extortion;
Damaging or attempting to damage school property;
Stealing or attempting to steal school or private property;
Committing an obscene act or engaging in habitual profanity or vulgarity;
Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;
Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;

Knowingly receiving stolen school or private property.

Prior to the first day of each term, District staff will notify teachers, counselors and administrators that they have access to their students discipline records through the District Student Information System (SIS)Aeries.
Please remember that student records that are shared are considered confidential and shall not be shared with any other members of the school that do not have a legitimate educational interest for that child. Sharing of confidential student information may result in disciplinary action.

Upon notification by District, staff teachers can use their Aeries access code to open individual students discipline records for students in their classes. Staff will have the ability to review student discipline records throughout the term (in the event there are any additions or changes to a student's discipline record).
Additionally, site administrators will notify a student's teachers and counselors, (thru an email notification) in the event there is notification by local law enforcement (throughout the school year), of criminal activity that falls within the requirements as outlined in Ed. Code 49079.

(E) Sexual Harassment Policies (EC 212.6 [b])
Sexual Harassment BP 5145.7
Sexual Harassment AR 5145.7
Title IX Sexual Harassment Complaint Procedures AR 5145.7

These polices address districtwide processes to address and prevent Sexual Harassment and discrimination of the students and staff of RJUHSD. RJUHSD provides annual training to staff and students of these processes and procedures as part of our prevention plans to support a Culture of Care for all in staff and students of the district. These policies support the district in holding students and staff to a high standard of behavioral conduct to ensure the safety of all districtwide.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Dress and Grooming BP 5132
Dress and Grooming AR 5132
Gangs BP 5136
Gangs AR 5136

Gang-Related Apparel
At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

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

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

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

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

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

To ensure on-line students have access to both academic and human resources.

Component:

Component I: People and Programs - Create a Caring and Connected School Climate with the addition of Roseville Pathways (Adelante High School and Independence High School) as a unified program.

Element:

Provide a safe learning environment for all key cohort groups: race, ethnicity, ELL, SWD, and SES through trauma-informed care practices.

Opportunity for Improvement:

Continued targeted focus on monitoring student progress at IHS and initiating appropriate safeguards for positive attendance.

Objectives	Action Steps	Resources	Lead Person	Evaluation
OBJECTIVE 1.1 Staff will focus on engaging students with Dual Enrollment opportunities and flexible scheduling.	Attendance at weekly Advisory Meetings MTSS interventions and updates	On site trainers RJUHSD Coordinator of Instructional Technology	Administrative Team Advisory Leads Advisory Teachers	Shared feedback from Monday staff meetings and Advisory weekly meetings
OBJECTIVE 1.2 Full implementation of PBIS procedures with an on-line focus	Staff training - monthly meetings PBIS Team training - PCOE Implementation of new cell phone policy as part of PBIS Apply for Silver Designation	Pathways Staff PCOE Trainers	PBIS Team: Independence HS Adelante HS	Student and staff surveys PBIS behavior tracking MINGA app

Objectives	Action Steps	Resources	Lead Person	Evaluation
OBJECTIVE 1.3 Continue to refine gradebooks 1. Specific focus on IHS gradebooks 2. Provide gradebook clarity for students/families	Colored coded approach to sharing gradebook information with students and families	On site Gradebook lead AERIES/Canvas learning platforms Site Coordinator of Instructional Technology	District Office Advisory Teachers Site Leads	Parent Square Communications Back to School Nights Student/Parent Orientations Site Feedback
OBJECTIVE 1.4 Increase human resources for support for all students and programs.	Human resources for the 2025/26 school year: -2 Learning Support Specialists -Additional Family Engagement Liaison -New Student Resource Officer	Master Agreement Evaluations Behavior Threat and Management Tools	PBIS Team MTSS Team Site Counselors Site Nurse SRO Administration	Data collected from Wellness Center, Site SART meetings, and student/family conferences.
OBJECTIVE 1.5 Consistent processes for monitoring student attendance	Collect data and information from attendance records and share with staff and students. Issue Master Agreement Evaluation letters. Set up parent meetings. Determine students placement at IHS	Intervention processes Documentation in AERIES MINGA Parent/student communications	PBIS Team MTSS Team Site Counselor School Nurse SRO Administration	Data collected from Wellness Center, site evaluation meetings, and student/family conferences.
OBJECTIVE 1.6 Continued mitigation of 85% or below attendance and drug use (vaping) in student restrooms	Use of MINGA for attendance tracking and communications with families and students.	On-line support for teachers and students Advisory check ins and check outs	Administrative Team Advisory Teachers	Data collected from Wellness Center, site evaluation meetings, and student/family conferences.

Goal

To ensure Independence students and staff have access to safety procedures in-person or on-line.

Component:

Component II: Campus / Facilities

Element:

Provide a systematic approach to address potential threats to students and staff in the areas of health, bullying, and general safety.

Opportunity for Improvement:

Independence Pathways Site - will adopt the appropriate resources to establish a plan for student/staff evacuations and reunification drills that follows protocol set by BTAM and Catapult EMS

Objectives	Action Steps	Resources	Lead Person	Evaluation
OBJECTIVE 2.1 Update the schoolwide crisis response plan to include the PREPARED crisis response model. Key focus on Mental Health.	Parent/Student Orientation - share crisis response and complaint response procedures. Ensure staff and students are aware and understand the intent of the PREPaRE model.	PREPaRED Trainings fall 2025 Districtwide Safety meetings	District Office Personnel	Implementation based on RJUHSD timeline
OBJECTIVE 2.2 Implement an effective evacuation and reunification drill. 1. Pathways Tabletop Training 2. Pathways to pilot District Reunification procedures 20025/26 school year	Attend workshops: -Review setup at the Grounds (Roseville City) -BTAM training -Catapult EMS	Site Safety Team District Safety Lead	Site Safety Team District Safety Lead	Ongoing implementation of appropriate resources to ensure that evacuation and unification drills can be executed.
OBJECTIVE 2.3 Replace the Five Star student tracking system with MINGA. Prompt awareness and use of the new student tracking system for monitoring and rewarding student behaviors.	Ensure all students have the MINGA app and train students and staff on the MIINGA functions. Emphasize notifications to be received by parents and students: tardies, detentions, etc.	MINGA system Student Advisory (at Independence HS) Teachers - Advisors	Office Staff Counselors PBIS Team	MINGA accountability system and reports.
OBJECTIVE 2.4 Ensure BTAM updates reflects the increased number of students arriving to Adelante in need of specific emotional and behavioral supports.	Review BTAM procedures with team and communicate to staff. Ensure BTAM documentation is accurately uploaded into AERIES	BTAM report (district-wide and individual sites)	Site Safety Team BTAM Team	Reports generated from BTAM. investigations and follow up meetings.
OBJECTIVE 2.5 Practice monthly drills in alignment with drills scheduled by the District	Practice school-wide monthly drills ex. fire drills, lock-down, evacuation / reunification, active shooter	Site Safety Team	Site Safety Team	Reports generated from Catapult EMS

Objectives	Action Steps	Resources	Lead Person	Evaluation
OBJECTIVE 2.6 Onboard new staff with Catapult. Ensure staff utilizes all primary aspects of the emergency response system. Emphasis on teachers initiating emergency actions.	Ensure Pathways staff have access and receive notifications from the Catapult EMS system.	District Tech District Safety Lead Catapult Consultant Assistant Principal	Site Safety Team	Student and staff feedback and use of Catapult functions.

Goal

Component:

Component III: Policies and Procedures

Element:

Hispanic Heritage Club
Recognition and celebration of the cultural contributions of Spanish-speaking communities, regions, and countries.
Bring Change 2 Mind
Student Club that supports positive school climate and culture throughout the school year.

E-Sports Club
A new student club initiated fall 2019. The club promotes healthy gaming practices as well as providing opportunities for students of diverse backgrounds to engage in a safe and fun environment.

Adelante/Pathways Updated Staff Handbook
Provides a summary of staff expectations schoolwide. Also, ensures staff is aware of important communications regarding student engagement and general site safety.

Athletics: Basketball, Flag Football, Volleyball, soccer, and Softball
Increased student attendance and passing coursework for students involved in the Adelante athletic program. The co-ed athletic program allows students to enjoy success outside of the classroom while encouraging healthy competitive practices.

Wellness Center
The Wellness Center has increased its visibility and student outreach this school year. Adelante students have made effective use of support offered by the Wellness Center including the Teen Intervene program. Additionally, Adelante has increased human resources with newly hired supports - 2 Learning Support Specialists (LSS) and a Family Engagement Specialists (FACE).

School Nurse
Adelante continues to have access to a full time nurse for Adelante and Independence that will lead to greater options to address the health needs of all students; from basic needs such as hearing and vision to offering assistance with parenting teens.

Parent Communications
Continued review and update of the Pathways website with new district office support and guidelines. AERIES Parent Square continues to be used to communicate with parents and students regarding upcoming events as well as pertinent academic, attendance, and health news. Adelante HS shares a digital monthly newsletter (via Canva) to all Adelante stakeholders to keep them well-informed of campus activities. Provided more focused outreach for Early Middle College and other Pathways academic

programs.

Partnerships:
The Roseville community continues to support Adelante HS in various ways: School First - engages in the annual Financial Reality Fair, Career Day, student workshops and field trips. PCOE provides student/parent wrap around services inclusive of the Crisis Resolution Center and SARB. SFAF organizations offers students career and college workshops from resume writing to mock job interviews. Community outreach offering workshops and information about student attendance, grades, vaping, postsecondary success, and more. Parent University is held in conjunction with Adelante/Roseville Pathways Open House Mixers held in the fall and winter terms.

Additional student support:
All staff uses Canvas for student academic access
Implementation of tech tools to increase student engagement
Updated lesson design and implementation via professional development
Increased parent/student communications
Advisory - at the Independence campus
Innovative curriculum and variable grade practices.
LSS - Learning Support Specialist - tutoring, student academic tracking, etc.

Opportunity for Improvement:

Pathways staff realizes the need to review and evaluate current PBIS practices in order to provide effective student support. The site will continue to emphasize restorative practices to address culture and climate as well as student academic progress. Additionally, Pathways through the district-wide CSI process will focus on reimaging Adelante and Independence High School as schools of choice.

Objectives	Action Steps	Resources	Lead Person	Evaluation
3.1 Increased parent and student communications using a color-coded systems that informs parents and students of their academic and behavior standing (via MINGA).	Awarding pride passes and other recognitions for increased and improved attendance, credits earned, and behavior.	PBIS funds MINGA	Assistant Principal Site Counselors PBIS Team	Evaluation of credits earned, attendance, and behavior via AERIES and MINGA data.
3.2 Create a positive school culture through restorative practices.	Staff will engage students in restorative practices to create a welcoming and safe environment.	Training for staff on restorative practices and PBIS	Assistant Principal Site Counselors PBIS Team Advisors	Student behavior - AERIES intervention and discipline dashboard PBIS - Pride points and student recognition system
3.3 Increase student access to Dual Enrollment and CTE courses.	Ensure students understand how to access and enroll in available dual enrollment and CTE courses.	Sierra College DE Teacher Lead District Office - Ed Services	Site Administration DE Teacher Lead	Master Schedule Student schedules Enrollment numbers Progress/Final Grades

3.4 Refine and monitor attendance and cell phones at IHS for students on campus in conjunction with the MIGNA app.	Send automatic alerts to parents and students with violation notifications. Include reminders in student announcements.	PBIS program All Pathways Staff	PBIS Leads Pathways Teachers	Evaluate data from MINGA Review Aeries discipline data

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Discipline BP 5144

Discipline AR 5144

Independence High School Student Conduct Code

RJUHSD discipline processes and procedure are established to support creating and maintaining a safe school environment. RJUSHD strives to maintain positive behaviors supports to guide students to engage in their learning environment and thrive in a positive school culture through building positive relationships and accountability.

Conduct Code Procedures

All of our sites work through a progressive discipline process.
Teacher utilize classroom management strategies to support positive student interactions. Schoolwide expectations are supported and share through the use of Positive Behavior Intervention Systems (PBIS) districtwide. Teachers communicate with families to intervene when student behaviors are meeting classroom expectations. IF behavior does not improve, teachers are expected to refer the student to administration for further disciplinary actions or interventions.
Student Referral to administration through Aeries student information system.
Administrative actions will include consequences and other means of correction as noted in the district administration Discipline Guiding Principles document and Administrative Discipline Handbook

(K) Hate Crime Reporting Procedures and Policies

Non Discrimination In District Programs and activities BP 410

Hate Motivated Behavior BP 5145.9

The following polices support RJUHSD and their efforts to provide a safe and orderly environment for all students.
RJUHSD supports students and community in reporting behavior that may pose a threat to our students, staff or community through our anonymous reporting website link or QR codes posted through out campuses districtwide.

(J) Procedures to Prepare for Active Shooters

RJUHSD schools participate in drills to support preparedness for an active shooter situation in which the response would result in a Lockdown of the campus and / or individual responses resulting in self evacuation (Run, Hide, fight) by students and / or staff. These drills are scheduled and communicated to school staff, students and families bi-annually. RJUHSD practices these drills with a trauma informed approach that is age appropriate for students at the high school level, and take in consideration the needs of our student's with disabilities.
RJUHSD works alongside our Law Enforcement Partners, which includes the Roseville Police Department, Placer County Sheriff's Office, and the Sacramento Sheriff's Office. Throughout these longstanding partnerships, we have built a collaborative, supportive, response model where additional resources can quickly be utilized, with the common goal of safely and efficiently stabilizing situations that jeopardize the safety of our campus communities. Some of these additional resources include local members of multi-jurisdictional agencies who are knowledgeable in the Nationally Recognized Incident Command Structure, tactical response teams, including crisis negotiators with advanced training in de-escalation strategies, and Law Enforcement Personnel with specialty equipment and expertise in stabilizing unpredictable, dynamic, emergency situations. Tactical response plans created by the RJUHSD are kept within Law Enforcement documents and are not shared with the public. In addition, the district holds a MOU with Roseville

Police Department and Placer County Sheriff's Office to allow access the security cameras to support emergency and tactical response during a critical event on campuses within their jurisdictions. RJUHSD does cooperate with our law enforcement partners to conduct active shooter exercises and training on our campuses outside of the regular school calendar when staff and students are not present.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying BP 5131.2
Bullying AR 5131.2

RJUHSD has adopted BP and AR 5131.2 Bullying, to support prevention efforts of acts of bullying and cyber-bullying. These specific processes are addressed in each school sites goals within the CSSP and are supported through school site PBIS teams and administration. RJUSHD does maintain an anonymous reporting system which can be used by staff, students and community members to report any incident of bullying ro cyberbullying. These reports are triaged through site teams to respond in a timely and appropriate manner to support any victim that maybe a student of staff member of RJUHSD.

Opioid Prevention and Life-Saving Response Procedures

Prevention:

· Awareness of risks of fentanyl use are embedded in the school drug presentations that take place during Health classes. Schools participate in substance abuse prevention campaigns throughout the school year.(i.e. "One Pilll Can Kill", Every Fifteen minutes)

· Health curriculum provides education on drug use and effects of drug use

· Wellness referral for Teen Intervene (controlled substance intervention curriculum)

· Voluntary training for all staff on administration of Narcan in the event of an overdose on campus All sites have doses of Narcan available on site in multiple locations

Response:

· Notification to School nurse, administration and SRO if student is exhibiting symptoms of an opioid use

· Call 911 for emergency response to be dispatched

· Evaluation by trained personnel to identify the need for the use of Narcan on the student / victim of opioid use or exposure prior to the arrival of EMS if necessary

· Staff notifies parents / guardians

· Place school on HOLD if necessary to help support the privacy of the response to the student experiencing the emergency

· Crisis response protocol activate for student returning from a hospitalization: return to learn meeting, safety planning (if needed), family guardian support, appropriate and timely supports are offered for student s in crisis.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Behavioral Threat Assessment and Management BP 5132.62

RJUHSD responds promptly to dangerous, violent, or unlawful activity through vigilant campus monitors, School Resource Officers (SRO), and staff training on behavioral threat assessment and management (BTAM). RJUHSD does support a districtwide anonymous reporting online link that can be accessed through each schools website or through numerous QR codes that are posted across every campus. Incidents reported through the anonymous report link are monitored by WeTIP online monitoring systems and site safety teams. Follow-up is done on all reported dangerous activity by administration, BTAM team members and SROs, when necessary. RJUHSD has adopted BP 5132.62 Behavioral Threat Assessment and Management to ensure all threats to campus safety are addressed in the proper manner to support a multidisciplinary approach to prevention of targeted violence. For additional emergency and crisis response procedures please see Safety Plan Appendices within this document. The district will ensure that these representatives attend annual training to remain informed about the evolving threat landscape affecting our schools and the community. Ongoing participation and training will help maintain current, evidence-based practices aligned with district expectations for prioritizing student and school safety through the prevention of targeted violence.

Instructional Continuity Plan

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

General Information
The Roseville Joint Union High School District (RJUHSD) recognizes that disasters—whether natural, public health-related, or otherwise—can significantly disrupt the educational experience. In response, RJUHSD has developed a flexible instructional continuity plan that ensures all students continue to receive a high-quality education regardless of the circumstance. This plan is designed to safeguard student and staff well-being, maintain engagement and progress, and ensure equitable access to resources during times of emergency.

Emergency Engagement Protocol (per SB 153, Section 9)

This document is a living plan that may be revised to respond to future events. RJUHSD remains committed to academic excellence and student wellness under any circumstances.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 1st, 2025 and adopted by Independence High School on May 19th, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

RJUHSD has developed a flexible instructional continuity plan that ensures all students continue to receive a high-quality education regardless of the circumstance. This plan is designed to safeguard student and staff well-being, maintain engagement and progress, and ensure equitable access to resources during times of emergency.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Independence High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

RJUHSD maintains a variety of automated and schoolwide communication tools to support instructional continuity and student engagement. These include mass messaging systems (such as Aeries Communications, ParentSquare, and Catapult), text alerts, email lists, and school websites. These platforms allow the timely distribution of information, reminders about instructional access, and crisis response during emergencies. They are used across all sites and play a key role in delivering access instructions, login credentials, printed material pickup details, and technical support resources.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

RJUHSD will continue use our standard platforms for parent, student community engagement via Aeries Communication, Homelink, Canvas classroom, and in-person events when appropriate.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

RJUHSD continues to actively work to establish and maintain emergency mutual aid agreements and partnerships with neighboring LEAs and the county office of education. These partnerships allow for the temporary reassignment of students to alternate locations in the event of facility damage or long-term displacement. Per the ICP, reassigned students will be considered residents of the host district for the duration of the emergency.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Social-Emotional, Mental Health, and Academic Support:
Families will receive information about available counseling services, wellness check-ins, and academic intervention options.
Referrals to social-emotional support, mental health counseling, and community agencies will be made as aligned with our crisis response plan.
Outreach teams, including counselors, social workers, psychologists, and wellness staff, will facilitate crisis response protocols for

students as identified by each school or program.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Independence High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Instructional timelines will be established, when feasible, to ensure that students receive timely information from their teachers related to assignments, instruction, and assessments. Communication will identify whether the instruction is in-person or remote and provide updates on the anticipated timeline for resuming normal operations. RJUHSD will utilize multilingual communication and translation support to ensure equitable access across all student groups.
This timeline will not exceed no more that 10 instructional days to be put in place; unless infrastructure is not available due to destruction of district based resources or facilities.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

When possible, RJUHSD will provide in-person instruction with appropriate health and safety measures in place. Students at greater risk of learning loss or with specialized needs will be prioritized for on-campus services. Small group instruction, tutoring, and social-emotional support will be implemented to support recovery from interrupted learning.
To ensure continuity of instruction following an emergency. To inform the reopening timeline, the district will evaluate facility safety, staffing capacity, and transportation access.
If in-person instruction is not possible, students may temporarily enroll in:
Independent Study, in alignment with EC Sections 51747 and 51749.5
A neighboring LEA or county office of education under the residency provision of the ICP

Remote Instruction

Plans for remote instruction.

As required, Independence High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

The Hybrid Learning Model provides a flexible option. Students are divided into cohorts (A/B) and attend school in person on alternating days, with remote instruction on other days. This model ensures safety through reduced campus capacity and can scale up or down as needed.
III. Distance Learning
In the event in-person instruction is not feasible, RJUHSD will activate its Dynamic Online Learning (DOL) model. This ensures all students continue to access grade-level standards-based instruction. Educators will deliver synchronous and asynchronous learning using district-adopted curriculum and instructional technology.
RJUHSD's instructional approach is designed to maintain flexibility and ensure that curriculum content can be delivered both in-person and online with minimal disruption. Instruction will prioritize essential learning standards and define clear, achievable learning objectives aligned with California Content Standards. Teachers will adapt curriculum pacing as necessary to accommodate students' unique needs during and after emergencies. Staff receive ongoing training in integrating technology to support instruction and assessment, ensuring continuity of high-quality education.
Screening tools and regular formative assessments are used to monitor progress. Teachers check for understanding through assessments and timely feedback and offer additional academic support when needed through tutoring, academic check-ins, and office hours.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To support a seamless pivot from in-person to remote learning, RJUHSD has strengthened its technology readiness plan. The district supports students and families throughout the school year with training and guidance on the use of the online Learning Management System and digital meeting platform. In addition, RJUHSD will provide "digital backpacks"—bundled access to core instructional platforms and tools—that students can easily access in the event of a closure.
RJUHSD also maintains a reserve of devices that can be quickly distributed to replace any damaged or destroyed devices during a disaster. Wi-Fi hotspots are available for deployment to students in need, ensuring connectivity continuity even in emergencies.
As a 1:1 district, RJUHSD ensures every student can access a district-issued device. For those needing connectivity support, the district provides hotspots and works with families to access low-cost internet solutions.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Instructional platforms such as Canvas, print materials, and Zoom remain continuously available and supported to allow for quick transitions between learning models. These systems provide access to lesson plans, assignments, recorded sessions, and communication with staff. The plan accounts for conditions where technology-based communication may be impaired.
All instructional materials defined in EC Section 60010(h)—including digital and print-based textbooks, assignments, and supplemental tools—will be accessible through the district's website, Canvas, Parent Square, Aeries, and physical distribution points as needed.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Independence High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In case of significant displacement or destruction of facilities, RJUHSD will coordinate with local agencies and Placer County Office of Education to establish alternative instructional spaces, including shared facilities, mobile classrooms, or community-based drop-in centers. Additionally, sites will coordinate with local emergency agencies and utility providers to assess areas most impacted and adjust outreach accordingly.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Initial Contact (within five calendar days):
Site staff and/or district personnel will initiate contact with all students and families using existing communication tools such as Aeries Communications, school email, phone calls, Parent Square, and social media.
If connectivity is limited due to infrastructure or power outages, printed materials, flyers, and home visits will be used when safe and feasible.
Two-Way Communication: Continuous throughout the response to the incident - with minimum of weekly progress reports.
Communication platforms will support feedback loops through email replies, Google Forms, Parent Square, text responses, or dedicated phone lines.
Site teams will monitor responses and follow up as needed to ensure communication and engagement.
Social-Emotional, Mental Health, and Academic Support:
Families will receive information about available counseling services, wellness check-ins, and academic intervention options.
Referrals to social-emotional support, mental health counseling, and community agencies will be made as aligned with our crisis response plan.
Outreach teams, including counselors, social workers, psychologists, and wellness staff, will facilitate crisis response protocols for students as identified by each school or program.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Instructional staff are provided with professional development to enhance their practices in digital environments. This includes training in online tools, accessibility strategies, and engagement techniques.
During a disaster response, staff may take on modified roles including technology support, outreach coordination, and home visitations. Classified and certificated personnel are cross-trained to ensure continuity of operations.
RJUHSD does maintain 1:1 Chromebooks for all students, supports through Canvas as our instructional platform.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

RJUHSD uses formative assessments to evaluate student learning status, particularly in ELA, mathematics, and ELD. Data informs targeted interventions and instruction.
Interventions include extended learning time, small-group tutoring, after-school programs, and instructional aides.
Progress monitoring tools, benchmark assessments, and educational partner feedback will guide adjustments to learning loss mitigation strategies.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Additional support is provided for English learners, students with disabilities, foster youth, and students experiencing homelessness. Services include virtual IEP meetings, teletherapy, language support, and individualized tutoring.
RJUHSD aligns its practices with guidance provided by the California Department of Education (CDE) to support students with disabilities in remote learning environments.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Support for students with IEPs will be implemented according to the Emergency Conditions Plan section of their IEP.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

The district also ensures EL students are appropriately supported when participating in Independent Study.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Instructional staff are provided with professional development to enhance their practices in digital environments. This includes training in online tools, accessibility strategies, and engagement techniques.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

RJUHSD draws on the California School Safety Plan (CSSP) guidelines aligned with EC Section 32282.1(a) to ensure comprehensive support for physical and mental well-being. The district provides access to credentialed counselors, psychologists, wellness staff, and community intervention professionals, including those who speak languages other than English.
The district also references resources such as the National Association of School Psychologists' evidence-based initiatives to foster safe and supportive learning environments essential for student success.
Mental health services are expanded through counseling, virtual wellness rooms, and crisis support.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The ICP will be reviewed annually as part of the CSSP. Site safety teams that provide feedback for the CSSP will provide feedback on the ICP. All school site safety teams will provide feedback to the district level team for considerations and updates to the plan for approval by school site councils and the school board by March 1st of every year.

Integration with Comprehensive School Safety Plan (CSSP)
RJUHSD Instructional Continuity Plan

Integration of this Instructional Continuity Plan (ICP) into Independence High School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Independence High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Since the ICP has been added to the CSSP, the ICP will now be reviewed annually as part of the CSSP annual review process.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually in alignment with the CSSP annual review or after an event in which the plan is activated

Procedures for Immigration Enforcement Notification

District Communications
Response to Immigration Enforcement BP 5145.13
Response to Immigration Enforcement AR 5145.13

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

In compliance with Senate Bill 98, the Roseville Joint Union High School District is committed to keeping families informed and engaged through clear, timely, and effective communication. The district prioritizes two-way communication, ensuring parents and community members not only receive important updates but also have opportunities to engage in dialogue regarding emergencies, district news, and community activities.

In the event of an emergency—including reunification, family engagement, or immigration-related situations in accordance with SB 98—parents will be notified through the district's official communication platforms: ParentSquare and Aeries Communications. When appropriate, staff members will also receive alerts through Catapult EMS. The content and timing of a notification shall consider the safety and well-being of the pupils, employees, and community members of the affected school site when determining when and how to issue the notification to parents and guardians of pupils, teachers, administrators, and school personnel.

When RJUHSD confirms the presence of immigration enforcement personnel on a school campus, the District shall:
1. Initiate a notification to parents/guardians, students (as appropriate), teachers, administrators, and other school personnel, of the affected school site, using the established communication systems.
2. Ensure notifications are factual, neutral, and timely, and do not include personally identifiable information (PII).
3. Coordinate notification efforts through the Superintendent or their designee, in consultation with legal counsel as appropriate.
4. Document the incident and the notification actions taken.

Confidentiality
All communications shall protect the privacy and confidentiality of students, families, and staff, consistent with state and federal law.

Training
Designated administrators and staff will receive guidance on recognizing when immigration enforcement presence is confirmed and how to activate notification procedures. This section shall be reviewed and updated as required by law or guidance from the California Department of Education or California Department of Justice.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Confirmation of immigration enforcement on the school site will include the agency providing proof of identification and documentation of warrant or subpoena of request. The confirmation of these documents will be made by Superintendent, principal or designee of the district.
Notification will be sent to affected school site employees, students and parents / guardians.

Step 1: Confirmation
Immigration enforcement presence is considered "confirmed" when:

- District administration directly observes enforcement personnel on campus, or
- Enforcement personnel identify themselves and state their official purpose, or
- Confirmation is received through law enforcement or legal counsel.
- Staff should immediately notify the site administrator or District Office if immigration enforcement presence is suspected.

Step 2: Administrative Coordination
Upon confirmation, the site administrator shall:

- Notify the Superintendent or their designee immediately.
- Contact District legal counsel as appropriate if needed.
- Avoid providing access to non-public areas, classrooms or student information unless legally required.

Step 3: Notification
RJUHSD will issue a notification using established communication systems (e.g., email, phone call, messaging platform, or emergency notification system).

Notification to school site recipients may include:

- Parents/guardians
- School staff
- Administrators
- Students, as developmentally appropriate

Notification content should:

- State that immigration enforcement presence has been confirmed on campus
- Avoid speculation or assumptions
- Exclude names, identifying details, or immigration status
- Emphasize student safety and continuity of instruction

Step 4: Support Measures
As appropriate, RJUHSD may:

- Provide counseling or student support services
- Share general information about student rights and available resources
- Monitor campus climate and address concerns

Step 5: Documentation
RJUHSD shall document:

- Date and time of the incident
- How enforcement presence was confirmed
- Notification method(s) used
- Administrative actions taken
- Records shall be retained consistent with RJUHSD recordkeeping practices.

Step 6: Training
Administrators and designated staff will be trained periodically on:

- SB 98 requirements
- Confirmation standards
- Notification procedures
- Confidentiality obligations

Procedures Regarding Pupil Smartphone Use During Emergencies

The inclusion of this section in the Comprehensive School Safety Plan (CSSP) is required by Assembly Bill 962 (AB 962) if the school intends to maintain the authority to prohibit or limit a pupil's use of a smartphone during an emergency or perceived threat of danger. If these circumstances are not explicitly addressed here, pupils retain the right to use their smartphones during such events. The governing board of the school district, county board of education, or charter school must develop and adopt a policy to limit or prohibit pupil smartphone use no later than July 1, 2026, and update it every five years. The policy's goal must be to promote evidence-based use of smartphone practices to support pupil learning and well-being, and its development must involve significant stakeholder participation (pupils, parents, and educators). RJUHSD maintains and mobile communication board policy (listed below). This policy addresses the allowed use for mobile communication devices by students in the event of an emergency with the guidance of school staff, if necessary.

Mandatory Policy Adoption and Review Requirements

Mobile Communication Device BP 5131.8

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

This policy has been reviewed by each school site council and the school board during annual review meeting. This policy will be review as part of the annual review process of the CSSP.
Staff, Students and Parents will review will have annual opportunities to review the policy through school site council and and staff meetings.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:
1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).
4. In the event of an emergency and a student needs to account for their own location via Catapult EMS, or communication to parent under the advisement of school personnel.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan starts the review process at monthly safety committee meeting. Goals are set based on needs as determined by safety committee. Once updates have been made and approved by Safety Committee, the plan goes to School Site Council for approval. Plan is then sent to RJUHSD School Board for final approval. Evaluation of goals is by documentation of completion of tasks or action steps to meet goals. Goals are updated based on progress of goals from the prior year or relevance to safety needs of the site. Goals and Site Safety plan can be amended through the Site Safety team as needed through out the year.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Roseville Police Department	916-774-5000	Non-emergency Line- Emergency communication would go through SRO or 911 Call
Law Enforcement/Fire/Paramedic	Placer County Sheriff's Office	530-889-7800 x5	Non-emergency Line- Emergency communication would go through SRO or 911 Call
Law Enforcement/Fire/Paramedic	Sacramento Sheriff's Office	916-874-5111	Non-emergency Line- Emergency communication would go through SRO or 911 Call
Public Utilities	PG &E	916-743-5000	Gas services
City Services	Roseville Electric	916-774-5428	24 hour outage hotline
Local Hospitals	Sutter Roseville	916-781-1000	
Local Hospitals	Kaiser Roseville	916-784-4000	
Law Enforcement/Fire/Paramedic	Sac Metro Fire Department	916-859-4300	Central Office Non-emergency Line- Emergency communication would go through SRO or 911 Call
Law Enforcement/Fire/Paramedic	Roseville Fire	916-774-5300	Non-emergency Line- Emergency communication would go through SRO or 911 Call
School District	Julie Winkel	916-755-1010	Director Student Services (Safety, BTAM)
School District	Tony Phan	916-406-5646	Chief Communications Officer
Emergency Services	Poison Control	800-222-1222	
Other	Animal Control - Placer County	916-774-5090	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
School Site Council - Approved		Independence High School 125 Berry Street Roseville, CA 95678 - Comprehensive School Safe Plan was unanimously approved
Safety Team Meeting to review and update safety protocols and procedures.		Site Safety Agenda
Site Safety Meeting Review of the Prepared Model		DTS Document
RJUHSD Board Approval for Site Safety Plan		Site Safety Agenda

Independence High School Incident Command System

Incident Commander: Ross Fernandes

Command Staff
Public Information Officer: Julie Winkel/Ross Fernandes
Safety Officer: Forrest Gray
Liaison Officer: Sybil Healy
Mental Health Officer: Nina Acosta

General Staff

OPERATIONS (Doers who support on-scene school site response)	**PLANNING** (Thinkers who collect, monitor, evaluate, & documents incident information)	**LOGISTICS** (Getters who provide personnel, supplies, & services to support response)	**FINANCE & ADMINISTRATION** (Payers who track incident costs, claims, compensation, & reimbursements)
Security & Traffic: Malcom Thomas/Mike Triolo	Situation: Tyler Patten	Facilities: Juanita Saldana	Personnel: Ross Fernandes
Search & Rescue: Malcom Thomas/Chad Quirarte	Documentation: Tyler Patten	Food: Marisa DiGiordano	Purchasing: Jan Hammond
Crisis Intervention & Student Care: Wellness Center/Site Counselors	Resources: Jan Hammond	Supplies & Equipment: Jan Hammond	Accounting & Record Keeping: Jan Hammond
Evacuation: Sybil Healy/Forrest Gray	Demobilization: Safety Team	Transportation: Sandra Lightfoot	Compensation & Claims: Jan Hammond/Ross Fernandes
Release & Reunification: Dynah Messina/Sybil Healy		Communications & IT Support: Michelle Filkins	
Emergency Medical: Sara Wilder			
Translation: Juanita Saldana			

Incident Command Team Responsibilities

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

INCIDENT COMMAND POST

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

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone and walkie-talkie.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

PUBLICE INFORMATION OFFICER (District PIO and Site Level Designee)
Serves as the conduit for information to internal and external stakeholders, including
the media or caregivers.
Establishes an information center separate from all other activities
Conducts frequent media briefings – after IC approves releases
Handles VIPs
Maintains a log

SAFETY OFFICER (Site Level Administrator)
Monitors safety conditions and develops measures for ensuring the safety of all response personnel.
Inspects the area
Verifies task completion by functional areas
Checks on the welfare of all staff and students
Coordinates response and deployment of counseling personnel
Maintains a log

LIASION OFFICER (Site Level Administrator)
Serves as the primary contact for supporting agencies assisting with incident response
Maintains all contact with anyone who is assisting with the management of the incident
Keeps higher management and all agencies command centers informed of the progress of the incident
Maintains and periodically distributes a situation report
Ensures all messages are appropriately routed

Maintains a log

MENTAL HEALTH OFFICER (Site Level Mental Health Professional)
Has training as a school-employed mental health professional (e.g., school psychologist, counselor, social worker), and coordinates mental health support services for responders. This officer is given authority to determine that a given responder is unable to fulfill his or her responsibilities as a consequence of the responder's traumatic stress.
Address next steps for support of minimizing impact base on event factors and steps toward recovery

GENERAL STAFF
OPERATIONS (School staff that will work directly with LEO / FIRE in response)
Most knowledge of building accessibility, maps, and layout of site effected
Coordinates and supervises all team leaders
Works with IC to determine best place for staging area and command center
Maintains a log actions and personnel under their supervision

SECURITY & TRAFFIC (Campus Monitors, Maintenance, LEO Support)
Under guidance from LEO
Support maintaining of perimeter of the effected site
Support traffic flow or closing or roadway
Set out traffic cones to cordon off parking for emergency vehicles.
Maintain order in parking areas; direct cars away from areas for emergency vehicles.
Report to Incident Command Post any crowd control issues in parking lot and on school grounds.

SEARCH & RESCUE (LEO / FIRE personnel, district designee)
Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.
Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:
Know the location of:
a. fire extinguishers
b. central cut-off for water and electricity
c. emergency supply/tool barrels
EMERGENCY:
Check in with Operations Section Leader for sweep area assignment and master keys.
Get a walkie-talkie from office staff, if available. Take all other supplies needed.
Initiate sweep of your designated area
If possible, search teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
Assigned areas will be explored visually, vocally, and physically.
Proceed as quietly as possible in order to hear calls for help.
Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
Sweep teams should always defer to directions from emergency personnel.
If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
When search and rescue is complete, check in at the Incident Command Post for next the assignment.

MEDICAL TEAM (Site Nurse / EMS)
PREPARATION:

Keep all first aid kits updated and complete.
Develop triage procedures and forms.
Notify and update all team members of location of first aid supplies.
EMERGENCY:
Check in with evacuation area leader.
Report to the first aid center.
Take student “health logs” to the first aid/triage area.
Take a walkie-talkie for communication with Incident Command Post.
Activate triage and administer first aid as necessary.
Maintain communication with the Incident Command Post and notify of any staff and student injuries.
Assist emergency services with injured.
Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
Medical Team should always defer to directions given by emergency personnel.

CRISIS INTERVENTION & STUDENT CARE (Health practitioner, Wellness Staff)
Mental Health Officer
Set-up and Maintain space for student mental health support services
Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
Escort parents to First Aid Station to reunite with injured students.
Provide information about student release procedures to parents.
Maintain white board with special information.
Learn which students need medical attention and attempt to locate their parents.

EVACUATION (Incident commander, Safety Lead)
Under guidance of the SAFETY OFFICER determine best location for evacuation (primary or secondary site); if evacuation is safe
Monitor location of students and staff
Maintain staff communication with staff of location, self and student status

RELEASE & REUNIFICATION TEAM (Site administrator/ designee)
Under guidance from Liaison Officer
Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site.
Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution.
Whenever possible, it is preferred that students remain at school during the academic day.
Maintain student records to ensure staff can process reunification in a timely manner
Support roles in all areas of reunification
Take supplies to designated Request/Release Table locations (Home gate is parent Request Gate and Away gate is the Release Gate.)
Set out tables at least 20 feet apart to reduce crowding.
Post signs and set out laptop to log in to Aeries.
Identify volunteer runners and review where to find students.
Distribute Student Request Forms to parents in line.
Set out white board for special instructions and parent requests.
Get updated list of absent, injured and missing students.

EMERGENCY (Site safety team)
Initiate appropriate Standard Response Protocol
Monitor staff accountability through Catapult EMS

PLANNING = “Thinker”
Gathers all intelligence on the scope of the occurrence, people involved, things involved
Keeps groups focused on the Action Plan

Maintains status on all staff and resources committed to the event
Works with IC to initiate reunification plan
Plans for the future – next 12 hours, 24 hours, 72 hours?

SITUATION
Set up Incident Command Post (ICP).
Notify staff of school evacuation and communicate that this is not a drill.
Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
Determine medical and assistance needs after population assessment. Determine search and rescue needs.
Reassess as situation changes. Reassign emergency teams as needed.
Keep staff informed as to status of missing students.
DOCUMENTATION
Updates documentation for processes and procedures related to emergency and crisis response
Supports staff access to needed documentation in a crisis event
Updates documents as staff changes or roles are updated
RESOURCES
Monitors supplies and resources needed for response and recovery
Updates needs as they evolved and supports acquiring additional resources if needed
DEMOBILIZATION
Plans for recovery from a crisis situation

LOGISTICS = "Getter"
Obtains all the things needed (batteries, water, food, fencing, generators, toilets, etc…)
Finds people needed for the operations
Maintains a staging area where all supplies are delivered as well as personnel signs in and out
Maintains a log
FACILITIES (Maintenance & Operations personnel)
Securing the facilities
Assess for damages
Ensure utilities are shut off or restored
FOOD(Food services)
supply food to effect site (on site or at reunification center)
Support student access to food in the event of crisis
SUPPLIES & EQUIPMENT (Site level administration or designee)
Purchase needed supplies for reunification and safety
Ensure Go Bags are up to date and fully stock with necessary supplies to respond to emergency
TRANSPORTATION (Transportation department personnel)
Coordinate with IC to ensure transportation for students is available
Coordinate with local authorities to get more buses if needed
COMMUNICATIONS & IT SUPPORT (Technology Department personnel)
Support effected school with tech needs to support reunification or emergency response processes
Launch emergency network to ensure use of student information system
Support mobile access of reunification is occurring off a school site

FINANCE & ADMINISTRATION = "Payer" (DISTRICT LEVEL AND SITE LEVEL)
Pays for all items purchased, rented, leased
Accounts for all timekeeping and payroll issues
Tracks all expenses during the operations
Accounts for all the paperwork during the operations – teams and divisions submit a log of their activities every 12 hours

PERSONNEL (Human resources)
support staff with recovery

Compensation
PUCHASING (Site level Principal Secretary)
Supplies needed for event and recovery
Planning supplies purchasing
ACCOUNTING & RECORD KEEPING (District Business and finance director)
Compensation and recovery costs
Working with state and federal funds to support response and recovery efforts
COMPENSATION & CLAIMS (District Human Resources)
Injury, Workers compensation claims
Insurance claims

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

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

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

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

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

Types of Emergencies & Specific Procedures

Aircraft Crash

EMERGENCY RESPONSE AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.
Aircraft crashes into the school
STAFF ACTIONS:
Notify Principal.
Move students away from immediate vicinity of the crash.
EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene.
Take class roster/nametags and emergency red binder.
Check school site to assure that all students have evacuated.
Take attendance at the assembly area.
Report missing students to the Principal /designee and emergency response personnel.
Maintain control of the students a safe distance from the crash site.
Care for the injured, if any.
Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Notify police and fire department (call 911).
Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
Notify District Superintendent, who will contact the Office of Emergency Services.
Arrange for first aid treatment and removal of injured occupants from building.
Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine extent of injuries.
Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:
Notify Principal.
Move students away from immediate vicinity of the crash.
Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Notify police and fire department (call 911).
Initiate SHELTER, if warranted.
Ensure that students and staff remain at a safe distance from the crash.
Notify District Superintendent, who will contact the Office of Emergency Services.
Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

Animal Disturbance

EMERGENCY RESPONSE ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the

students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Isolate the students from the animal. Close doors as a means to isolating the animal.
If the animal is outside, keep students inside and institute a HOLD.
If the animal is inside, initiate an EVACUATION of that location to an outside protected area away from the animal
Contact the ROSEVILLE ANIMAL CONTROL for assistance in removing the animal.
If the animal injures anyone, seek medical assistance from the school nurse.
If injuries are life threating or severe call 911 for immediate Emergency response.
Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:
If the animal is outside, keep students inside. HOLD procedures; keep students away from the windows.
If the animal is inside, EVACUATE students to a sheltered area away from the animal.
Notify the principal if there are any injuries.

Armed Assault on Campus

Armed Assault on Campus
EMERGENCY RESPONSE - ARMED ASSAULT
The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.
STAFF ACTIONS:
Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Alert the principal/site administrator. If student is in a classroom attempted to evacuate classroom to remove any risk to others.
Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon. Provide first aid for victims, if needed.
Account for all students. Assist police officers – provide identity,
location and description of individual and weapons.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Remain calm. Depending on how the situation unfolds, initiate the proper Standard Response protocol for the assessed level of the situation.
Do not confront the suspect.
Call 911.
Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive,
actions taken by the school (e.g. LOCKDOWN). Identify command post for police to respond. Assist police to enter the school.
Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon. If suspect has left, secure all exterior doors to prevent re-entry. If student is isolated and contained lead officers to location and allow them to take over the situation.
Isolate and separate witnesses. Instruct them to write a statement of events while
waiting for police to arrive. Gather information about the incident for the police: Name of student with weapon. Location of witness when weapon was seen. What did the student do with the weapon after it was displayed? What is the current location of the student with the weapon. Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located. Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings. Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable. Notify parents/guardians. Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings. Secure a detailed written statement from witnesses including staff. Provide post-event trauma counseling for students and staff, as needed. Provide informational updates to staff, students and their families during next few days to squelch rumors. Activate Catapult to update process and alerts to Staff. Activate Reunification process if necessary.

Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:
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- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

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

- Notify the principal.
- Move students away from the immediate vicinity of danger.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER
- Shut off HVAC units.
- Move to a central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify the District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside
STAFF ACTIONS:

- Notify the principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from the immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate a security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify the District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

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- Remain in a safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive

Bomb Threat/ Threat Of violence

EMERGENCY RESPONSE - BOMB THREAT

Any staff member receiving a bomb threat by telephone shall try to keep the caller on the line for as long as possible in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. The staff member should not hang up, even if the caller does, and copy the number and/or letters on the telephone number display, if available.

If the bomb threat is received through regular mail or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email, text messaging, or social media, the staff member should not delete the message.

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

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

If the threat is in writing, the employee shall rewrite the threat exactly as is on another sheet of paper, including the date, time and location the document was found, any conditions surrounding the discovery or delivery of the document, and the full names of any other employees who saw the threat. The employee shall secure the document and not alter it in any way. If the document is small and/or removable, the employee shall place it in a bag or envelope.

If the threat is electronic, the employee shall leave the message open, and print, photograph, or copy the message and subject line, and note the date and time of the message.

Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee.

The Superintendent or designee shall immediately contact law enforcement if not yet done, assess the situation, ensure the area is secured, and initiate standard evacuation procedures as specified in the emergency plan.

Standard Response Protocol would be activated through Catapult if Evacuation was necessary.

Bus Disaster

EMERGENCY RESPONSE - BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

IF BUS DRIVER IS UNABLE TO HELP, STAFF NEEDS TO:

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

Evaluate the need for evacuation.

Remain with the vehicle. Notify California Highway Patrol.
STAFF ACTIONS AT THE SCENE:
Call 911, if warranted.
Notify principal.
Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
Move all uninjured students to a safe distance from the accident.
Document the names of all injured students and their first aid needs.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Notify law enforcement.
Notify parents/guardians of all students on the bus as soon as accurate information is available.
Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.
Earthquake during bus trip
IF BUS DRIVER IS UNABLE TO HELP STAFF NEEDS TO:
Issue DUCK, COVER and HOLD ON instruction.
Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
Set brake, turn off ignition and wait for shaking to stop.
Check for injuries and provide first aid, as appropriate.
Contact the school administrator and bus dispatch to report location and condition of students and the bus.
Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
If instructed to continue route,
Enroute to school, continue to pick up students.
Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
Remain with students until further instructions are received from site administrator.
Account for all students and staff throughout the emergency
Flood during bus trip
IF BUS DRIVER IS UNABLE TO HELP STAFF NEEDS TO:
Do not drive through flooded streets and/or roads.
Take an alternate route or wait for public safety personnel to determine safe route.
If the bus is disabled, stay in place until help arrives
Contact the school administrator and bus dispatch to report location and condition of students and the bus.
Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
Account for all students and staff throughout the emergency.
Situation Description Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus or van. The teacher in charge of a special activity trip should prepare trip bus/van folders, one copy of the student field trip permission form should be placed in the trip folder and a second copy should accompany the teacher on the trip.
Bus drivers should have designed procedures for handling emergency situations. As a general rule, student safety and control is best maintained by keeping students on the bus during an emergency and/or impending crisis situation. If so doing does not expose them to unnecessary risk or injury. The decision to evacuate the bus must be a timely one.
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A decision to evacuate should include consideration of the following conditions:

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

material.
Mandatory Evacuations – The driver must evacuate the bus when:

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

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

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

Principal, Team:

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

Cardiac Arrest

RJUHSD has provided access to AEDs on every campus. There are at least 5 fixed locations on each campus with accessible AEDs to support in the event of a cardiac arrest. In addition, each school site has a portable AED available for any events that are taking place where there is not a fixed AED available or accessible. These portable AEDs are assigned to coaches, sports trainers or school staff to use in case of a cardiac arrest during an event that is not taking place in an area that has a fixed AED available within the recommend 2 min retrieval process.
Certificated, Classified and Coaching staff are trained annually on the use of AED through site based instruction with a school site nurse and/or instructional video.
Each school site maintains Emergency Operation Plans (EOP) for all athletic practices and games. These EOPs contain a outlined process for each team to access and use an AED in the event of a cardiac arrest event during practice or game time. The EOP includes identification of person to retrieve the AED, a person to contact Emergency Services (Call 911), launch an Catapult EMS Emergency notification, trained personnel to use AED (if necessary) and support the patient until emergency services arrives on scene. These EOPs are practiced at the beginning of each season for each sport.

Disorderly Conduct

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.
Activate Standard Response Protocol of HOLD if necessary through Catapult EMS to ensure student security.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Keep the individual under continuous adult supervision.
Keep the individual on campus until parent/guardian has been notified.
Arrange appropriate support services for necessary care of individual.

If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
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School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal.
The next steps may include:
Provide parents/guardian with the names and phone numbers of mental health resources
Recommend that the parents make an immediate contact with a therapist.
Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
Provide follow-up collaborative support for the student and parents (as indicated) within the school
Develop a safety plan prior to the student's return to school.
Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)
STAFF ACTIONS:
Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify principal/site administrator.
Notify school nurse, school psychologist, counselor or social worker.
Protect individual from injury.

Earthquake

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

- Drop, Duck, Cover, and Hold; be patient and wait for aftershocks.
- DO NOT EVACUATE IMMEDIATELY FOR EARTHQUAKES

ADMINISTRATION Activate Catapult EMS for emergency response communication and protocols.

- Assess surrounding area looking for hazardous conditions; use fire extinguisher, clean spills if needed to improve conditions. Stay away from building and overhangs.
- Report any injuries via Catapult.
- If prompted to evacuate (use fire evacuation routes), TAKE YOUR PERSONAL DEVICE WITH YOU FOR CATAPULT ACCESS. Red Binder for staff who cannot access Catapult.
- Students and staff need to WALK QUIETLY to their designated locations and leave personal belongings behind. Each classroom should have a red binder with a map and Catapult will have a map as well.
- If an evacuation takes place during Intervention, lunch or passing periods, students should report to their 3rd period teacher's designated location.
- Once they reach their location, the teacher or other adult will take roll from the Catapult system. Staff with a red binder should use the roster inside the binder.
- Teachers on their prep period should go to their room location on the map and hold up their green card. If you share a classroom, please check in with one of the APs or Counselors at one of the evacuation areas closest to your location.
- Students will be excused at the verbal instructions via all-call through Catapult EMS or from administration of through the Reunification process. Bells will not signal the end of the evacuation. Only an all call or verbal dismissal from an administrator will end the evacuation.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.
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PRINCIPAL/SITE ADMINISTRATOR:
Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SECURE.
Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
Secure area to prevent unauthorized access until the Fire Department arrives.
Advise the District Superintendent of school status.
Notify emergency response personnel of any missing students.
Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
Determine if Student Reunification should be implemented. If so, notify staff, students and parents.
If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.
STAFF ACTIONS:
Initiate DROP, COVER AND HOLD ON.
If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
Check to be sure all students have left the school site. Remain with students throughout evacuation and reunification process.
Upon arrival at assembly area, check attendance. Report status through Catapult EMS immediately.
Render first aid as necessary.
Do not return to the building until the emergency response personnel determine it is safe to do so.
If explosion occurred in the surrounding area, initiate SHELTER. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

FIRE (offsite)
A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Contact local fire department (call 911) to determine the correct action for your school site. (SHELTER, HOLD, SECURE, EVACUATION)
Determine if EVACUATION of school site is necessary.
Activate CatapultEMS to communicate to staff action steps for Emergency Response
If necessary, begin SRP for Evacuation of school site to previously identified safe site using school evacuation plan.
If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
Contact District Office of Evacuation orders.
Send communication out through Catapult to staff and students of required actions and student accountability.
Send communication to families about Emergency orders and status of student safety
Post a notice on the office door stating Evacuation in process, Campus closed.
Direct inspection of premises to assure that all students and personnel have left the building.
Do not return to the building until it has been inspected and determined safe by proper authorities.
STAFF ACTIONS:
If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
Take attendance at the assembly area through CatapultEMS system. Report any missing students.
Remain with students until you return to your classroom or the student has been reunified with approved guardian.
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Do not return to classroom area until inspected and it has been determined safe to return to and emergency incident is resolved on CatapultEMS.

Fire on School Grounds

EVACUATION PROCEDURES

- We will use this for either a fire or a hazardous material spill.
- You will hear the fire alarm sound – this is a very loud sound, not to be mistaken with the lockdown sound.

Catapult EMS will alert to Evacuate

- Keep your doors unlocked, but shut when you leave the room.
- Take your personal device Chromebook and/ or phone and TAKE YOUR RED BINDER WITH YOU!
- Students and staff need to WALK QUIETLY to their designated locations and leave personal belongings behind. Each classroom should have a red binder with a map and there should be a map near the doorway that can be taken if necessary.
- If an evacuation takes place during Intervention, lunch or passing periods, students should report to their 3rd period teacher's designated location.
- Once they reach their location the teacher or other adult will take roll from the roster that is in the red binder.
- Teacher will check in via Catapult to report attendance and accounted students. Monitor Catapult for updates; report any injuries via Catapult messaging
- The designated adult lead for each area of the quad will check all classes in location and will report their group status to the lead. The lead in the two other evacuation areas will report via radio to Admin Catapult lead their status.
- Teachers on their prep period should go to their room location on the map and hold up their green card. If you share a classroom, please check in with one of the area leads at one of the evacuation areas closest to your location.
- Students will be excused at the verbal instructions via all-call, Catapult EMS message or from administration. Bells will not signal the end of the evacuation. Only an all call, verbal and Catapult update will activate dismissal from an administrator will end the evacuation.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Issue STAND BY instruction. Determine if evacuation is required.

Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.

Delegate a search team to assure that all students have been evacuated.

Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.

Post a notice on the office door stating where the school has relocated and inform the District Office.

Notify District Superintendent of school status and action taken.

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

STAFF ACTIONS:

If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.

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Remain with students throughout the evacuation process.

Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.

Do not return to school building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.
PRINCIPAL/SITE ADMINISTRATOR:
Notify utility company. Provide the following information:
Affected areas of the school site
Type of problem or outage
Expected duration of the outage, if known
Determine length of time service will be interrupted.
If disruption in service will severely hamper school operation, notify students and staff through School communication and / or CatapultEMS of determined desired action (see list below).
Determine desired action:
1.Relocation of Students / Staff (If designated to one area of campus)
2.Need for alternative food service
3.School Dismissal
4. Shelter
5.Evacuation
6.Student Reunification
Use messengers with oral or written word as an alternate means of faculty notification.
Notify District Office of loss of service.
Implement plan to provide services without utilities or with alternate utilities.
If loss of Utilities (Water, Electricity, Natural Gas) for longer than 30 minutes and school can not provide basic services of restroom use, heating or air conditioning within a reasonable amount of time school needs to move to dismissal of students and reunification with parent/guardians.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Notify police and fire department (call 911).
Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
Arrange for first aid treatment and removal of injured occupants from building.
Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine extent of injuries.
Notify District Superintendent.
STAFF ACTIONS:
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Notify Principal.
Move students away from immediate vicinity of the crash.
EVACUATE students to a safe assembly area away from the crash scene. Take class roster and emergency binder.
Check school site to assure that all students have evacuated.
Take attendance at the assembly area.
Report missing students to the principal /designee and emergency response personnel.
Maintain control of the students a safe distance from the crash site.
Care for the injured, if any.
Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

RJUHSD will follow state and federal guidelines in alignment with response to a pandemic. RJUHSD will use our Instructional Continuity Plan (ICP) to support communication and guidance for students and families to ensure fidelity of practice and support of continued learning and engagement in social emotional supports. RJUHSD will ensure the health and safety of our students remain a priority.

Psychological Trauma

Activate School Crisis Response Team: Incident Command structure, SRO, Counselor lead, Psychologist, Wellness Center Staff, Nurse
Reference RJUHSD Site Crisis response plan (kept with Incident Commander / Site Safety AP)
Collaborate with District Office Student Services team and District PIO
Work with School Counselors and Wellness Center. Reference School Crisis Response Plan for details of response.
Post-Vention Safe Rooms & Community Liaison: Counselors & Wellness Coordinator, School Psychologists
Basic Duties: Counselors, Wellness Staff, School Psychologist to set up and run the student and staff Safe Rooms, dealing with emotional trauma and coordinate resources and assistance from community agencies.
Maintain accurate records of activities and report back to the Crisis Response Team Leader.
Assess needs and decide on the extent of emotional support needed.
Decide on sites for Safe Rooms.
The Crisis Response Team decides which community resources might be helpful.
Contact community agencies to enlist their support.
Keep a current list of all community agency personnel who will be on site. Include both office and home phone numbers.
Maintain a check-in log for all community personnel to sign when they arrive on site.
Create a central location for agency referral forms to be used by students and staff.
Keep ongoing records of all community agency involvement on site.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Call 911.
Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide list of potentially affected students and staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Notify District Superintendent of situation and number of students and staff affected.
Confer with Department of Health and Human Services before the resumption of normal school activities.
Prepare communication for families advising them of situation and actions taken.
STAFF ACTIONS:
Notify principal/site administrator.
Call the Poison Center Hotline 1-800-222-1222.
Administer first aid as directed by poison information center.
Seek additional medical attention as needed.
PREVENTATIVE MEASURES:
Keep poisonous materials in a locked and secure location.
Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

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

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

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

Unlawful Demonstration or Walkout

Stay in the School, away from the demonstrators.
Continue business as usual, and do not become part of the problem.
If walking past the demonstration, do not engage in confrontational behavior.
If you observe problem behavior on the part of the demonstrators, report it to the School Office immediately.
If accessible, utilize the Catapult EMS resource to report incident.
EMERGENCY RESPONSE - PUBLIC DEMONSTRATION
When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Obtain information on when, why and how many people are expected. Identify the spokesperson for the group Contact local police department for the school's jurisdiction and advise them of the situation.
Notify staff of the planned demonstration. Develop an information letter to parents.
District PIO will serve as liaison with media
Site Incident commander will serve as liaison to law enforcement (if present) and the demonstrating group if they are students.
Designate a staff member to handle incoming calls during the demonstration.
Establish areas where demonstrators can set up without affecting the operation of the school day or pose a threat to the safety of the school if outside the school buildings / perimeter.
Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:
Do not allow students to be interviewed by the media
Maintain classroom activities unless other directives are given from Incident command.

Emergency Evacuation Map