

Comprehensive School Safety Plan

**2023-2024
School Year**

School: Foresthill Divide School
CDS Code: 31668376031116
District: Foresthill Union School District
Address: 22888 Foresthill Road
Foresthill, CA 95631
Date of Adoption: February 20, 2024
Date of Update: January 25, 2024
Date of Review:
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- with Law Enforcement
- with Fire Authority

Approved by:


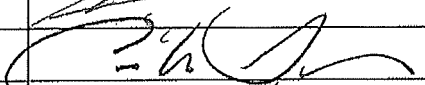
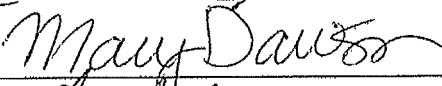

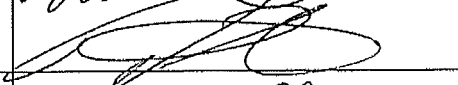
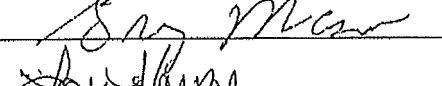
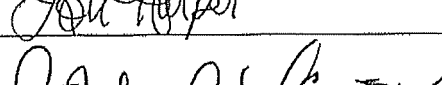

Name	Title	Signature	Date
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Camille Taylor, Ed.D.	FUSD Superintendent		21 Feb 2024
Mary Dawson	School Site Council Chairperson		2-22-24
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DENNIS MARTIN	Foresthill Fire Protection District, Chief		2/29/2024
Greg Mason	FTA President		2-27-24
Lori Harper	CSEA Local Chapter President		2-23-24
Ashley Lawson	Foresthill Divide School Principal		02.21.24

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

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

A copy of the Comprehensive School Safety Plan is available for review at www.fusd.org.

Safety Plan Vision

DISTRICT SAFETY VISION STATEMENT: To expand our efforts to further a supportive environment in which students will experience positive academic and social experiences that will promote a healthy lifestyle.

DISTRICT SAFETY MISSION STATEMENT: To utilize existing resources and create new alliances to develop a community effort to carry out the goals of our COMPREHENSIVE SCHOOL SAFETY PLAN.

DISTRICT MISSION STATEMENT: Foresthill Union School District will provide outstanding instruction and meaningful experiences to enable all students to reach their full potential in a safe, supportive environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Foresthill Divide School Safety Committee

Camille Taylor, Foresthill Union School District Superintendent
Ashley Lawson, Foresthill Divide School Principal
Debby La Porte, District Executive Assistant
Mira Wordelman, FDS Teacher
Karl Johnson, District M&O Lead
Ashlie Evans, FDS School Secretary
Heather Monson, Director of Kids Club
Sarah Lipman, District Psychologist
Mary Dawson, School Site Council Chairperson

Assessment of School Safety

Every effort is being taken to ensure the safety of all students on the FDS campus. All staff are being updated on current policy and procedures. Safety drills are held monthly and reviewed by the task force for efficiency and completeness. Data informing assessment of school safety includes:

Site Drill Logs
Suspension/Expulsion Data
Student Assessment and Progress Reports
Law Enforcement Interventions and Crime Reports
Staff / Student / Community Survey Responses
Property Loss, vandalism and insurance reports
FDS FIT Report

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

Catapult EMS
Positive Behavior Intervention Systems
Wellness Team and Resources
Community Liaison
Threat Assessment Protocols
Funding Sources: LCFF, Title I, grants, and other local, State, and Federal funding

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

BP 5141.4 STUDENTS

CHILD ABUSE PREVENTION AND REPORTING

The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

DEFINITIONS:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
(cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

REPORTABLE OFFENSES

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

RESPONSIBILITY FOR REPORTING

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

REPORTING PROCEDURES

1. Initial Telephone Report - Immediately or as soon as practical after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166) Placer County Child and Family Services (916) 872-6549. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.
2. Written Report - Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168). Forms are located in the front office and are available online as well.

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

TRAINING

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7). The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691). The training shall include, but not necessarily be limited to, training in the identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7). The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

VICTIM INTERVIEWS BY SOCIAL SERVICES

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3). A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

RELEASE OF CHILD TO A PEACE OFFICER

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

PARENT/GUARDIAN COMPLAINTS

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

NOTIFICATIONS

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5). Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

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

Disaster Plan (See Appendix C-F)

FDS details for the FUSD Disaster Plan, including protocols for various disaster scenarios are found in Appendices C through F of this document.

CHECK-IN / CHECK - OUT PROCEDURES

- All staff members will sign in and out of the office if they leave campus during business hours, so that all staff members are accounted for should an emergency occur.
- During the school day, all students must be checked out through the main office by an adult listed on their emergency card and must check in at the main office upon their return. A log sheet is maintained in the main office.
- Parents and visitors must check in at the main office before entering school grounds, wear a visitor badge while on campus, and check out when they leave.

BUILDING EVACUATION / FIRE DRILL

Safety Task Force Members: Principal, M&O Lead, CMII, CMI, Office Secretary, Director of Kids Club, and School Psychologist, SSC Chair

Safety Task Force Responsibilities:

1. Sound alarm
2. Evacuations begin—all staff should have their radios on their person. All personnel with radios to go to channel 1.
 - Principal: In front office as command center and interface with emergency personnel as necessary
 - Office Secretary: place robo-call if appropriate. Call 911 on landline immediately for Fire Department if no false alarm phone or other communication from Sebastian.
 - Zone 1 Coordinator: School Psychologist: Begin safety check/clear classrooms in the specified area. Check for green cards and missing students for grades TK-3 and SDC. Report any unreconciled missing students to front office staff.
 - Zone 2 Coordinator: M&O Team and Support Staff (District and other available staff): Begin safety check/clear classrooms in the specified area. Check for green cards and missing students for grades 4-8, PE, and RSP. Report any unreconciled missing students to the front office staff.
 - Zone 3 Coordinator: M&O Team and Support Staff (District and other available staff): Begin safety check/clear classrooms in the specified area. Interface with emergency personnel as needed in front parking lot evacuation site
 - Front Office Staff: secure office and bring emergency binder to front parking lot evacuation site assist in locating missing students/staff
 - Available aides and other staff may assist in securing prescribed areas in the event of absence or if task force members are needed elsewhere.

VOCABULARY:

1. LOCKDOWN: Staff and students remain in the classroom or school area and secure the room. Individuals who are outside report to the nearest safe space.
2. CAMPUS EVACUATION: Staff and students evacuate to a pre-determined local site or off-hill site and remain there until buses or families come to pick them up. Parents/Guardians will be directed to stage at one of three areas while waiting for reunification:
 - FDS Campus (22888 Foresthill Road, 530-367-3782);
 - New Hope Church (22200 Foresthill Road 530-367-3650);
 - FES Campus (Former Elementary School 24750 Main Street 530-367-2966)

3. SHELTER-IN-PLACE: All staff remain indoors with spaces secure. Instruction proceeds as normal.
4. FIRE DRILL: Staff and students evacuate the building to designated spaces.
5. DUCK AND COVER: Students in classrooms get under furniture and/or cover their heads. Staff and students outside remain outside in open spaces.

If building evacuation requires students and staff to REMAIN OUTSIDE THE BUILDING, the following steps will be taken:

1. Emergency Response Team sets up the Command Center.
2. Statement is prepared. Staff is notified of status of incident and told what to tell students.
3. Statement to media is prepared and given by Superintendent, Principal, or designee in the aforementioned order of availability.
4. The Student Check-Out/Message Center Team is set up and staffed to prepare for releasing students to parents and possible Action "Go Home."
5. Teachers remain with students in the secure area and wait for further directions. Students must not be released until deem safe to do so. Any student check-out must be done through the Student Check-Out/Message Center.

If building evacuation requires students and staff to GO HOME the following steps will be taken:

1. The warning signal for Action "Go Home" is the verbal command by Principal or Emergency Response Team Member – either through the P.A. system or in person.
2. Emergency Response Team sees that Student Check-Out/Message Center is set up and staffed.
3. Appropriate parent and media notification will be made.
4. Teachers keep students in designated secure areas until notification that student is being released to an authorized adult.
5. A member of the Student Check-Out Team, adult with proper identification, will be sent to release students.
6. A person picking up any student must show picture I.D. and sign the student out on the back of the emergency card
7. Any adult picking up a student must be listed on the emergency card.
8. When notified, the teacher in the student secure area checks off the student, noting on roll sheet the time of release.
9. Emergency Response Team will consolidate classes as they become smaller.
10. Staff members will be released by the Principal as soon as they are no longer needed as Disaster Service Workers. (Cal. Govt. Code, Sec. 3100)

Adaptations for Students with Disabilities

The safety of all students is the highest priority of the district. Adaptations of the FDS disaster plan for FDS students with disabilities are developed by school administrators, teachers, the student's parents/guardians, and other members of their IEP/504 team, are outlined in each student's Individual Education Plan (IEP) or 504 Plan, and include individuals responsible for ensuring the safety of the student.

Public Agency Use of School Buildings for Emergency Shelters

FUSD offers our schools for use as public shelters in case of a natural disaster or pandemic event. We cooperate with the Placer County Emergency Response Team as well as the Red Cross. If our buildings are used as shelters during the school day, non-students are supervised to protect the safety of our students and staff. The school district or Placer county Office of Education shall cooperate with the public agency in furnishing and maintaining the services as the school district or Placer County Office of Education may deem necessary to meet the needs of the community (Ed Code 32282 B (V ii))

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

BP 5144.1 STUDENTS: Suspension and Expulsion/Due Process

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring at the district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The district staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades TK-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or designee shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5149.3 - Preschool/Early Childhood Education.

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by the school's numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

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

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, local law enforcement may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member may be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

BP 5145.7 STUDENTS

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

INSTRUCTION / INFORMATION

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

- What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
- A clear message that students do not have to endure sexual harassment under any circumstance
- Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
- A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
- A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
- Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
- Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
- A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

RECORD KEEPING

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

BP 4119.11, 4219.11 and 4319.11 PERSONNEL - Sexual Harassment

The Board of Trustees prohibits sexual harassment of district employees. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee. Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint. Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

DEFINITIONS:

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

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

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

TRAINING

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

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

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees.

Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

NOTIFICATIONS

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

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

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

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard, or causes substantial disruption to the educational program.

GANG RELATED APPAREL

Education Code 35183 authorizes the Governing Board to approve a site-initiated plan that prohibits the school's students from wearing gang-related apparel. The definition of "gang-related apparel" must be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment, and the Board's approval must be based on a determination the policy is necessary for the health and safety of the school environment. In *Marvin H. Jeglin et al. v. San Jacinto Unified School District et al.*, a federal district court held that in order to justify a gang-related dress code, there must be evidence of a gang presence at a school and actual or threatened disruption or material interference with a school activity. Education Code 32282 specifies that for the purpose of establishing a schoolwide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education Code 48950.

District policy should not include a districtwide prohibition against wearing gang related apparel. Pursuant to Education Code 35183, such a dress code must be initiated at the school-site level and apply only to the school where it is initiated. The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

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

Foresthill Divide School has a split-level campus. The upper campus contains all school buildings, playgrounds, and one athletic field. The lower campus contains a second athletic field. The campus has fencing around the property with various secure entry/exit points. During the school day, the front entrance of the school remains locked. Supervision is provided for all grade level drop-off locations starting at 7:45 am until the bell at 8:05 am. At dismissal, grade levels have designated pick-up locations. Teachers escort students to meeting points on campus for pick-up. Students who attend Kids Club or participate in Expanded Learning Opportunities Programming are escorted to the gym.

WALKING TO/FROM SCHOOL

Students who walk to school are expected to go directly to and from school without stopping for any unwarranted reason. All students should follow the rules of the road, walking against traffic and as far off the roadway as possible. Students should never talk to strangers while on route to school and should never accept rides from anyone without parental consent. Students are required to use crosswalks where applicable and follow directions issued by crossing guards, if present. Upon entering the campus, all pedestrians should avoid walking through the parking areas and bus routes. Students who are late to school must check-in at the school office before going to their classroom.

PARENT DROP-OFF / PICK-UP

Parents/Guardians providing transportation for students must use the designated "Parent Pick-up and Drop-off Areas." The following rules safety rules apply:

- Parents driving vehicles will enter the school grounds via Foresthill Road and enter the campus only through the parking lot. Students will be picked up and dropped off next to the red pillars. Our blacktop parking lot areas are clearly marked to assist with directions.
- Driving parents will leave the parking lot only through the area marked "exit."
- Parents wanting to park in designated areas and escort their children to waiting vehicles can do so, but they need to pick up the students by the front office. Parents must use the crosswalks and demonstrate extreme caution.

IMPORTANT REMINDERS

- Between 7:45 am – 8:30 am and 2:30 pm – 3:00 pm, cars are not allowed to be parked along the red pillars. Vehicles must not be left unattended in this area during this time.
- Never leave a running automobile unattended.
- Never leave children in unattended vehicles.
- Those wishing to stop and leave their unattended vehicle will need to park in a designated parking stall.
- All vehicles entering the campus during the pickup and drop-off times must circle the parking lot in a counter-clockwise pattern turning hard right upon entering, circling the perimeter of the parking lot.
- Vehicles should pull as far forward as traffic safely allows in a single-file line, stop, let the student enter or exit the vehicle, and then pull out of line as traffic permits to exit the parking lot.
- Parents waiting on foot should do so in a manner so as not to block the flow of traffic. While waiting for school-age students, parents need to safely control any preschoolers who might also be waiting.
- Parents waiting in cars for students must park and not block the road
- Students exiting vehicles from the driver side must walk behind the car from which they exit.
- Students may not run to or from vehicles unattended in the drop-off/pick-up area.
- At dismissal time, school staff will escort students to any parents waiting in vehicles. Waiting students must do so behind the painted line on the pathway.
- Adults are encouraged to enter and leave promptly to avoid congesting the area.
- Parents walking children through the bus loop must be alert to cars backing out of parking spaces, moving vehicles, buses entering and exiting the zone as well other pedestrians.
- Follow directions from school personnel. We are here to help keep our students safe. Please help us by following these important safety guidelines!

BIKING TO / FROM SCHOOL

Students who ride bicycles to and from school are expected to go directly to and from school without stopping for any unwarranted reason. All students should follow the “rules of the road,” riding with traffic and/or as far off the roadway as possible. Upon entering the campus, all bicycle riders must dismount and walk bicycles through the parking areas and bus routes. Students are prohibited from riding bikes on campus at any time. Students who are late to school must check-in at the school office. Specific rules for each campus include:

- Students entering from either side of the campus must dismount at the school gate, walk bikes to the central part of the campus, and park bikes in the rack located next to the Kindergarten rooms.
- Students wishing to traverse the campus must do so on foot and avoid going through the parking lots.
- Under no circumstances will students be allowed to ride bikes through the parking lots, across the campus, along the main road, or in the Bus Circle.

RIDING THE SCHOOL BUS

- Students are expected to follow all safety rules as given by their bus driver.
- Students are to wear seat belts when applicable.
- Any student who is not following all safety rules may receive a disciplinary referral from the driver.
- Students may lose bus riding privileges if unsafe behaviors continue.

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

Component:

Trusting Relationships and Communications

Element:

Foresthill Divide School has a supportive and caring staff, students, families and community, and we take pride in the level of involvement we have at our school. Staff model appropriate behavior for students and work to ensure the safety of our campus. One of our core beliefs is providing a safe and secure environment for all staff and students, and our community actively supports us in this belief. The campus staffs Campus Supervisors and Wellness Warriors to help students develop Safe, Respectful and Responsible strategies for any circumstance, to self-regulate, and to always treat themselves and others with kindness and dignity.

Opportunity for Improvement:

Establish a System of Communication that is Interactive, Engaging, and Consistent

Objectives	Action Steps	Resources	Lead Person	Evaluation
Community Workshops to address the challenges in maintaining a safe, bully-free campus	Develop and launch survey for community input Schedule and facilitate Community Workshop events each month for in-person and virtual participation	School Site Council PTO Membership Student Council Teacher Leadership Team	Principal	Participation Data Survey Responses CHKS response data
Safety Team Development	Organize and create a safety team that will meet at least 1 time per trimester. Create roles and responsibilities sheet to place in emergency binder and a copy to each task force member.		Principal	CHKS response data Behavior Referral Data (SWIS) Suspension/Expulsion Data Data on visits to Eagle's Nest
Trimester Safety Team Meetings	Safety Team meeting each trimester. Safety Team collaboration with SSC, district office, and leadership team.		Principal	CHKS response data Behavior Referral Data (SWIS) Suspension/Expulsion Data Data on visits to Eagle's Nest
Student-Driven Safety Campaign	Establish and maintain a SAFE Club through the Sandy Hook Promise program Anonymous Bully Reporting System with QR code posters throughout campus Establish wellness space for students to reset and get support	Sandy Hook Promise SAFE program Catapult Mental Health Grant Funding	Principal	CHKS response data Behavior Referral Data (SWIS) Suspension/Expulsion Data Data on visits to Eagle's Nest

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase staff capacity to understand and address student behaviors with interventions and restorative practices	NCI Training RBT Training/Certification	Mental Health Grant Funding PCOE Professional Development	Principal	CHKS response data Behavior Referral Data (SWIS) Suspension/Expulsion Data Data on visits to Eagle's Nest

Component:

Safe School Facilities

Element:

A safe, stimulating, and inviting campus is key to cultivating a sense of pride and ownership among students, staff and the community.

Opportunity for Improvement:

Upgrading outdoor surfaces and bathroom areas.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Safe walking spaces	<p>Bring in concrete and asphalt to create smoother transitions on paved surfaces</p> <p>Level sidewalks and concrete areas to reduce tripping and safety hazards.</p>	<p>RRM Reserve</p> <p>General Fund</p>	M&O Lead	<p>FIT Report</p> <p>CHKS Survey Data</p> <p>Seasonal Observation and Assessment</p>
Level field areas	<p>Bring in soil and sand to fill in holes</p> <p>Spread soil and sand to create even grass areas</p> <p>Collaborate with the ARD, Little League organizers and other agencies on athletic field maintenance and improvements</p>	<p>RRM Reserve</p> <p>General Fund</p> <p>ARD Partnership</p> <p>Little League Partnership</p> <p>Soccer League Partnership</p>	M&O Lead	<p>FIT Report</p> <p>CHKS Survey Data</p> <p>Seasonal Observation and Assessment</p>
Reduce or eliminate large transitions between surfaces	<p>Fill in gaps with concrete, asphalt, or dirt as determined by location</p>	<p>RRM Reserve</p> <p>General Fund</p>	M&O Lead	<p>FIT Report</p> <p>CHKS Survey Data</p> <p>Seasonal Observation and Assessment</p>
Lighting	<p>Replace/Fix lights on outside of gym</p>	<p>RRM Reserve</p> <p>General Fund</p>	M&O Lead	<p>FIT Report</p> <p>CHKS Survey Data</p> <p>Seasonal Observation and Assessment</p>
Upgrade Student Bathrooms	<p>Upgrade all faucets</p> <p>Upgrade middle school bathrooms</p> <p>Install vape detectors in middle school bathrooms</p> <p>Purchase/Install video cameras</p>	<p>RRM Reserve</p> <p>General Fund</p>	M&O Lead	<p>FIT Report</p> <p>CHKS Survey Data</p> <p>Seasonal Observation and Assessment</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Evaluate water system to eliminate waste	Monitor meters Identify leaks Repair leaks	RRM Reserve General Fund	M&O Lead	DWP invoices Seasonal Observation and Assessment

Component:

School Social Environment and Culture

Element:

The social environment on campus is positive, and a sense of pride is evident. This is demonstrated by the school's focus on shared decision-making, positive leadership, and a district-wide emphasis on respect and responsibility. School staff, students, parents, and community members regularly collaborate to address issues of safety and positive school culture.

Opportunity for Improvement:

Adoption of an SEL program that addresses anti-bullying, conflict resolution, and positive, proactive behaviors.

Consistent and explicit teaching of desired behaviors

Digital Citizenship

Objectives	Action Steps	Resources	Lead Person	Evaluation
Re-evaluate PBIS procedures to determine appropriateness for FDS	<p>Determine components of PBIS that are being used</p> <p>Specify which practices we will continue</p> <p>Form a committee of parents, staff, and students</p>	<p>PCOE Student Prevention Dept</p> <p>FDS Leadership Team</p> <p>Student Council</p> <p>School Site Council</p>	Principal	<p>CHKS Survey Data</p> <p>Attendance Rate Data</p> <p>Anecdotal Feedback</p> <p>Behavior Referrals</p> <p>Suspension Rates</p>
Research and adopt a evidence-based SEL program	<p>Leadership team will research broad list of programs using CASEL</p> <p>Research short list and present proposal to Superintendent</p>	<p>PCOE Student Prevention Dept</p> <p>FDS Leadership Team</p> <p>Student Council</p> <p>School Site Council</p>	Principal	<p>CHKS Survey Data</p> <p>Attendance Rate Data</p> <p>Anecdotal Feedback</p> <p>Behavior Referrals</p> <p>Suspension Rates</p>
Training of staff and implementation of morning meetings and SEL / Restorative Practices	<p>Identify areas of need for training</p> <p>Determine type of training needed and resources</p> <p>Provide training for staff</p>	<p>PCOE Student Prevention Dept</p> <p>FDS Leadership Team</p> <p>Student Council</p> <p>School Site Council</p>	Principal	<p>CHKS Survey Data</p> <p>Attendance Rate Data</p> <p>Anecdotal Feedback</p> <p>Behavior Referrals</p> <p>Suspension Rates</p>
Clear Expectations among Staff and Students	<p>Explicit modeling, teaching, and recognizing of school codes</p> <p>Incorporate digital citizenship lessons for intermediate grades</p> <p>Update Staff Handbook</p> <p>Update Student Handbook</p>	<p>PCOE Student Prevention Dept</p> <p>FDS Leadership Team</p> <p>Student Council</p> <p>School Site Council</p>	Principal	<p>CHKS Survey Data</p> <p>Attendance Rate Data</p> <p>Anecdotal Feedback</p> <p>Behavior Referrals</p> <p>Suspension Rates</p>

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

Foresthill Divide School Student Conduct Code

Conduct Code Procedures

BP 5144 STUDENTS - Discipline

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

CODE OF CONDUCT

Be Safe
Be Respectful
Be Responsible
Be Kind

GENERAL SCHOOL-WIDE RULES

1. Students will come to school appropriately dressed, prepared, on time, with books and materials.
2. Students will behave in a manner that allows the teacher to teach and other students to learn.

3. Students will treat others with respect, kindness, and courtesy (foul language, bullying or harassment will not be tolerated).
4. No physical contact.
5. Students will respect the rights and properties of others. (Students may not use words or body gestures that will bring harm to, embarrass, threaten or intimidate any other student on campus. Students will treat school and other's property with care and respect.)
6. Students will not use cell phones or other electronic equipment during school hours unless permission is granted by a staff member. Students must keep electronics in their backpacks and turned off between the hours of 8:00 am and 2:30 pm.
7. Students will follow the directions of any campus supervisor or staff member the first time the directions are given.
8. Students will wait outside the classroom door until given permission to enter the classroom.
9. Students will keep all language free from profanity and rude remarks.
10. Students will use all restrooms appropriately.
11. Students will walk on all sidewalks and stairs. Running is reserved for the playgrounds.
12. Students will not chew gum.
13. Students will dress appropriately at all times and wear hats outdoors only.

PLAYGROUND RULES

1. Walk directly to the playground upon arrival to school or when dismissed from the classroom.
2. Play all games by the rules. Do not exclude anyone from playing.
3. No physical contact. Keep hands and feet to yourself at all times.
4. Use all equipment properly.
5. Do not throw anything at another person, including balls.
6. Stop playing when the bell rings and walk directly to class.
7. Eat in designated areas. Place all trash in a trash can.
8. Stay off the grass/field/track if it is wet or muddy.
9. Tell the campus supervisor if someone is hurt or there is a problem.
10. Do not leave the playground without permission.

LUNCH RECESS RULES

1. Wait for a yard duty prior to play.
2. No aggressive physical contact during games or play.
3. Use the slide correctly; seated forward only. Do not take balls or rocks onto the slide.
4. Do not go onto the hillside or over fences.
5. Everyone can play; no closed games.
6. Do not go past the portable or on the sides of the gym without supervision.
7. Do not play in non-designated areas.
8. Do not play behind the backstops or on the track at the far side of the field.

GYM/CAFETERIA RULES

1. Raise your hand for permission before leaving your seat for any reason.
2. Clean your area in the cafeteria before you leave.
3. No running or throwing anything in the cafeteria
4. Hot lunch line up quietly-no pushing or cuts
5. Do not touch other students' lunch or personal belongings.
6. When the lights go off get ready for announcements and dismissal.
7. No bouncing or playing with playground equipment in the cafeteria.

CLASSROOM BEHAVIOR

Each teacher will establish and review behavior expectations and disciplinary policies and procedures with students at the beginning of the school year and with parents at back-to-school night.

Routine classroom discipline will be handled by teachers. Interventions for students violating classroom rules may include assignments related to the infraction, restorative practices, warnings, time-outs, detention, calls to parents, and conferencing.

Students may be referred directly to the principal for defiance or other serious offenses using a Behavior Referral.

WHEN STUDENTS FOLLOW THE RULES

1. Students will receive praise and recognition.
2. Students will be able to participate in special programs, events, sports, and field trips.
3. Students will be considered for "Student of the Month"
4. Students will earn MOUNTAIN LION BUCKS

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

ANONYMOUS REPORTING

Students and adults alike have access to anonymous reporting via our school website. We always want students to share with staff members so that questions can be asked and we can respond quickly. However, the anonymous reporting allows this to happen at times outside of school hours. This might be used to report topics such as: bullying, vandalism, or perhaps concern for another's safety.

WHEN A STUDENT CHOOSES NOT TO FOLLOW THE RULES

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. BP 5145.3

Discipline MAY include but not be limited to:

1. Behavior referral will be written (merit loss)
2. Access to privileges or technology may be restricted
3. One or more recesses will be missed or detention may be assigned.
4. Work-detail may be assigned (community service).
5. Parent conferences may be arranged and/or a behavior contract may be written.
6. Students may be excluded from special or end of year activities
7. Suspension from class and/or school per Ed Code, Section 48900
8. Further descriptions of disciplinary actions can be on the discipline continuum.

DEFINITION OF INFRACTIONS

- Bullying -involves two or more of the following components and applies to students, staff, parents, and community members:
 - A desire to hurt, a hurtful action, a power imbalance, repetition, unjust use of power, evident enjoyment by the aggressor, and/or a sense of being oppressed on the part of the victim. Bullying may include verbal, non-verbal, physical, or cyber actions, and may be direct or indirect in nature.
- Cyberbullying - bullying that uses technology.
- Tardiness - Arriving late to school or in classes after the final 8:00 AM bell.
- Unexcused Absence and Truancy - Any absence which has not been both excused by a parent or legal guardian and approved by the appropriate school official.
- Defiance of School Personnel's Authority - Refusal to comply with reasonable requests of school personnel.
- Disorderly Conduct, Including Profanity And Obscene Behavior - Conduct and/or behavior that is disruptive to the orderly educational procedure of the school.
- Inappropriate Bus Conduct - Not following bus rules.

- Profanity/Obscene Acts - Vulgarity or acts which are considered obscene.
- Forgery - Writing and using the signature or initials of another person.
- Gambling - Participating in games of chance for the purpose of exchanging money or something of value.
- Theft/Possession of Stolen Property - Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.
- Drug/Alcohol/Paraphernalia - The use, possession, or sale of a controlled substance, or otherwise furnished to another person, a controlled substance or alcoholic beverage, or the selling of other substances or materials and representing such substances or material as a controlled substance or alcoholic beverage.
- Smoking/Tobacco/Possession - The possession or use of tobacco or nicotine products on school property.
- Destruction or Defacement of Property - Destroying or mutilating property or materials belonging to the school, school personnel or other persons.
- Fighting/Assault - Engaging in or threatening an act that causes or might cause harm to another person; mutual combat between two people.
- False Fire Alarm - Deliberately pulling or setting off the school fire alarm.
- Weapons/Injurious Objects - The possession, use, or sale of any object which might be used to inflict bodily injury to another person.
- Arson - Starting or setting a fire anywhere on a school campus.
- Extortion/Robbery - The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.
- Off-Campus Without A Pass - Leaving campus without proper authorization.
- Explosive Devices - The use, possession, or sale of any item that could be construed as an explosive device.
- Cheating - Dishonesty on a test or school-related assignment.
- Harassment - knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person, and which serves no legitimate purpose.
- Sexual Harassment- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature. Other types of conduct that are prohibited in the district and which may constitute sexual harassment include (EC 212.5):
 - Unwelcome leering, sexual flirtations, or propositions.
 - Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions. * Graphic verbal comments about an individual's body, or overly personal conversation.
 - Sexual jokes, stories, drawings, pictures, or gestures.
 - Spreading sexual rumors.
 - Teasing or sexual remarks about students enrolled in a predominantly single-sex class. * Touching an individual's body or clothes in a sexual way or inappropriate manner.
 - Purposefully limiting a student's access to educational tools.
 - Displaying sexually suggestive objects in the educational environment.
 - Continuing to express sexual interest after being informed that the interest is not welcome.
- Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.
- Hate Crimes - actions committed because of the victim's race, color, religion, nationality, country or origin, ancestry, disability, or sexual orientation.
- Hazing - Any method of initiation into a student organization or group which causes or may cause physical harm or personal degradation or disgrace resulting in physical or mental harm to a student.
- Battery on a Staff Member - Aggressive physical contact with an employee of the school district.

DISCIPLINARY STRATEGIES

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
- 4a. Detailed process for students, family, and staff to navigate from Student Success Team to Section 504 or an Individualized Education Program in concert with Positive Behavior Intervention Support.
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
15. Reassignment to an alternative educational environment
16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

RECESS RESTRICTION

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

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

DETENTION AFTER SCHOOL

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

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

parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

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

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

COMMUNITY SERVICE

As part of, or instead of disciplinary action, the Board, Superintendent, or designee may, at his/her discretion, require a student to perform community service during nonschool hours on school grounds or, with the written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

SUSPENSIONS AND EXPULSIONS

Violations of the following sections of Education Code 48900 are grounds for either suspension and/or expulsion from the district: *
Threatened, attempted, or actual injury to another:

- Possession or use of a controlled substance (defined by Health and Safe Code 1107)
- Possession or use of dangerous objects or weapons
- Caused or attempted to cause damage to school or private property
- Theft or attempt to steal school or private property
- Committed obscene acts, habitual profanity
- Possession of drug paraphernalia
- Disruption of school activities or willful defiance of school authorities
- Harasses, threatens, or intimidates a pupil or witness
- Sexual harassment (48900.2)
- Hate Violence (48900.3)
- Create a Hostile Educational Environment (48900.4)
- Engaged in an act of bullying including electronic bullying

NOTICE TO PARENTS/GUARDIANS AND STUDENTS

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

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

(K) Hate Crime Reporting Procedures and Policies

BP 5145.9 STUDENTS - Hate-Motivated Behavior

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

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

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

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

COMPLAINT PROCESS

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

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

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

(J) Procedures to Prepare for Active Shooters

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

Continues to shoot others
Actively seeks or attacks others
Has access to additional victims

Procedure

1. Upon first indication of an active shooter, personnel should immediately implement the E3 emergency system on their phone OR notify the school administrator.
2. The school administrator will initiate the recommended appropriate Immediate Response Action(s), which is LOCKDOWN; Placer County Sheriff will initiate Active Shooter protocol
3. The school administrator will call "911" to provide the exact location and nature of the incident/The Catapult EMS will send out the alarm to local emergency agencies, including the location of the threat.
4. The school administrator should designate a person to remain online with police if safe to do so (if applicable).
5. If the school resource officer is on campus, they shall be notified.
6. If the phone system has been used, a designated Safety Team Member will initiate the E3 protocol to alert all staff and school affiliates i.e. Discovery Club, PCOE, Onorato)
7. Per Placer County Sheriff, if safely possible, use the intercom system to announce and describe the intruder with as much detail as possible.

Principal or designee will:

1. Contact the District Office to request assistance.
2. Prepare a message for parents to be sent on School Messenger
3. Prepare to communicate with classrooms using email, school phones, cell phones, or radios. Establish a means of keeping all classrooms informed.

Each staff member will ensure that all students, staff and visitors are safely secured behind locked doors, close blinds if safe to do so, and spread out as safely as possible, staying away from windows and doors; initiate ALICE protocol. Staff should take steps to calm and control students with regular P A announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.

The Safety Team Member - School Secretary will begin the process of accounting for all students and staff.

If there is an active shooter and students are in imminent danger, the administrator may initiate RELOCATION if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

The school administrator will:

1. Maintain communication with emergency personnel and district office
2. Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
3. Inform emergency personnel and district office of the decision to leave campus and the destination. Keep emergency personnel and district office updated with information about any students and staff who do not arrive at the designated relocation point.
4. Calm students, create a perimeter to separate the school population from others who may be present and re-establish Incident Command teams with available staff.

In response to the school's notification, the superintendent or designee will:

1. Dispatch emergency personnel as required
2. Ensure community/school partners are aware of the emergency
3. Provide point-of-contact for other District resources who need to know the location of the command post and open routes to the relocation point.
4. Prepare parent/community communications
5. Dispatch support personnel to the relocation point to advise and support the school administrator/School Incident Commander
6. Dispatch a district representative to work with emergency personnel to gather intelligence for the schools.
7. Inform the site administrator/School's Incident Commander of what is known about the incident and provide the name and arrival time of emergency personnel
8. Compile names and locations of those unable to get to the relocation point, and dispatch assistance to facilitate those persons in rejoining the rest of the school population.

Placer County Sherriff Officers dispatched to the scene will:

1. Establish a liaison with the site administrator/School Incident Commander and/or the Newcastle Elementary District Office and determine the threat to the school and its immediate community.
2. Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
3. Maintain a perimeter at the offsite relocation point between the school population and others.
4. Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the School Secretary the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

The Educational Service Center Operations Coordinator will:

Connect with the school Incident Commander in person, by phone or radio and provide resources from the Educational Service Center that might include the following:

5. Dispatch the Educational Service Center Crisis Team to the school relocation point.

6. Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
7. Send out a message via School Messenger to parents from the Newcastle District Office with additional information.
8. Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the District Office.
9. Assist with reunification.

The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.

The school administrator will prepare a verified list of any wounded, and the locations to which they were transported. The school administrator will confer with the Crisis Team and the Psychological First Aid Team to ensure notification of parents and family members of the wounded.

All media inquiries will be referred to the designated Public Information Officer.

The school administrators will debrief staff and school police officers.

Procedures for Preventing Acts of Bullying and Cyber-bullying

BP 5131.2 BULLYING

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

EXAMPLES OF PROHIBITED CONDUCT

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

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

MEASURES TO PREVENT BULLYING

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

- Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
- Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
- Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

STAFF DEVELOPMENT

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

INFORMATION AND RESOURCES

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

- The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
- The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
- Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
- District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
- A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
- A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
- Any additional information the Superintendent or designee deems important for preventing bullying and harassment

STUDENT INSTRUCTION

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

REPORTING AND FILING COMPLAINTS

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

DISCIPLINE / CORRECTIVE ACTIONS

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

SUPPORT SERVICES

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

SB 10 requires school safety plans for schools serving students in grades 7-12 to include a protocol for responding to a student's opioid overdose. To meet the requirements of this bill, FUSD is in the process of adding another life-saving rescue medication to our school site Foresthill Divide School, with the provision of Naloxone (NARCAN) nasal spray.

It is important to know that our school site currently has a number of emergency and rescue measures at our disposal, including an automated external defibrillator machine (AED) to restart heart rhythms, epinephrine auto-injectors in the case of a severe allergic reaction, and now Naloxone nasal spray in the event of a suspected opioid overdose.

While FUSD will take every action to educate our students about the dangers of substance use, we are also taking proactive measures to protect lives. Resources for this addition to our school safety include 1 Pill Can Kill, Song for Charlie, and our school nurse, and we will be partnering with PCOE in developing the protocols for the administration of Naloxone on our campus.

Response Procedures for Dangerous, Violent, or Unlawful Activities

To reduce the risk of an incident of targeted violence on our campus through the formalization of a comprehensive protocol for the Foresthill Union School District that helps identify individuals whose behavior causes concern and facilitates communication of those concerns to the involved parties. Once identified and communicated, the involved parties will collaborate to conduct a threat assessment and refer the individual to appropriate services.

Our response includes the following prevention, mitigation, response, and recovery strategies in Comprehensive School Safety Plans.

PREVENTION STRATEGIES

1. Designate a district safety coordinator or designee to participate in annual coordination meetings with community stakeholders, including but not limited to Foresthill Union School District (FUSD), law enforcement representatives, and the Psychiatric Emergency Response Team (PERT).
2. To facilitate access to student information and designated emergency contacts in the event of targeted school violence, utilize the school emergency contact application, which consists of three major interfaces:
 - After-hours emergency contacts for each school within the district, as well as the district itself. These contacts should only be used in the event of an emergency when school is not in session.
 - Law enforcement agencies and other emergency personnel (i.e., PERT) emergency contact information during critical after-hours, weekends, and holidays.
 - Individual school users enables schools to provide law enforcement the ability to contact individual school officials during critical after-hour emergency situations.
3. Adopt an anonymous student reporting system and application and implement the following steps:
 - Feature a link to the anonymous reporting site prominently on the school district website's homepage and on the school website's homepage.
 - Install the anonymous reporting app on all school-issued devices.
 - Promote the use of anonymous reporting applications on an ongoing basis and in communications related to school safety.
4. Establish procedures to document events that could aid a threat assessment team in identifying potential warning signs:
 - Document in the student's discipline record all reports of suspected warning signs or threats, and the school's response, including those threats determined to be transient. These incidents may reveal a pattern of escalation.
 - Document in the victim's student record the circumstances and the response of the school to any reports of bullying, harassment, or intimidation, regardless of the outcome. These incidents may reveal a real or perceived loss or wrong/grievance.
5. Adopt the following violence prevention programs available from Sandy Hook Promise:

- Start with Hello: Social isolation is the overwhelming feeling of being left out, lonely, and treated like you are invisible. Young people who are isolated can become victims of bullying, violence and/or depression. As a result, many further pull away from society, struggle with learning and social development and/or choose to hurt themselves or others. Start with Hello teaches students in grades K through 12 the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school.
 - Say Something: Say Something teaches students in grades 6 and up how to look for warning signs, signals, and threats, especially in social media, of an individual who may be a threat to themselves or others and to say something to a trusted adult to get help.
6. Train all school employees to recognize and report the warning signs associated with an escalation toward violence, which are identified in Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence (Cornell, 2018)
- Train staff on the circumstances that warrant a report directly to 911.
 - Train staff to report all warning signs and threats to their school administrator.

MITIGATION STRATEGIES

1. Incorporate the following in Acceptable Use of Technology policies and agreements: “Users of the Foresthill Union School District network must be aware that information accessed, created, sent, received, or stored on network or its school sites are the property of the Foresthill Union School District. Account users do not have any right to or expectation of privacy regarding such materials. Foresthill Union School District reserves the right to monitor all traffic on the Foresthill Union School District network.”
2. Incorporate in all school site Comprehensive School Safety Plans active assailant resources.
3. Train all school employees in Options-Based Responses (Run, Hide or Fight) to Active Assailant Situations.
4. Conduct the following drills with design input or observation feedback from a law enforcement or safety professional:
 - At least one lockdown drill annually on each school campus.
 - At least one drill annually on each school campus to practice reunification procedures.
 - At least one district drill annually to practice offsite evacuation and reunification procedures.
5. To assist occupants in identifying their exact location in an emergency, label the interior of every room, classroom, bathroom, and common area with the room number or name.

TARGETED SCHOOL VIOLENCE RESPONSE STRATEGIES

1. Adopt the School Response Protocol from Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence that begins on the following page of the recommendations for schools.
2. If during the school threat assessment it is believed the individual currently poses a danger to themselves or others, consider available external mental health services such as the Psychiatric Emergency Response Team (“PERT”).
3. In instances where a longer-term assessment of risk is necessary, schools should consider engaging the services of a psychologist who specializes in threat assessment and threat management to serve as an external consultant, particularly under the following circumstances:
 - The school site team is uncertain how to proceed with a juvenile that makes or poses a threat and would benefit from expert consultation on the threat assessment and threat management process. Ensure the enlisted professional has experience working with juveniles and understands the juvenile justice system.
 - The individual making or posing a threat is an adult or does not attend the school. School site teams are not equipped to assess and manage cases involving adults or non-students.
 - When psychiatric records must be accessed to avert a serious threat to health or safety as authorized by 45 CFR 164.512(j) (see Attachment 7)

RECOVERY STRATEGIES

1. Utilize Catapult Connect system (text, voice call, e-mail, and social media) to communicate with parents and other stakeholders, and to aid in family reunification following a crisis event.
2. Train school-based mental health crisis intervention teams to support student and staff recovery needs following a traumatic event.

TARGETED SCHOOL VIOLENCE PROTOCOL

Establish a School Threat Assessment Team. It is important to remember individuals can pose a threat without verbally articulating

one. Oftentimes these threats come to light through a behavior or series of behaviors observed by others. While the team composition for this model can be adapted to meet the staffing patterns of each school, school threat assessment teams are typically composed of personnel from each school site who work in the following roles:

- School site administrator
- School psychologist
- School counselor or school social worker
- School resource officer or juvenile service officer

FIVE STEPS IN STUDEN THREAT ASSESSMENT

Step 1: Evaluate the threat.

A threat assessment begins when a student is reported to have made a threat, which is defined as any expression of intent to harm someone. Threats may be oral, written, graphic, or behavioral. They may be communicated to the intended target or to third parties. Behavior that implies a threat, such as carrying a weapon or acting in a menacing manner, should be assessed to determine whether a threat is present. If a threat is identified, obtain a specific account of the threat by interviewing the student who made the threat, the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the student's intentions.

Step 2: Attempt to resolve the threat as transient.

The team should gather information from witnesses and the student to determine the context and meaning of the threat. A transient threat is not a serious threat and may be an expression of momentary anger. It may be an expression of humor or hyperbole that does not convey genuine intent to harm. A transient threat is resolved with an explanation or apology, and although disciplinary consequences and counseling may be appropriate, safety precautions are not needed.

Step 3: Respond to a substantive threat.

If a threat cannot be resolved as transient, it should be treated as a substantive threat, which means there is some ongoing intent to harm someone. The team must take precautions to protect potential victims, including warning victims and taking appropriate actions to supervise the student. An attempt should be made to resolve any apparent problem or conflict underlying the threat. Disciplinary measures are applied as appropriate to the circumstances, after safety measures have been successful. A threat to hit, assault, or beat up someone is termed "serious," whereas a threat to kill, rape, use a weapon, or severely injure someone is termed "very serious." Serious threats are resolved at this step, but very serious threats require a safety evaluation.

Step 4: Conduct a safety evaluation for a very serious substantive threat.

Very serious threats require immediate protective action, including contact with law enforcement, followed by a comprehensive safety evaluation. The safety evaluation typically includes both a law enforcement investigation conducted by the school resource officer and a mental health assessment conducted by a school mental health professional. The mental health assessment is designed to determine referral and support needs and to identify the subject's reasons for the threat. Based on both law enforcement and mental health input, the team develops a safety plan that is designed both to reduce the risk of violence and respond to the student's needs for services or support. The safety plan should include a review of the student's Individual Educational Plan, if the student is already receiving special education services or a referral for special education evaluation or "child find" procedures if a disability is suspected.

Step 5: Implement and monitor the safety plan.

The threat assessment team implements the safety plan and maintains contact with the student to monitor the plan's effectiveness. The plan and follow-up actions are documented. The plan is revised as needed.

THREATS POSED BY STUDENTS

1. If imminent danger is present, the school administrator or a school staff member will call 911 immediately.
2. If the identity of the person posing or making the threat is known, school staff may request a Psychiatric Emergency Response Team (PERT) be dispatched.

3. All threats or concerning behavior will be reported to a school site administrator. In all cases the school administrator will attempt to get a written account from the student who made or posed a threat and any witnesses.
4. The school administrator will follow the five-step decision-making process described above. NOTE: The school administrator will document in the student's discipline record information on all threats made by a student (including transient threats and substantive threats that are serious) and the school's response.
5. If the school administrator determines that a threat is "very serious" (a substantive threat to cause serious injury or death) the school administrator will activate the school site threat assessment team and brief the team on the facts.
6. The school administrator will, as part of the school's investigation, determine if a search of the student's possessions is appropriate. Parental consent and/or notification is not required. Start by asking the student's permission. If the student refuses, the search must be supported by reasonable suspicion that a school rule or law has been violated and that the search will uncover evidence of that violation. Prior to authorizing a search, the school administrator will document the threat, and the purpose of the search, making a clear connection between the suspected violation, and the scope of the search. More specifically:
 - Is there reasonable suspicion that the search will turn up evidence that the student has violated the law or a school rule?
 - Is the extent of the search reasonably related to the suspected infraction? Reasonableness may be determined by school policies, consent, or exigent circumstances.
 - Is the search not "excessively intrusive" in light of the student's age, sex, and the nature of the infraction?
 - The scope of the search is limited to the evidence sought.

If the school administrator determines a search is appropriate, the administrator may access electronic device information only under the following circumstances as specified in Penal Code Section 1546.1:

- Pursuant to a warrant, wiretap order, order for electronic reader records, subpoena, or order for a pen register or trap and trace device or both.

With the specific consent of the authorized possessor of the device.

- If a school official, in good faith, believes that an emergency involving danger or death or serious physical injury to any person requires access to the electronic device information.

7. The site threat assessment team conducts a comprehensive safety evaluation. The student may be suspended pending the completion of the evaluation. Expulsion may also be recommended. It is important to note that threat assessment is separate and distinct from discipline. Disciplinary consequences for threats are appropriate if the behavior is sufficiently disruptive and/or violates school rules and education code.
8. The site administrator will summarize the evaluation and threat management plan in a Safety Evaluation Report.
9. The site administrator will act as case coordinator for all students who have a threat management plan. The site administrator will convene the site threat assessment team monthly to review student progress and modify threat management plans as needed. Modifications will be documented as addendums to the Safety Evaluation Report.
10. The site administrator will convene the school site threat assessment team whenever he/she suspects that the threat management plan is not adequate to ensure safety.
11. If the student moves to a new school, the site administrator will contact the school administrator at the new school to review the Safety Evaluation Report, and to share updates on the student's threat management plan. When possible, this contact will take place before the student enrolls in the new school. The school administrator will provide a copy of the Safety Evaluation Report and Mental Health Assessment Report as a part of this contact.

THREATS POSED BY ADULTS OR UNIDENTIFIED PARTIES

1. If imminent danger is present, school staff will call 911 immediately and notify an administrator.
2. In all other instances, the school administrator will contact the law enforcement agency's dispatch number to report the threat or concerning behavior.
3. The school administrator will report the threat or concerning behavior to the district office.
4. In cases in which it is unclear whether the person poses a threat to the school, the district will consider engaging the services of a threat assessment professional.

CHARACTERIZING THREATS IN PUBLIC COMMUNICATIONS

Schools will avoid characterizing articulated threats as "lacking credibility." In communications designed to reassure, schools should emphasize their partnership with law enforcement and the determination that it is safe for students to attend school. For example: "We take every threat seriously and work closely with our law enforcement partners to be certain that our schools are safe for students. We have been in close contact with the Placer County Sheriff's Office throughout the course of this investigation and have been assured that it is safe to operate our schools and that our students are not in danger."

Communications should only come from the highest-ranking individual in the school (i.e., Superintendent).

COMMUNICATING WITH VICTIMS

School administrators should communicate with a student or staff member that was threatened by a student attending the same school. This communication should include whether a safety plan was put into place and when the student who made the threat is expected to return to campus. Ensuring timely communication with the victim will assist in alleviating safety concerns. Additionally, it is important to acknowledge the impact a threat can have on an individual's physical and emotional well-being.

SCHOOL THREAT ASSESSMENT TEAM (STAT)

The School Threat Assessment Team (STAT) is comprised of members of law enforcement, mental health professionals, and the Foresthill Union School District Administrators, who will convene to review and evaluate any threat of targeted school violence. The purpose of the review is to assess the risk presented and recommend appropriate treatment options of the individual.

INVESTIGATIVE QUESTIONS

A threat assessment is not profiling. No checklist, form, assessment, or evaluation will ever be able to fully predict whether someone will commit a future act of violence. However, not paying attention to certain behaviors or prior actions could certainly prove to be detrimental and might very well lead to a retrospective...why didn't we see that!

A school threat investigation should consider a number of different factors and the assessment should be based on the totality of the observations made by the assessor.

It is important to remember that even though the number of people who might ultimately become a mass shooter is small, these assessments are still important even when they don't lead to that end. They can still be valuable in helping identify behaviors that can ultimately lead to other problems such as helping to identify a student who is suicidal or might engage in a more limited act of violence such as assaulting another student.

Our threat assessment protocol also provides a list of possible questions an investigator might ask in order to obtain relevant background information that can help to assess a person. The list includes questions for the victim, questions to guide the school administrator, criminal history questions, questions regarding fraternal orders or affiliations, weapons questions, questions concerning relationships, employment, and life circumstances, and suspect questions. The protocol also includes a STAT (School Threat Assessment Team) Sheet.

CONFIDENTIALITY, SAFETY, AND MENTAL HEALTH LAWS

Uses and Disclosures to Avert a Serious Threat to Health or Safety

FERPA – An Educational Agency or Institution can disclose personally identifiable information from education records germane to health and safety emergencies.

Family Educational Rights and Privacy Act (FERPA) & Safety 34 CFR PART 99 – FAMILY EDUCATIONAL RIGHTS AND PRIVACY, Subpart D—

May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in this Act or this part shall prevent an educational agency or institution from—

(1) Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;

(2) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the

student; or

(3) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

(c) In making a determination under paragraph (a) of this section, an educational agency or institution may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination, the Department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination.

Safety Plan Review, Evaluation and Amendment Procedures

Whether from meeting discussions, annual parent opinion survey data, input from the School Site Council, collaboration with the Health and Safety Committee, or feedback from Student Council, the message continues to be loud and clear – Our school community demands a safe and healthy environment for its students, our most important resource.

This Comprehensive School Safety Plan was developed through the stakeholder input and review process. It is reviewed and adjusted annually to guarantee that our campus is a safe haven for the students. Areas of concern are identified yearly, and funds are allocated to strengthen or remedy areas of concern. Emergency drills are held monthly providing students and staff with opportunities to practice how to handle emergencies as they occur.

Safety Plan Appendices

Emergency Contact Numbers

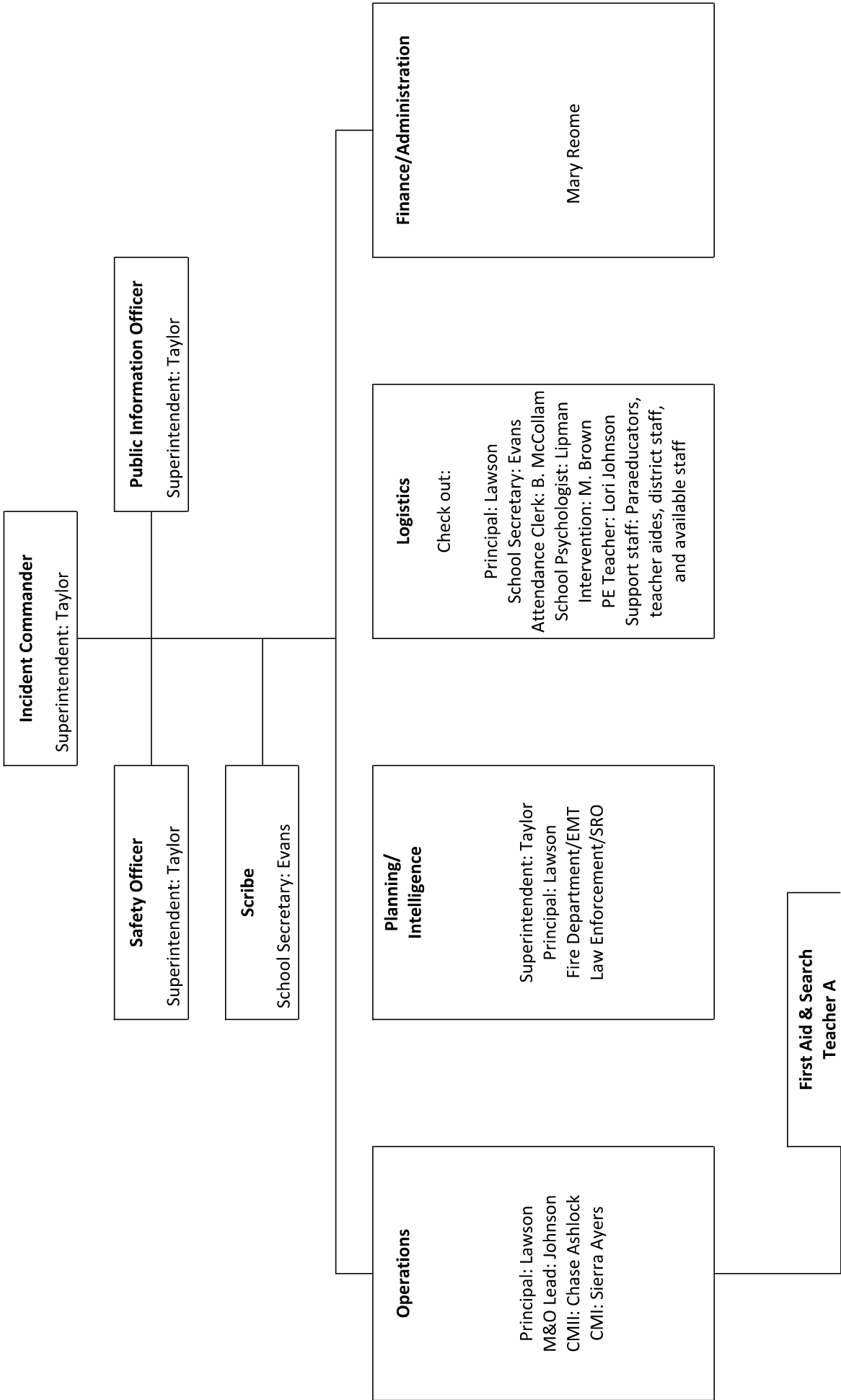
Utilities, Responders and Communication Resources

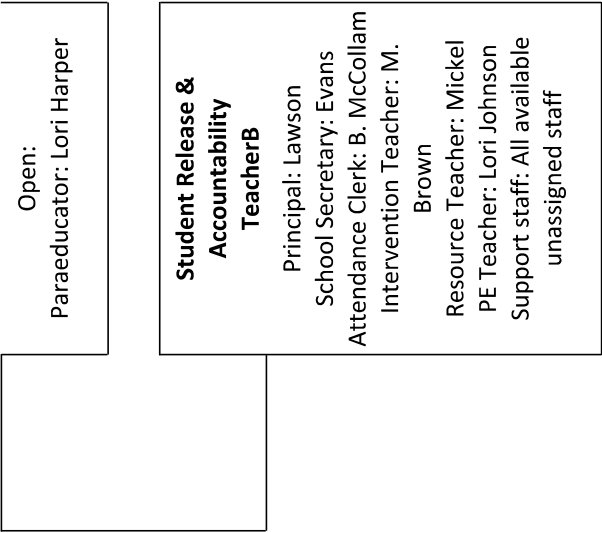
Type	Vendor	Number	Comments
Emergency Services	911	911	
Law Enforcement/Fire/Paramedic	School Resource Officer - Natalie Parkes	530-889-7800	See internal list for cell phone
Law Enforcement/Fire/Paramedic	Foresthill Substation (Sheriff)	530-367-4444	Dispatch will notify Sheriff
Law Enforcement/Fire/Paramedic	Foresthill Fire Department	530-367-2465	
Law Enforcement/Fire/Paramedic	California Department of Forestry (CDF)	530-889-0111	
Law Enforcement/Fire/Paramedic	Forest Service	530-367-2224	
Law Enforcement/Fire/Paramedic	Highway Patrol	916-663-3344	
Local Hospitals	Sutter Auburn Faith	530-888-4500	Vista 530-367-2229/Sutter Roseville 916-781-1000/UC Davis 800-282-3284
Other	PCOE, Safety - Phillip Williams	530-745-1389	Stephanie (Asst.) 530-745-1389
Emergency Services	OES Duty Officers & Media	530-886-5340	On rotation 24/7

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)
Principal Review of Comprehensive Site Safety Plan	August 2023 January 2024	
School Site Council Safety Committee: Comprehensive Site Safety Plan 23-24 collaboration	August 25, 2023 September 22, 2023 January 25, 2024	
Staff Review of Safety Plan 2023-24	February 19, 2024 (projected)	
Placer County Sheriff's Office: Review and approval of draft Comprehensive Site Safety Plan 2023-24	February 19, 2024 (projected)	
Foresthill Fire District : Review and approval of draft Comprehensive Site Safety Plan 2023-24	February 19, 2024 (projected)	
School Site Council: Review and approval of draft Comprehensive Site Safety Plan 2023-23	January 25, 2024	
FUSD Board: Review and approval of Comprehensive Site Safety Plan 2023-24	February 20, 2024 (projected)	
Document Tracking: Uploading of Comprehensive Site Safety Plan 2023-24	February 21, 2024 (projected)	
Distribution of approved Comprehensive Site Safety Plan 2023-24 to staff	February 27, 2024 (projected)	
Site Administrator begins update to Comprehensive Site Safety Plan for 2024-25	August 2024 (projected)	

Foresthill Divide School Incident Command System





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:

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.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

There are various types of emergencies, each calling for unique responses/actions. This document covers procedures for the following types of responses:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological/Chemical Release
- Bomb Threat/Threat of Violence
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion or Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Pandemic
- Psychological Trauma
- Suspected Contamination of Food or Water
- Tactical Responses to Criminal Incidents
- Unlawful Demonstration or Walkout

Step Two: Identify the Level of Emergency

Level 1 is a major disaster or imminent threat involving the entire campus and/or surrounding community.

Level 2 is a major incident or potential threat that disrupts sizable portions of the campus community.

Level 3 is a minor, localized department or building incident that is resolved quickly with existing school/district resources or limited outside help.

Step Three: Determine the Immediate Response Action

Call 911

Notify SERS and PCOE

Initiate E3 and Catapult EMS protocols (if Level 2 or Level 3 emergency)

See the specific list of Types of Emergencies and Specific Procedures outlined on the following page for appropriate response action details.

Step Four: Communicate the Appropriate Response Action

The Superintendent/Public Information Officer will communicate with staff, students and the community via CATAPULT and E3 platforms, coordinating with SERS, OEMS and PCOE. Depending on the type, level and response actions in play, parents/guardians will receive information on evacuation, lock-down, shelter-in-place status, as well as the reunification plan.

Types of Emergencies & Specific Procedures

Aircraft Crash

If a Fallen Aircraft occurs near our school, staff will be notified via an intercom announcement, telephone call, or room visit by an administrator and/or emergency responder. Depending on the nature of the incident, staff and students may be directed to remain in their classrooms, or directed to evacuate to a designated area.

Animal Disturbance

Implement this procedure when any wild, rabid, or uncontrollable animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal.
- Close doors and use tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute a Shelter-in-Place.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal. * Contact the Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse or call 9-1-1.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside.
- Lock doors and 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

ACTION: INITIATE LOCK DOWN/BARRICADE

Principal to notify Fire Department, Law Enforcement, SERS and Placer County Office of Education.

A. Warning: The warning signal at the school for ACTION: LOCKDOWN BARRICADE is the verbal command by the Principal, Emergency Response team member, or any staff on campus upon witnessing immediate, imminent, and apparent threat for this action and subsequent notification to the Principal or Emergency Response team member – either through the intercom system, hand-held radios, or in person.

B. LOCK DOWN/BARRICADE consists of:

1. Teacher and students in room create internal barricades for door and other potential access points.
 - 1a. Keep students in rooms down low and quiet. Lock doors, turn out the lights and close windows and shades.
2. Teachers direct any students outside to move into the nearest room and stay.
3. Teachers with classes on the playground, outside recess, or outside PE to return to the nearest room and stay.
4. Teachers at lunch, collect your students and return to your classroom if safely able. Otherwise, go to the nearest room and stay.
5. Take roll and note missing students. Prepare list and wait for notification from office.
6. Wait for information. Do not call office unless you have information to give on specific situation.
7. Personnel without students find nearest room and stay there until notified.
8. Any school buses en route to the affected school site will be diverted to a safe location until notified.
9. Principal consults with "ERT Coordinator" for action to be taken.
10. After the threat of imminent danger has passed, the Principal may initiate Action "Continue as Usual", "Stay In," "Leave Building," or "Go Home."
11. Within twenty-four hours of the incident, the superintendent will send a letter home to parents explaining the reason for the action.

Biological or Chemical Release

ACTION: SECURE BUILDING

A. Warning: The warning signal at the school for ACTION: SECURE BUILDING is the verbal command by the Principal or Emergency Response Team Member – either through the intercom system, hand-held radios, or in person.

B. ACTION: SECURE BUILDING consists of:

- * Principal to notify Fire Department, Law Enforcement, and Placer County Office of Education as necessary.

- * Odd or unidentified items should be reported but not be touched or moved.

1. Keep students in rooms down low and quiet. Lock doors, turn out the lights and close windows and shades.
2. Teachers direct any students outside to move into the nearest room and stay.
3. Teachers with classes on the playground, outside recess, outside PE to return to the nearest room and stay.
4. Teachers at lunch, collect your students and return to your classroom if safely able. Otherwise, go to the nearest room and stay.
5. Take roll and note missing students. Prepare list and wait for notification from office.
6. Wait for information. Do not call office unless you have information to give on specific situation.
7. Personnel without students find nearest room and stay there until notified.
8. Any school buses enroute to the affected school site will be diverted to a safe location until notified.
9. Principal consults with "ERT Coordinator" for action to be taken.
10. After the threat of imminent danger has passed, the Principal may initiate Action "Continue as Usual" "Stay In," "Leave Building," or "Go Home."
11. Within twenty-four hours of the incident, the principal will send a letter home to parents explaining the reason for the action.

Bomb Threat/ Threat Of violence

ACTION: SECURE BUILDING/BOMB THREAT

A. Warning: The warning signal at the school for ACTION: SECURE BUILDING/ BOMB THREAT is the verbal command by the Principal or Emergency Response Team Member – either through the intercom system, hand-held radio, or in person. Bomb threat would not be announced.

B. ACTION: SECURE BUILDING / BOMB THREAT response consists of:

- * Principal to notify Fire Department, Law Enforcement, and Placer County Office of Education.

- * Odd or unidentified items should be reported but not be touched or moved.

1. Keep students in rooms down low and quiet. Lock doors, turn out the lights and close windows and shades.
2. Teachers direct any students outside to move into the nearest room and stay.
3. Teachers with classes on the playground, outside recess, outside PE to return to the nearest room and stay.
4. Teachers at lunch, collect your students and return to your classroom if safely able. Otherwise, go to the nearest room and stay.
5. Take roll and note missing students. Prepare list and wait for notification from office.
6. Wait for information. Do not call office unless you have information to give on specific situation.
7. Personnel without students find nearest room and stay there until notified.
8. Any school buses enroute to the affected school site will be diverted to a safe location until notified.
9. Principal consults with "ERT Coordinator" for action to be taken.
- 9a. Principal to consider delivering hand-delivered notes to teachers and staff if safely able.
10. After the threat of imminent danger has passed, the Principal may initiate Action "Continue as Usual" "Stay In," "Leave Building," or "Go Home."
11. Within twenty-four hours of the incident, the Superintendent will send a letter home to parents explaining the reason for the action.

Bus Disaster

ACTION: BUS DISASTER

A. Warning: No warning signal for this action.

B. ACTION: BUS DISASTER response consists of:

* Principal to notify families with students on the bus, Fire Department, Law Enforcement, and Placer County Office of Education as necessary.

1. Maintain all regular routines.
2. Principal to communicate immediately with bus transportation service.
3. Principal consults with “ERT Coordinator” for action to be taken.
4. Superintendent notifies families, staff, and students as needed and dictated by the severity of the disaster.
5. Within twenty-four hours of the incident, the Superintendent will send a letter home to parents explaining the reason for the action.

Disorderly Conduct

ACTION: DISORDERLY CONDUCT

A. Warning: No warning signal for this action. Principal to make intercom system announcements as necessary.

B. ACTION: DISORDERLY CONDUCT response consists of:

* Principal to notify Fire Department, Law Enforcement, and Placer County Office of Education as necessary.

1. Principal consults with “ERT Coordinator” for action to be taken.
2. Principal and Superintendent notifies families, staff, and students as needed and dictated by the nature of the event.
3. Within twenty-four hours of the incident, the Superintendent will send a letter home to parents explaining the reason for the action dictated by the nature of the event.

Earthquake

ACTION: DUCK AND COVER

A. Warning: The warning signal for ACTION: DUCK AND COVER is a series of short bells, one after another and plain language announcement.

B. ACTION: DUCK AND COVER response consists of:

1. Have students seek cover under desks, tables, or in doorways.
2. Teachers direct any students outside classrooms to stay put in an open area.
3. Take roll and note missing students.
4. Wait for all clear signal (long, long continuous bell).
5. Personnel without students should duck and cover in similar fashion, or stay put in open areas outdoors.
6. After threat of imminent danger has passed, the Principal may initiate Action “Leave Building, “Stay In” or “Go Home.”

Explosion or Risk Of Explosion

ACTION: EXPLOSION OR RISK OF EXPLOSION

A. Warning: The warning signal for ACTION: EXPLOSION OR RISK OF EXPLOSION is a series of short bells, one after another and plain language announcement.

B. ACTION: EXPLOSION AND RISK OF EXPLOSION response consists of:

* Principal to notify Fire Department, Law Enforcement, and Placer County Office of Education as necessary.

1. Have students seek cover under desks, tables, or in doorways.

2. Teachers direct any students outside classrooms to go inside to the nearest room that is not near the explosion or the source of risk.
3. Take roll and note missing students.
4. Wait for all clear signal (long, long continuous bell).
5. Personnel without students should duck and cover in similar fashion, or stay put in open areas outdoors.
6. After threat of imminent danger has passed, the Principal may initiate Action "Leave Building, "Stay In" or "Go Home."

Fire in Surrounding Area

ACTION: LEAVE BUILDING

A. Warning: The warning signal at the school for ACTION: LEAVE BUILDING shall be regular fire alarm.

B. ACTION: LEAVE BUILDING response consists of:

* Principal to notify Fire Department, Law Enforcement, and Placer County Office of Education as necessary.

1. Orderly movement of students and staff from inside school building to a designated outside area of safety. Turn out the lights and lock the door after the students leave the building.
2. Students must remain lined up in single rows in their designated areas for roll and further directions.
3. Students working in a special group (i.e.: Title I, Special Education, Library, Computer Lab, Cafeteria) must evacuate the building with the teacher in charge at the time. Students must be escorted, by an adult, to their regular classroom teacher's assigned area.
4. Teachers must bring the classroom emergency box and an up-to-date grade book with them and take roll. Be prepared to tell the Emergency Response Team who is missing. Teachers will display a green card if all students are accounted for or a red card if someone is missing. Green/red cards are located in the classroom emergency box.
5. Office staff must remove student and staff Emergency Data from the office to an outside area of safety. Be prepared to implement Actions "Stay Out" and "Go Home," if necessary. *** (If fire is imminent on campus and immediate evacuation is required, school busses and all available staff vehicles may need to be considered.) ***
6. Personnel without students at the time of the incident must report immediately to the Command Center.
7. Safety of building is assessed.
8. If building is safe to re-enter, a verbal command will be given. Do not return by mechanical signal. (i.e.: bell, horn, P.A. system, etc.)
9. If building is not safe to re-enter, the decision to implement Action "Stay Out" may be made by the Principal.

Fire on School Grounds

ACTION: LEAVE BUILDING

A. Warning: The warning signal at the school for ACTION: LEAVE BUILDING shall be regular fire alarm.

B. ACTION: LEAVE BUILDING response consists of:

* Principal to notify Fire Department, Law Enforcement, and Placer County Office of Education as necessary.

1. Orderly movement of students and staff from inside school building to a designated outside area of safety. Turn out the lights and lock the door after the students leave the building.
2. Students must remain lined up in single rows in their designated areas for roll and further directions.
3. Students working in a special group (i.e.: Title I, Special Education, Library, Computer Lab, Cafeteria) must evacuate the building with the teacher in charge at the time. Students must be escorted, by an adult, to their regular classroom teacher's assigned area.
4. Teachers must bring the classroom emergency box and an up-to-date grade book with them and take roll. Be prepared to tell the Emergency Response Team who is missing. Teachers will display a green card if all students are accounted for or a red card if someone is missing. Green/red cards are located in the classroom emergency box.
5. Office staff must remove student and staff Emergency Data from the office to an outside area of safety. Be prepared to implement Actions "Stay Out" and "Go Home," if necessary.
6. Personnel without students at the time of the incident must report immediately to the Command Center.
7. Safety of building is assessed.

8. If building is safe to re-enter, a verbal command will be given. Do not return by mechanical signal. (i.e.: bell, horn, P.A. system, etc.)
9. If building is not safe to re-enter, the decision to implement Action “Stay Out” may be made by the Principal.
10. Principal and the Emergency Response Team to assess and determine the need to evacuate the campus.

If school is surrounded and evacuation is not possible, all students and staff should go to the gym. The second and backup location is the library

Flooding

ACTION: GO HOME

A. Warning: The warning signal for ACTION: GO HOME is the verbal command by Principal or Emergency Response Team Member – either through the intercom system, hand-held radio, or in person.

B. ACTION: GO HOME response consists of:

* Principal to notify Fire Department, Law Enforcement, SERS and Placer County Office of Education.

1. Emergency Response Team sees that Student Check-Out/Message Center is set up and staffed.
2. Appropriate parent and media notification will be made.
3. Teachers keep students in designated secure areas until notification that student is being released to an authorized adult. A member of the Student Check-Out Team, a student or adult with proper identification, will be sent to release students.
4. When notified, the teacher in the student secure area checks off the student, noting on roll sheet the time of release.
5. Emergency Response Team will consolidate classes as they become smaller.
6. Staff members will be released by the Principal as soon as they are no longer needed as Disaster Service Workers. (Cal. Govt. Code, Sec. 3100)

Loss or Failure Of Utilities

ACTION: GO HOME for Prolonged Power Outage if unsafe for students and all staff to be on campus and/or necessity to be at home or other location.

A. Warning: The warning signal for ACTION: GO HOME is the verbal command by Principal or Emergency Response Team Member – either through the intercom system, hand-held radios, or in person.

B. ACTION: GO HOME response consists of:

* Principal to notify Fire Department, Law Enforcement, and Placer County Office of Education as necessary.

1. Emergency Response Team sees that Student Check-Out/Message Center is set up and staffed.
2. Appropriate parent and media notification will be made.
3. Teachers keep students in designated secure areas until notification that student is being released to an authorized adult. A member of the Student Check-Out Team, a student or adult with proper identification, will be sent to release students.
4. When notified, the teacher in the student secure area checks off the student, noting on roll sheet the time of release.
5. Emergency Response Team will consolidate classes as they become smaller.
6. Staff members will be released by the Principal as soon as they are no longer needed as Disaster Service Workers. (Cal. Govt. Code, Sec. 3100)

Motor Vehicle Crash

ACTION: MOTOR VEHICLE CRASH

A. Warning: No warning signal for this action.

B. ACTION: MOTOR VEHICLE CRASH consists of:

* Principal to notify families of student/s in the motor vehicle crash, Fire Department, Law Enforcement, SERS and Placer County Office of Education as necessary.

1. Maintain all regular routines.
2. Principal to communicate immediately with bus transportation service.
3. Principal consults with "ERT Coordinator" for action to be taken.
4. Principal and Superintendent notifies families, staff, and students as needed and dictated by the severity of the disaster.
5. Within twenty-four hours of the incident, the principal will send a letter home to parents explaining the reason for the action.

Pandemic

ACTION: PANDEMIC

A. Warning: There is no warning signal for this action. The Principal will make an intercom system announcement as necessary with first priority of safety and promoting calm.

B. ACTION: PANDEMIC response consists of:

* Principal to notify SERS and Placer County Office of Education, as necessary.

1. Posting of health education materials more frequently
2. Education of staff/students on how to cover coughs and sneezes
3. Education of staff/students on frequent hand washing
4. Use of waterless hand sanitizers and wipes
5. Develop rotation of staff, and identify a priority list for staff release.
6. Plan for possible use of facility by Public Health Officials.

Psychological Trauma

ACTION: TRAUMA

Warning: There is no warning signal for this action. The Principal will make an intercom system announcement as necessary with first priority of safety and promoting calm.

Crisis management at a school site specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

1. Temporary disruption of regular school functions and routines.
2. Significant interference with the ability of students and staff to focus on learning. * Physical and/or psychological injury to students and staff.
3. Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. Contact District supervisors as needed.
2. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
3. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Psychological First Aid Team will provide direct intervention services.
5. If there is a need for additional assistance, the School Administrator will notify the Superintendent.

6. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
7. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
8. The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

Suspected Contamination of Food or Water

ACTION: CONTAMINATION

A. Warning: The warning signal for ACTION: CONTAMINATION is the verbal command by Principal or Emergency Response Team Member – either through the intercom system, hand-held radios, or in person.

B. ACTION: CONTAMINATION response consists of:

* Superintendent to notify all families especially students known or suspected to have consumed the suspected food and water, Fire Department, Law Enforcement, SERS, and Placer County Office of Education as necessary.

1. Principal will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
2. First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
3. Principal will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
4. Superintendent will confer with the County Department of Health Services before resuming normal operations.
5. Superintendent will notify and update parents via district communications.
6. Superintendent will direct the Principal or other authorized user to open a report on the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Principal will initiate the All Clear action.

Tactical Responses to Criminal Incidents

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Foresthill Union School District uses the E3 and Catapult Emergency Management System, which are designed to assist school districts in their planning, response, management of criminal and/or emergency incidents on campus.

Unlawful Demonstration or Walkout

ACTION: UNLAWFUL DEMONSTRATION OR WALKOUT

A. Warning: No warning signal for this action. Principal to make intercom announcements as necessary with first priority of safety and promoting calm.

B. ACTION: UNLAWFUL DEMONSTRATION OR WALKOUT response consists of:

* Principal to notify Fire Department, Law Enforcement, SERS and Placer County Office of Education as necessary.

1. Principal consults with “ERT Coordinator” for action to be taken.
2. Principal and Emergency Response Team works toward safety, calm, and return to regular routines.
3. Superintendent notifies families, staff, and students as needed and dictated by the nature of the event.
4. Within twenty-four hours of the incident, the Superintendent will send a letter home to parents explaining the reason for the action dictated by the nature of the event.

Emergency Evacuation Map