



# **ROCKLIN ACADEMY GATEWAY**

**A CORE KNOWLEDGE SCHOOL**

## **COMPREHENSIVE SCHOOL SAFETY PLAN 2021-2022**

**Plan Developed By  
The Rocklin Academy Gateway Comprehensive Safety Team**

**Jillayne Antoon, Principal  
Eve Fabiaschi, Assistant Principal  
Suzy Parrett, Assistant Principal**

## ***Mission, Vision and Values***

### **Mission Statement**

Rocklin Academy Family of Schools provides a distinct educational program strengthened by community and parent partnerships to achieve high standards, rich core content, and innovative learning.

### **Vision Statement**

We envision a school community that inspires its students to excel academically, pursue their passions, and impact the world with excellence.

### **Core Values**

1. The future we want to create includes a community of leaders who have strong shared beliefs and values that all students have the ability to learn at high levels and the expectations of our organization/schools to meet or exceed that level.
2. The future we want to create includes a community of leaders who are data-savvy; they embrace and monitor data, and use it to drive continuous improvement.
3. The future we want to create includes a community of leaders who have a collaborative relationship and establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving district-wide student learning and achievement goals.
4. The future we want to create includes a community of leaders who are knowledgeable, ethical, responsible, critical thinking, and engaged members of society.
5. The future we want to create includes a community of leaders who utilize research-based, varied, differentiated, and effective instructional practices to ensure all students learn at high levels.

### **Goals**

1. Students build a depth of understanding in core concepts through a cohesive K-12 education program.
2. The school environment cultivates students who are responsible, compassionate, and engaged citizens.
3. Our work culture supports the sustainability and continuous growth of teachers, staff, and administration.
4. Parents are valued partners who strengthen our schools and programs.
5. Organizational leaders, in collaboration with community partners, enrich the learning experience for all students

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## Emergency Phone Numbers

Rocklin Academy Gateway  
6550 Lonetree Blvd.  
Rocklin, CA 95765  
916.778.4550

<b>Rocklin Academy Gateway is a school of approximately 1,200 students and 100 staff.</b>	
Rocklin Fire Dept	<b>911</b> or (916) 625-5300
Rocklin Police Dept	<b>911</b> or 916-625-5400
Poison Control Center	(800) 222-1222
Sutter Hospital	(916) 781-1000
Kaiser Hospital	(916) 784-4000
Center for Disease Control	800-CDC-INFO   (800-232-4636)
National SUICIDE Prevention Lifeline	1-800-273-TALK (8255)
Child Protective Services	916-872-6549 or 866-293-1940
Placer County Emergency Management	530-889-4030 or 800-488-4308
Emergency Radio Stations	KAHI AM 950 KFBK AM 1530 KGBY FM 92.5 KNCO AM 830



## Promulgation Statement

Rocklin Academy Family of Schools is committed to the safety and security of students, faculty, staff, and visitors on their campuses. In order to support that commitment, the School Board has asked for a thorough review of the schools' emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of Rocklin Academy Gateway campus of Rocklin Academy Family of Schools. We support its recommendations and commit the schools' resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

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SCHOOL BOARD

DATE

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LOCAL EMERGENCY MANAGEMENT

DATE

## **Introduction: Purpose, Goal and Scope**

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### **Purpose**

The purpose of this School Emergency Plan is to provide a framework of policies, procedures, guidelines, and organizational structure that enables Rocklin Academy Family of Schools and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving its schools.

This plan purposely does not address more specific responses demanded by the almost limitless variety of possible crises. Instead it provides a general framework for response, which in turn will guide more specific steps that a given situation demands, to be determined at the time of its occurrence by the School Emergency Team and emergency responders.

### **Goal**

The goal of this plan is to ensure the safety of all members of the Rocklin Academy Gateway community and to preserve the well being of the school and continuity of education through a rapid, coordinated, effective response to (and recovery from) emergencies and disasters.

### **Scope & Use**

This plan is intended for use by school administrators, faculty, staff, students and emergency responders. It is also intended to inform parents and community leaders of the school's planned actions in response to emergencies as a way of preparing families and local officials before an emergency occurs. This plan is intended for use in conjunction with the following resources:

- Rocklin Academy Family of Schools 2020-2021 Parent & Student Handbook & Rocklin Academy Gateway Supplemental Handbook 2020-21
- Rocklin Academy Family of Schools Employee Handbook 2020-21
- Rocklin Academy Gateway Charter Renewal 2017

The base plan format follows the Federal Emergency Management Agency's (FEMA) four phases of emergency management:

**Mitigation/Prevention** addresses what Rocklin Academy Gateway can do to reduce and eliminate risk to life & property.

**Preparedness** focuses on the process of planning for likely or worst-case scenarios.

**Response** is devoted to the steps Rocklin Academy Gateway will take during an emergency.

**Recovery** deals with how Rocklin Academy Gateway will restore the learning and teaching environment after an emergency.

The Annexes provide supplemental information to enhance the content and facilitate the implementation of the base plan.

The School Safety and Planning committee created this document. It's members include:  
Jillayne Antoon, Rocklin Academy K-8 Rocklin Academy Gateway Principal  
Eve Fabiaschi, Rocklin Academy Gateway TK-8 Assistant Principal  
Suzanne Parrett Rocklin Academy Gateway TK-8 Assistant Principal  
Chip Kling, Western Sierra Collegiate Academy Assistant Principal  
Kim Reyne, Western Sierra Collegiate Academy Administrative Assistant to the Principal and Assistant-Principal  
Taunie Womeldorf, Western Sierra Collegiate Academy Counselor  
Consult with local law enforcement and fire agencies - Rocklin PD

### **Annual Review and Revision**

Staff and students need further training for bomb threats and earthquake preparedness. Another area to include in the next revision is a specific reunification process to bring students together with their families after an emergency.

### **PANDEMIC - COVID-19**

Due to the serious nature of the COVID-19 Pandemic, there are additional health and safety measures in place for ingress/egress of students, teachers and visitors, and additional requirements for all people when on campus. Therefore, while the pandemic continues, RAFOS will follow all recommendations and guidelines from State and local health departments. These Health & Safety guidelines and procedures supersede all others and may be found in Annex E and [here](#).

## Mitigation & Prevention

### **Rocklin Academy Gateway School Description and Profile**

Rocklin Academy Gateway is part of the Rocklin Academy Family of Schools, which is an exemplary family of schools that not only believes in the mission, vision, and core values, we live them. Our faculty believes that each child can learn at high levels, and we foster a love of learning. Working in partnership with our parents, we continually strive to maximize student achievement. Our teachers, with their frequent and targeted opportunities for collaboration, are models of a true professional learning community, which positively impacts student learning. Our Core Knowledge curriculum ensures that our students have a rich, powerful educational program where simply put, knowledge builds on knowledge. Core Knowledge aligns beautifully with Common Core State Standards, which delves deeper into materials, encourages critical thinking, problem-solving, and builds analytical skills. Rocklin Academy is also forward-thinking in technology with our implementation of iPads, Chromebooks, and Apple TVs in the classrooms. This technology enables students to communicate and extend their learning in a multitude of innovative and creative ways. Our teacher-facilitated student leadership groups, Rocklin Academy Student Council, and Ambassadors of Character Education and Service (ACES), coordinate our character education program, tied into our Positive Behavior Intervention and Support program. These phenomenal groups model and teach leadership skills and involve our student body in community service. We include band and choir embedded during the school day for our fifth grade through eighth-grade students. We offer formal music instruction beginning in fourth grade, and with the assistance of our parent community, we offer a music docent program in grades TK through 3<sup>rd</sup> grade. We offer a variety of clubs, activities, and academic clubs such as Math Olympiad, as well as a middle school athletics program. Without the dedication of our outstanding faculty and staff and the support and partnership of our parents and volunteers, none of this would be possible.

### **Policies & Procedures**

#### **Abuse of School Personnel**

Any parent/legal guardian or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor which is punishable by a fine not exceeding one hundred dollars (\$100), by imprisonment in the county jail for a period of not more than ten (10) days, or both.

Every person who, with intent to cause, attempts to cause, or causes, any officer or employee of any public or private educational institution or any public officer or employee to do or refrain from doing, any act in the performance of his/her duties, by means of a threat, directly communicated to such person, to inflict an unlawful injury upon any person or property, and it reasonably appears to the recipient of the threat that such threat could be carried out, is guilty of a public offense punishable as follows:

Upon a first conviction, such person is punishable by a fine not exceeding ten thousand dollars (\$10,000), or by imprisonment in the state prison, or in a county jail not exceeding one (1) year, or by both such fine and imprisonment.

If such person has been previously convicted of a violation of this section, such previous conviction shall be charged in the accusatory pleading, and if such previous conviction is found to be true by jury, upon a jury trial, or by the court, upon a court trial, or is admitted by the defendant, she/he is punishable by imprisonment in the state prison.

As used in this section, directly communicated, includes, but is not limited to, communication to the recipient of the threat by telephone, telegraph, or letter. (Penal Code Section 71)

## **Anti-Bullying Policy**

Rocklin Academy Gateway is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying of any kind at our school.

*Definition:* Bullying happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose repeatedly. Bullying is unfair and one-sided. Bullying behaviors include, but are not limited to the following:

- Hurting someone physically by hitting, kicking, tripping, or pushing
- Stealing or damaging another person's belongings
- Ganging up on someone
- Teasing someone in a hurtful way
- Using forms of social media to bully or threaten someone
- Using put-downs, such as insulting someone's race, religion, or making fun of someone for being a boy/girl
- Limiting a student's access to educational tools
- Spreading rumors or untruths about someone

Students at Rocklin Academy Gateway will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Report bullying to an adult

Teachers and staff at Rocklin Academy Gateway will do the following things to prevent bullying and help students feel safe at school:

- Closely supervise students in all areas of the school
- Watch for signs of bullying and stop it when it happens
- Character education to prevent bullying
- Any student who feels that he/she is being bullied should immediately contact their teacher or the principal (and/or designee).

## **Attendance**

At Rocklin Academy Gateway, we view each day as an essential learning opportunity. A significant part of each student's educational experience is derived from classroom participation, activities, discussion, and relationships. Regular attendance is crucial for students to attain the maximum benefit from the school experience. Therefore, we expect excellent attendance of our students.

Missing school regularly not only is detrimental to a child's learning but also can create poor learning habits. Of course, if a child is sick or has a communicable illness, he or she should stay home to rest and recover.

When students are absent from school, it is important that their absences be cleared on their first day back to school. Any absence not cleared will remain as unexcused until cleared. Excessive unexcused absences will result in truancy notifications. A student may be excused from school for illness or injury, bereavement, or justifiable personal reasons, including but not limited to, medical or dental appointments, funeral/memorial services, court appearances, or religious holidays when the student's absence has been requested in writing by the parent/guardian and approved by the principal or designee. A student shall be excused when the custodial parent of a student is ill or has a medical appointment during school hours.

<b>2019-20Attendance Summary By Grade</b>			
<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>
TK	99%	4	99%
K	99%	5	99%
1	99%	6	99%
2	99%	7	99%
3	99%	8	99%
<b>Schoolwide</b>			<b>99%</b>

## **Behavioral and Learning Expectations**

In order to provide Rocklin Academy students with a safe and effective learning environment, all classroom rules will align with the Three School Rules, all three of which are equally important. All teachers and staff at Rocklin Academy Gateway have agreed to uphold these discipline standards throughout the school grounds. Teacher interventions at the classroom level will have been fully implemented, and parents fully informed before the child's behavioral problem is referred to the principal's office. These procedures are accomplished through the school-wide PBIS (Positive Behavior Intervention and Support) systems, which were implemented during the 2015-2016 school year. Behavior is tracked through the PBIS School Wide Information System (SWIS), in order to gather data and improve school safety for all students.

### **Behavior Expectations**

Through our system of Positive Behavioral Interventions and Supports (PBIS), all students must adhere to our three school rules:

#### **Be Respectful**

#### **Be Responsible**

#### **Be Resourceful**

The matrix below outlines how to follow these rules in each area of the school. Staff reinforces positive behaviors with verbal and written acknowledgment to encourage a positive, productive, and supportive school environment.

	Classroom / Hub	Cafeteria	Playground	Bathroom	Hallway/Stairwell	Pick-Up
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Be supportive and positive</li> <li>• Take care of materials</li> <li>• Listen politely</li> <li>• Speak with Good Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Talk quietly</li> <li>• Use polite manners</li> <li>• Speak with Good Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Use equipment properly</li> <li>• Listen politely</li> <li>• Include others in all activities</li> <li>• Speak with Good Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Talk quietly</li> <li>• Maintain privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• Remain silent</li> <li>• Keep personal space</li> <li>• Keep hands and objects off wall</li> </ul>	<ul style="list-style-type: none"> <li>• Remain quiet</li> <li>• Stay in line</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Take ownership</li> <li>• Keep classroom clean</li> <li>• Complete assignments as asked</li> <li>• Failure leads to Success</li> </ul>	<ul style="list-style-type: none"> <li>• Keep Cafeteria clean</li> <li>• Choose healthy options</li> <li>• Follow procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Follow rules of games</li> <li>• Be safe, and aware of surroundings</li> <li>• Follow procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Keep Bathroom clean</li> <li>• Use bathroom appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Walk only</li> <li>• Keep Belongings close</li> <li>• Follow procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Keep belongings close</li> <li>• Listen to adults</li> <li>• Be safe and aware of surroundings</li> </ul>
<b>Be Resourceful</b>	<ul style="list-style-type: none"> <li>• Utilize tools and strategies</li> <li>• Work cooperatively</li> <li>• Come to class prepared</li> <li>• Be Flexible</li> </ul>	<ul style="list-style-type: none"> <li>• Raise your hand if you need help</li> <li>• Take only the amount of food you will eat</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate to solve problems</li> <li>• Find an adult when you need help</li> <li>• Pick up trash</li> </ul>	<ul style="list-style-type: none"> <li>• Tell an adult when there is a problem</li> <li>• Conserve and use supplies wisely</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to person in front of you</li> <li>• Pick up trash</li> </ul>	<ul style="list-style-type: none"> <li>• Watch for your vehicle</li> <li>• Load into vehicle quickly</li> </ul>

## Major Referrals and Minor Communication Referrals

If a student does not comply with one or more school rules, a Minor Communication describing the incident and specifying the consequence will be conducted as a warning to the student and communication to the parent. The Minor Communication may be conducted by a teacher or by the principal (and/or designee) and may be in person, via email, or via phone. Corrective and instructive actions will be taken to support the student in learning from mistakes and making appropriate decisions in the future. These actions will be determined by the nature of the incident and the frequency of incidents.

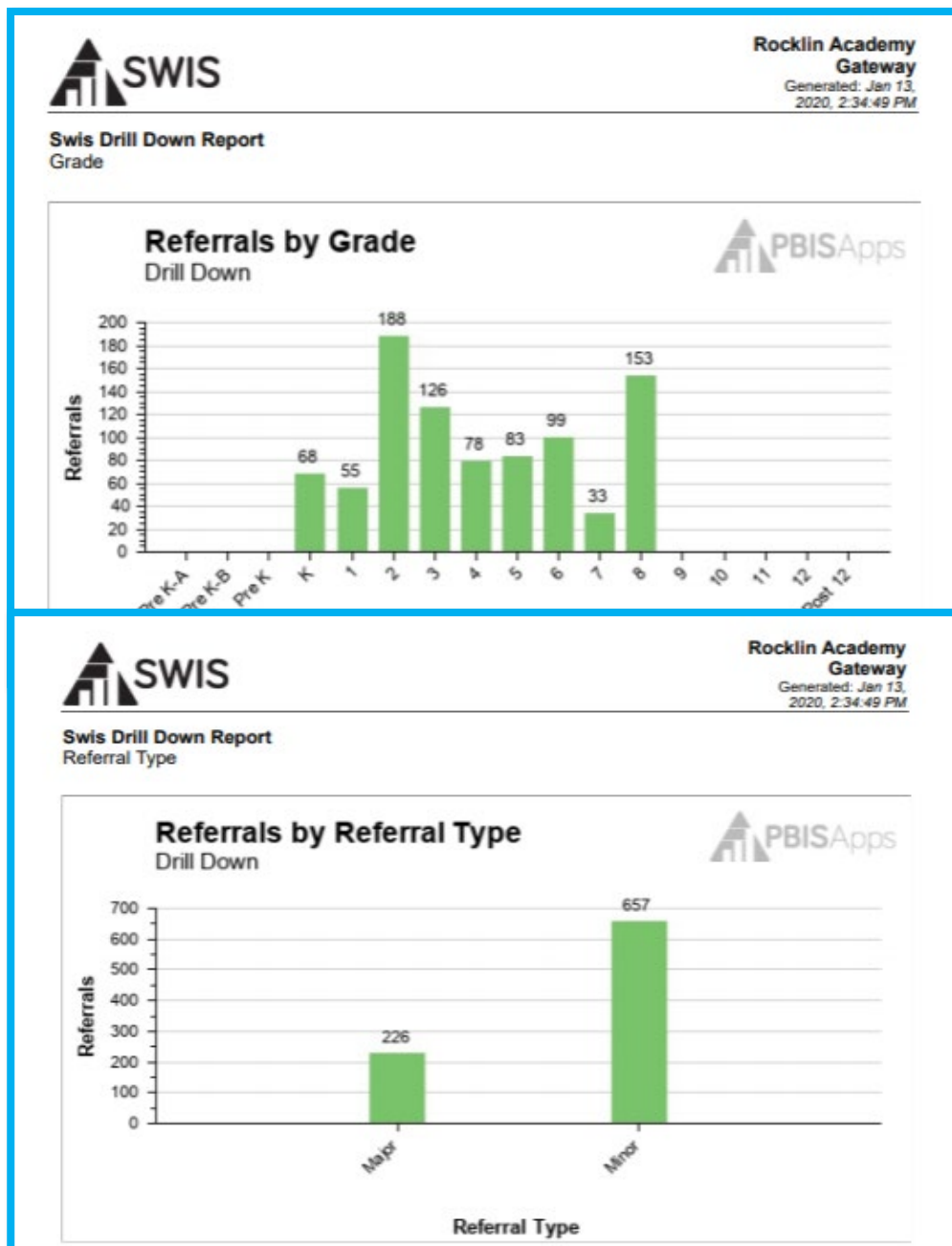
If a student commits a more severe infraction, a Major Referral Form will be issued by a teacher or by the principal (and/or designee). All forms must be signed by a parent and returned the next school day. If a student receives multiple Minor Communication Forms in one trimester, a Major Referral Form may also be given by the principal (and/or designee) for repeated infractions. In the case of Major Office Discipline Referral, parents will be notified, and a team may meet to discuss appropriate corrective and instructive actions for the student. The team may include a combination of

teacher, administrator, parent, and student.

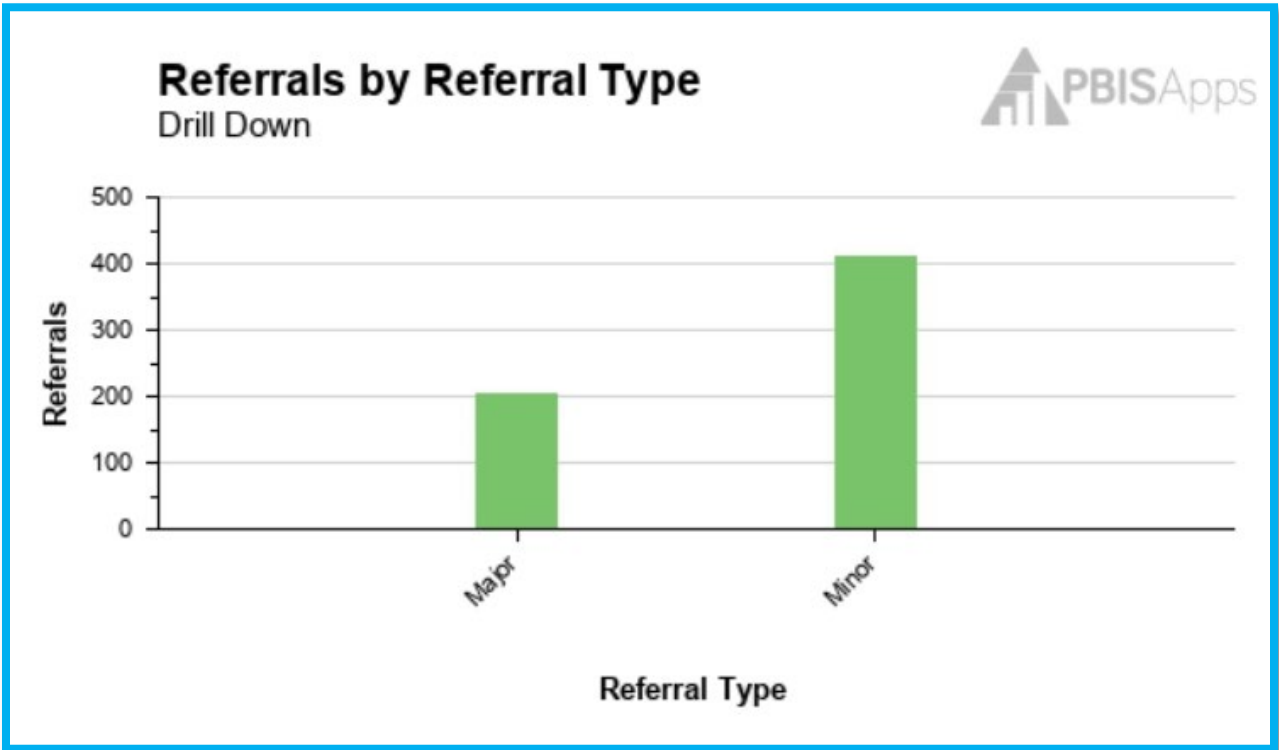
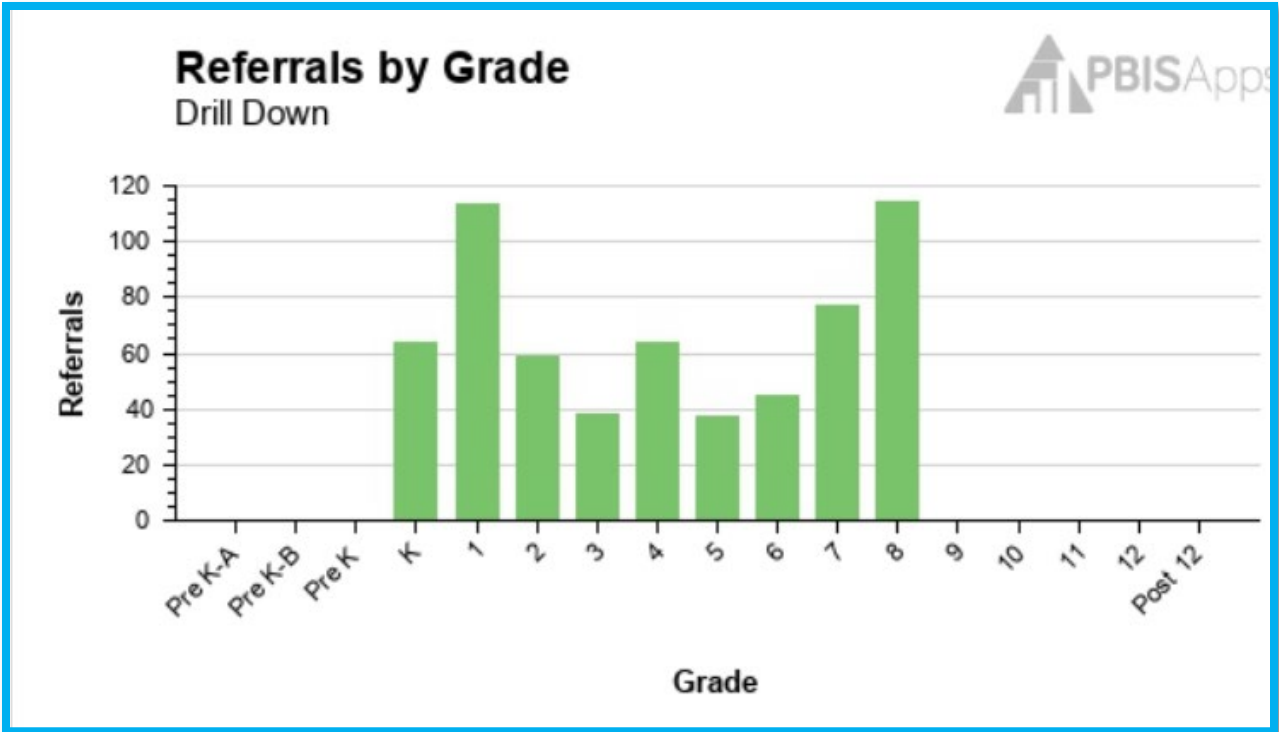
With severe cases of infraction, the principal (and/or designee) may determine any consequences deemed necessary in order to seek pupil improvement. See “Suspension and Expulsion” for additional information.

Minor Communication Logs and Major Referral Forms are housed within the school site and are not part of the student’s cumulative file. The data gathered from referrals allows the school site to systematically address the targeted behavior and develop replacement behaviors that support our three school rules.

## 2019-20 Data from SWIS for PBIS







## **California Healthy Kids Survey**

Rocklin Academy Gateway students in grades 5 and 7 are given the opportunity to take the California Healthy Kids Survey. This data is then used by the MTSS committee to analyze and evaluate what other supports are needed at school based on survey data.

## **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Rocklin Academy Gateway will provide annual training on the mandated reporting requirements, using the online training modules that meet the requirements of the State Department of Social Services to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in county jail, or by a fine of one thousand dollars (\$1,000), or by both imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Child abuse and neglect reporting forms from Child Protective Services of Placer County are housed in the offices of the principals or designees. Staff is to communicate concerns to administration and an administrator reviews reporting procedures and assists employees where needed to report the incident(s) to the proper authorities and assist teachers in following up with the required submission in writing. These confidential records are kept locked in the offices of the principals or designees.

## **Cyber Safety: (Technology and Acceptable Use Agreement)**

It is understood that the school-issued device is the sole property of the Rocklin Academy Family of Schools, (RAFOS). Students have no right or expectation of privacy regarding their use of RAFOS property, network, files, and/or Internet access, including email or other Internet and technology resources. The district may monitor students' use of the Internet, either through direct supervision or by monitoring Internet use, usage history, and student files, to ensure compliance with this notification. RAFOS reserves the right to access, review, copy, and store or delete any electronic communication or files and disclose them to others as deemed necessary.

The use of the device is a privilege, not a right. This privilege may be lost if the device is not used responsibly. Students agree to relinquish their device to staff members for a random inspection.

This is the most up-to-date agreement and supersedes any other policies in this area. RAFOS

reserves the right to change this policy at its discretion. If changed, parents will be notified and provided the updated version for signature.

### **Personal Responsibility**

Students are expected to:

- Bring their devices to school each morning with the batteries fully charged.
- Keep devices clean, with no attached stickers or other items that might deface or damage the finish, screen, case, keyboard, or other components.
- Not remove any part of the school-supplied case from the device. Doing so will be considered willful neglect, voiding the warranty. The parent/guardian will be billed for the cost of the repair or replacement of the device.
- Immediately report all malfunctions, damage, or loss of a device to a teacher, administrator, or technology support staff member.
- Immediately inform support staff if your enrollment status changes.
- Manage passwords with assistance from staff if needed.
- Use only assigned RAFOS accounts.
- Follow all copyright and intellectual property laws.
- Use devices appropriately to assure academic integrity.
- Communicate only in ways that are kind, responsible, respectful, and lawful.
- Immediately report threatening or offensive materials to a teacher or administrator.
- Use care when using school issued devices and charging cords.

### **Content Filter**

- RAFOS uses an Internet content filter, provided by Placer County Office of Education (PCOE), that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All devices using the school network will have Internet activity filtered and monitored by the district. In addition, we use Gaggie to monitor for inappropriate or concerning content in the school-issued RAFOS Google account for students. Devices not using the school network to connect to the Internet (e.g., home networks, commercial networks, personal hotspots, etc.) are not filtered for content by PCOE. Parents and/or guardians should monitor their children's Internet use at home and outside RAFOS.

### **Acceptable Use**

- Students will use devices for educational activities, such as performing research, developing projects, and disseminating information.
- Students will use their devices during the school day only for school-related purposes.
- Students may use the device camera and/or microphone for academic purposes.
- Students will obtain permission prior to taking a photo, video, or audio recording of a student, teacher, staff member, or administrator. If an individual declines such, the requesting student will respect that decision.
- Students agree not to browse websites that are inappropriate or contain inappropriate content. This includes, but is not limited to, websites that could be harmful to the device, harmful or offensive to other students, illegal, or are not academically related and/or approved by the teacher or principal.
- Students agree not to use the device to antagonize, bully, harass, or stalk people.
- Students agree not to attempt to load and use additional software on the device.

### **Limited Personal Use**

- Students, with support from parents, are encouraged to limit the use of the device for recreational purposes at home.
- Students may be required to remove personal files to free up storage for academic software or content.
- While students may store personal files on their issued devices, RAFOS is not liable for this content. It is recommended that students backup any personal data placed on the device in the event of a hardware/software failure or scheduled maintenance.
- If students are permitted to take the device home, technical support will be limited or unavailable when the device is off school grounds. This includes the summer months.

### **Safety**

- Students agree not to meet in person with someone they have met online without their parent's approval and participation.
- Students agree not to publish personal details, contact information, or a schedule or location of their activities.
- Students are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account.

### **Security**

- Students will keep their devices in a secure location when not using them.
- Passwords issued to students and their parent(s)/guardian(s) are to be kept private and not disclosed to other students.

### **Vandalism**

Vandalism is defined as any malicious attempt to harm or destroy data of another user or that of agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses, disrupting or limiting access to network resources, or using the network to make unauthorized entry to any other machine accessible via the network. Any violation may result in the loss of your network privileges, disciplinary action, and/or legal referral.

### **Social Media**

Except when part of a school project, and with the knowledge of a school staff member, students will not use email, instant messaging, or log onto chat rooms, social media, or online forums during school hours.

### **Definitions and Consequences**

The penalty for violating the terms above:

- First violation – Loss of (take-home privileges) device use for two days and implementation of “Continued Device Use Contract.”
- Second violation – Loss of (take home privileges) device for two weeks and implementation of “Continued Device Use Contract.”
- Third violation – Parent/student conference with administration will be held to establish a plan to eliminate continued infractions of the Technology Use Agreement.

## **Dangerous Students Notification**

When the school becomes aware of a student who may pose a danger to the staff and other students, the information is immediately shared with the District Office, the teacher, special education personnel, the nurse, the principal, the office staff and, if necessary, local law enforcement. A plan of action, including appropriate counsel and/or disciplinary procedures, are prepared and implemented.

## **Dress Code and Appearance**

Rocklin Academy Family of Schools administration and staff believe that appropriate dress and grooming contribute to an environment that is conducive to learning. Students should be neat and clean when coming to school. Appropriate dress allows schoolwork and activities to be done safely and efficiently without interfering with the ability of others to work safely and efficiently. Clothing is expected to be professional and appropriate for school. The administration and staff expect students to wear clothing that is suitable for the school activities in which they participate. On issues regarding appropriate dress, the decision of the principal (or on-site administrator) shall be final. There are three major reasons for establishing a standard of dress:

1. A concern for safety and health.
2. To assure that clothing is professional and supports a learning culture.
3. To assure that clothing is conservative and reflects common social decency.

### **Student Dress and Appearance Grades TK-8**

- All garments must fit and be worn in the manner in which they are designed. Pants must be worn at or above the hip point and be able to stay up without a belt. Footwear must be worn at all times. For safety reasons, flip-flops, backless shoes, slippers, and tennis shoes with wheels are prohibited. Students must wear appropriate athletic shoes for physical education class. Dangling earrings are not permitted.
- Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, spaghetti straps, off-the-shoulder or low-cut tops, torn-off sleeves, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited. Sleeveless blouses may be worn.
- Lettering, printing, message patches, images, insignia, or messages on clothing, jewelry, accessories, backpacks, binders or other personal items that are obscene, promote violence, promote illegal behavior, or are otherwise disruptive to the school environment are prohibited.
- Hats, caps, or hoods cannot be worn in the classroom, though religious head coverings are permitted.
- Hair shall be clean and neatly groomed. Any apparel, jewelry, accessory, school materials, or manner of grooming which by virtue of color, arrangement or any other attribute denotes membership in a gang is prohibited.
- Pajamas may only be worn on designated spirit days or during identified class celebrations.
- Application of make-up or other personal grooming is prohibited during school hours or during school-sponsored field trips.
- Students may be asked to change clothing if they wear inappropriate clothing. Parents will be requested to bring appropriate clothing to school, or the school may provide alternative, appropriate clothing.
- Formal dances, athletic events, and other specialized events may have different

requirements for the dress code in accordance with the needs of the event.

## **Field Trips**

RAFOS recognizes that school-sponsored trips supplement and enrich the classroom learning experience. Students are required to follow all the rules of conduct when going to and from school, on field trips, and other school-sponsored activities. Students must have written parental permission, including pertinent medical information, in order to participate in any field trip. All chaperones and drivers going on field trips must be approved to volunteer. Student placement in chaperoned vehicles is at the discretion of the teacher, no exceptions. All drivers must complete an Automobile Transportation form annually, providing the necessary insurance information, before they can drive on a field trip. Volunteer drivers will need to have their DMV record, proof of insurance, and Live Scan on file in order to be approved to drive.

If the parent wishes to drive their child only, a Travel Liability Release form must be on file in the school office and is available on the Rocklin Academy Family of Schools website.

Any volunteer whose driving record reveals the following may be disallowed from providing transportation on the field trip if any of the following has occurred in the past 3-5 years to be evaluated on a case-by-case basis:

- Two (2) or more moving violations;
- At least one (1) at-fault accident and (1) moving violation;
- Two (2) or more at-fault accidents;
- Three (3) or more seat belt violations;

### **For the safety of the students, the following must be observed:**

- One seat belt must be provided for and used by each vehicle occupant and only one person will use each seatbelt.
- No more than nine (9) people, including the driver, will be transported in any private vehicle, except in an official school bus or by a charter company.
- No private (non-chartered) vehicle, including vans, with more than nine seats should be used (regardless of the number of passengers).
- No one may ride in the bed of pick-up trucks.
- Motorcycles will not be used.
- Parents will not make non-essential, unscheduled stops while transporting students during a field trip. Non-essential stops include, but are not limited to, stopping at a restaurant or a drive-thru for snacks.
- Only G rated videos/DVDs or CDs may be played while transporting students to and from a school field trip. No electronics or video games are permissible on field trips.
- No siblings will attend school-sponsored field trips.
- State laws regarding age/weight of front-seat passengers will be strictly observed.

### ***Car Seats: According to California State Law***

- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
- Children who are 8 years of age OR have reached 4' 9" in height must be secured by a safety belt.
- Passengers 16 years of age and over are subject to California's Mandatory Seat Belt law.

- It is recommended that children under the age of 12 ride in the back seat.

## **Hate Crimes**

Rocklin Academy Gateway adheres to the procedure stated in the California Education Code: “No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid” (EDC § 220).

## **Hazardous Materials**

All hazardous materials are stored in the janitorial closets locked in a cabinet. The janitorial closets automatically lock when they are closed to ensure student safety. The materials safety data sheets (MSDS) are kept and managed by the lead custodian. Copies of these sheets are readily available in the office, at several workstations, and in the health office. The campus does not have any natural gas lines. The plumbing and electrical features are in good condition and are inspected on a regular basis. Procedures for obtaining and storing chemicals for the purpose of science instruction are currently being developed by administration.

## **Procedures for Safe Ingress and Egress**

Adult crossing guards assist the students at the crosswalks in the front and the back of building 6550. Student loading/unloading areas are located in the front and back of building 6550 and in the back and front of building 6552 and building 6554. Staff members, volunteers, and student traffic monitors also assist in the safe ingress of students by greeting students as they are dropped off and assisting them out of their vehicles when needed. At the beginning of the year, staff members escort our transitional kindergarten students and our kindergarten students to their classrooms. This responsibility is taken over by student helpers later in the year. Upon arrival at school, all students report immediately to their classrooms at their designated schedule drop off window noted below. Students who are tardy check into the office before reporting to class. Students who leave early are checked out through the office and are released to the parent or, with a note from the parent, released to the adult identified in the note. Identification is required. All transitional kindergarten students and kindergarten students have supervision until they are released to the specified adult who will transport the student home. Teachers supervise their classes while they wait for students to be picked up for the day. Students who are not picked up wait in the picnic area and are supervised by staff. Details on schedule time and procedures follow below.

<b><i>Schedule</i></b>	<b><i>Time-Window</i></b>	<b><i>Latest Recommended Time to Arrive for Students to get to Class on Time.</i></b>
<b>A</b>	7:35-7:50	7:45
<b>B</b>	7:55-8:10	8:05
<b>C</b>	8:15-8:30	8:25

## **Transitional Kindergarten Traffic Procedures**

### ***TK Drop Off Only***

AM TK Traffic Window 7:35-7:50

PM TK Traffic Window 11:25-11:40

1. Enter on Redwood Drive or Grand Canyon Drive off of Lonetree Boulevard. Turn right and proceed toward the RC Willey Parking lot and proceed to building 6550.
2. Park your car in one of the designated parking stalls at the front of 6550 and walk your student to the shaded picnic structure at the 6550 playground south gate. A staff member will be there to greet and supervise students during this time.
3. You will Exit via Redwood Drive.

### ***TK Pick Up Only***

AM TK traffic window 11:20-11:35

PM TK traffic window 3:10-3:25

1. Enter on Redwood Drive or Grand Canyon Drive off of Lonetree Boulevard. Turn right and proceed toward the RC Willey Parking lot and continue to building 6550.
2. Park your vehicle in one of the designated parking stalls:
  - a. AM at the front of 6550.
3. AM: Walk up to the sidewalk in front of 6550. Your child will be dismissed through the gate at the shaded picnic table area.
4. You will Exit via Redwood Drive.

## **Kindergarten Traffic Procedures**

### ***Kindergarten Drop Off Only***

Schedule A traffic window 7:35-7:50

Schedule B traffic window 7:55-8:10

1. Enter the retail parking lot on Adams Drive, and turn right at the playground. Follow the playground all the way around to the back of building 6550.
2. Stay in the drop off lane on the left and have your child exit on the driver's side of the car. Please have your child ready to exit the vehicle. If you park, please use the passing lane on the right. You should park in a designated parking stall on the side of building 6550.
3. You will EXIT via Redwood Drive.

### ***Kindergarten Pick Up Only***

Schedule A traffic window 1:20-1:35

Schedule B traffic window 1:40-1:55

1. Enter the retail parking lot on Adams Drive, and turn right at the playground. Follow the playground all the way around to the back of building 6550.
2. Stay in the right lane (passing lane)
3. Proceed to the end of building 6550 and park in the designated parking spots.
4. You will pick up your child from his or her teacher on the west side of building 6550.
5. You will EXIT via Redwood Drive.



## **First, Second, and Third Grade Students (without older siblings)**

### ***Drop off and Pick up***

Schedule A traffic window 7:35-7:50

Schedule B traffic window 7:55-8:10

1. Enter on Adams Drive, and turn right at the playground. Follow around the playground.
2. Stay in the drop off lane on the left and have your child exit and enter on the driver's side of the car. Please have your child ready to exit the vehicle. If you park, please use the passing lane on the right.
3. You will exit via Redwood Drive.

## **Fourth and Fifth Grade Students and younger siblings (First-Third Grade)**

### ***Drop off and pick up***

Schedule A traffic window 7:35-7:50

Schedule B traffic window 7:55-8:10

1. Enter on Redwood Drive or Grand Canyon Drive off of Lonetree Boulevard. Turn right and proceed toward the RC Willey parking lot.
2. Follow the cones which lead you around building 6552 to the front of building 6550 where your child will exit and enter the car on the driver's side.
3. You will EXIT via Adams Drive.

## **Sixth Grade Students**

### ***Drop Off only between 8:15-8:30***

Schedule C traffic window 8:15-8:30

1. Enter on Redwood Drive or Grand Canyon Drive off of Lonetree Boulevard. Turn right and proceed toward the RC Willey Parking lot.
2. Follow the cones to the back of building 6552. Students will exit the car on the passenger's side of the vehicle.
3. Students will be dropped off at the back entrance to 6552.
4. Pull forward and turn left toward RC Willey. You will Exit via Redwood Drive.

### ***Pick Up***

1. Enter on Redwood Street or Grand Canyon Drive off of Lonetree Boulevard. Turn right and proceed toward the RC Willey parking lot.
2. Follow the cones which lead you behind building 6552.
3. Students will enter your vehicle on the passenger's side.
4. Pull forward and turn left toward RC Willey. You will Exit via Redwood Drive.

## **Seventh & Eighth Grade students**

### ***Drop Off between 8:15-8:30 & Pick Up***

Schedule C traffic window 8:15-8:30

1. Enter on Adams Drive and turn right at the playground. Follow around the playground.
2. Follow the drop off lane on the left around the building to the front of the school.
3. Please have your child ready to exit and enter the vehicle on the passenger's side.
4. You will Exit via Adams Drive

### **Zero Period (only for students with siblings on B schedule)**

Schedule B drop off window 7:55-8:10

### ***Drop-Off Sixth, Seventh, and Eighth Grade Students***

Students on schedule C with siblings on schedule B may arrive at school with their siblings starting at 7:55 am and proceed to the multi-purpose room in building 6550 until they are dismissed to class. Zero Period is supervised by yard duty aides, who will have a list of eligible students. Students in Zero Period must adhere to the school rules and respect the instructions of the supervising staff. Students arriving for this period need to exit in the back of buildings 6550.

### **Walking to/from School:**

- Walk on the sidewalk.
- Cross streets using the crosswalks.
- Walk facing the traffic whenever possible.

### **Bicycles**

- Bicycles must be walked at all times while on the school campus.
- Walk your bicycle across the crosswalks.
- Lock your bicycle.
- Stay out of the bicycle rack area after you park your bike.
- No bicycle riding, skateboarding, or skating on the school grounds before, during, or after school.
- Helmets are required by state law.

### **Scooters**

Fold-up and carry and/or walk scooters on school grounds. Scooters may be kept in classrooms and taken home each day.

### **Rollerblades**

Remove rollerblades before entering school grounds. Rollerblades may be kept in classrooms and taken home each day. Heely roller shoes and/or shoes with wheels are not allowed at school.

### **Law Enforcement**

RAFOS students, parents, staff, and administration partner with local law enforcement to ensure a safe campus. While police officers have the right to enter a school campus for purposes of interviewing students, a parent will be notified, and when allowed, invited to be present during the interview. An administrator will remain with the student during questioning or until a parent is present.

## **Public Access**

Should a disaster occur where it would serve the greater community to use the Gateway facility as an emergency shelter or command center, the superintendent or designee shall make school grounds, buildings, and equipment available to local law enforcement agencies, local fire agencies, and the Red Cross. The Superintendent will work with these agencies along with staff to provide access to the above-mentioned resources. Should students be present during this time, the Superintendent or designee will take security precautions to ensure student safety during the presence of non-district personnel.

## **Sexual Harassment**

Gateway is committed to maintaining a school environment that is free from sexual harassment. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored activity. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity, is in violation of this policy and shall be subject to disciplinary action.

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. Types of conduct which are prohibited at Gateway, and which may constitute sexual harassment, include, but are not limited to:

- Unwelcome sexual flirtations or propositions
- 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
- Touching an individual's body or clothes in a sexual way
- Touching or showing private body parts
- Purposefully cornering or blocking of normal movements
- Displaying sexually-suggestive objects.

Any student who feels that he/she is being harassed should immediately contact their teacher or the principal (and/or designee).

## **Student Health and Safety**

### **Medicine Disbursement Procedures**

All medication, including non-prescription, requires a signed release form from the parent and physician for school personnel to administer the medicine as prescribed in the written statement from the attending physician. Only trained personnel are authorized to disburse medication (exception: student may carry epinephrine injector or asthma inhaler with doctor's approval). Release forms may be obtained at the school office or online on the Rocklin Academy website. For any medications needed on overnight field trips, parents are required to complete an overnight field trip medical form signed by a physician, giving specific instructions of disbursement to student by Gateway personnel. This includes, but not limited to, any prescription medication and over the counter medications per California Ed Code 49423.

Rocklin Academy Gateway is compliant with California Education Code Section 49414, as amended by Senate Bill 1266, effective January 1, 2015, which requires school districts to provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and provides that school nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. Faculty and staff are formally trained in CPR, and identified staff members are trained in the use of epinephrine auto-injectors for treatment of allergic reactions. The emergency epinephrine auto-injectors are located outside the health office.

### **Allergy Procedures**

Food allergies can be life-threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe, educational environment for food-allergic students.

#### **Family's Responsibility:**

1. Notify the school of the child's allergies.
2. Provide emergency contact information.
3. Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide.
4. Provide properly labeled medications and replace medications after use or upon expiration.

#### **School's Responsibility:**

1. Be knowledgeable about and follow applicable federal laws, including ADA, IDEA, Section 504, and FERPA, and any state laws that apply.
2. Review the health records submitted by parents and physicians.
3. Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
4. Assure that all staff who interact with the student on a regular basis understand food allergies, can recognize symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
5. Practice the Food Allergy Action Plans before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
6. Coordinate with the office to be sure medications are appropriately stored and be sure that an emergency kit is available that contains a physician's standing order for epinephrine. Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.
7. Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
8. Take threats or harassment against an allergic child seriously.

#### **Allergy Student's Responsibility:**

1. Will not share food with others.
2. Will not eat anything with unknown ingredients or known to contain an allergen.
3. Will be proactive in the care and management of their food allergies and reactions based on their developmental level.
4. Will notify an adult immediately if they eat something they believe may contain the food to which they are allergic or are having symptoms of an allergic reaction.

## **Food in Classrooms**

Please refer to the Gateway Food Protocol document.

## **Injuries and Illnesses**

It is the policy of Rocklin Academy Gateway and that all injuries to the face and head will be reported to the Health Office, and the Health Clerk or other trained office staff will write up an incident report. The staff will call home and notify the parent(s) or guardian(s) of the child. Any injury that requires medical assistance, such as, but not limited to, the child needing to go to the doctor or hospital, will be brought to the Administration and Health Office staff's attention. Receiving ice or a bandage is not considered medical assistance.

## ***Keeping Your Child At Home for Illness***

At this time, we are following guidance from the California Public Health Department, the Placer Public Health Department, and the County Office of Education regarding attendance and illness procedures. Parents are asked to report all illnesses to the school office and await return to campus instruction.

## **Health Screenings**

California law requires vision and hearing screenings to be completed for students in selected grades. Screenings are completed every third year in Kindergarten, 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade. Vision and hearing screenings are completed by the credentialed School Nurse or qualified personnel authorized by the school. Screenings are also completed for special education testing Ed Code section 49452.

## **Contact and Emergency Information**

Emergency Card: The school has a file containing current emergency care information for each student. Each parent is responsible for keeping the following information current during the year and annually updating:

- The name of the student, his/her home address, telephone numbers (home and cell) and birth date
- The business addresses and telephone numbers of the parent(s)/guardian(s)
- The name of the family physician and telephone number
- Hospital preference
- Special health conditions or allergies to which the student is susceptible, the emergency measures to be applied and any current medication
- The parents' approval to send the student to a medical facility for emergency treatment should this be necessary
- The names of the persons to whom the student may be released
- The signature of a responsible parent(s) or legal guardian(s)
- If a student resides in two households, we must have an emergency card from both parents

## ***Emergency Information***

Parent(s)/guardian(s) will be notified immediately of serious injury or sudden illnesses that occur during school hours. For this reason, you must notify the school office when there is a change of phone number or persons to be contacted when you cannot be reached. It is understood that enrollment at Gateway automatically confers upon the school the obligation to select emergency care providers in the absence or the inability to reach the parents and that no liability would attach to such a decision in the event that the parents cannot be reached.

### ***Change of Address, Telephone, or Cell Phone Numbers***

The school must be notified immediately of any change in home address, home and work phone numbers, cell phone numbers, or email address. This will facilitate us in locating you in case of an emergency.

### ***Drugs, Chemicals, and Tobacco***

The purpose of this policy is to maintain a safe and healthful environment for students by prohibiting the use of drugs, alcohol, tobacco, toxic substances, and controlled substances without a physician's prescription. It shall be a violation of this policy for any student to use or possess any type of drugs, alcohol, tobacco, tobacco-related devices, or drug paraphernalia at Western Sierra Collegiate Academy. This prohibition extends to all facilities, whether owned, rented or leased. This prohibition includes all school property and all off-campus events sponsored by the school.

### **Safe School Zone**

Learning in a safe and secure environment is a basic right for every student. All parents, students, and staff at Gateway are encouraged to utilize the anonymous methods to report incidents that endanger students. Students who have a concern with school safety should contact a staff member or administrator so it can be addressed. Any student or staff member concerned about harassment, dangerous activity, dangerous students, suspicious situations, overhear a dangerous plan, hear about a weapon on campus, or other safety problems and want to remain anonymous, may:

- Send an email to an administrator
- Call and leave a voicemail message
- Write a note and give it to a teacher
- Talk to a teacher, campus supervisor, or other adult on campus about the concern
- Complete an anonymous online report under "Reporting Up" at [www.wscacademy.org](http://www.wscacademy.org).

## **Suicide Prevention Policy**

The Governing Board of the Rocklin Academy Family of Schools ("RAFOS") recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, RAFOS has developed measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee has consulted with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

### **Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with RAFOS and is characterized by caring staff and harmonious interrelationships among students.

RAFOS's instructional and student support program shall promote the healthy mental, emotional, and social development of students, including but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Principal or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, RAFOS's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or RAFOS and community resources that can help youth in crisis.

RAFOS's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. The suicide prevention instructional curriculum shall be incorporated into the health education curriculum at appropriate secondary grades, which may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. The suicide prevention instruction shall be designed to help students:

- Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
- Identify alternatives to suicide and develop the coping, self-esteem, and resiliency skills.
- Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
- Identify trusted adults, RAFOS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

### **Staff Development**

Suicide prevention training shall be provided to teachers, counselors, and other RAFOS employees who interact with students at the secondary level. The training shall be offered under the direction of a RAFOS counselor/psychologist and/or in cooperation with one or more community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials.

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.
2. Research identifying individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors.
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent.

4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community.
5. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
6. RAFOS and community resources and services, including resources and services that meet the specific needs of high-risk groups.
7. RAFOS procedures for intervening when a student attempts, threatens or discloses the desire to die by suicide.
8. Materials approved by RAFOS for training shall include how to identify appropriate mental health services, both at the RAFOS campuses and within the larger community, and when and how to refer youth and their families to those services.
9. Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

## **Intervention**

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor and principal shall report to the student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. The school counselor or principal may also refer the student to mental health resources at RAFOS or in the community.

RAFOS shall ensure a school employee acts only within the authorization and scope of his/her credential or license. Nothing in this Policy shall be construed as authorizing or encouraging a RAFOS employee to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary.
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.



3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
4. Removing other students from the immediate area as soon as possible.
5. Designating specific individuals to be promptly contacted, for example, the RAFOS counselor, psychologist, nurse, other administrator, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
6. The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.
7. The Principal or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.
8. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident.
9. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

### **Postvention**

In the event a suicide occurs or is attempted on a RAFOS campus, the principal or designee shall follow the crisis intervention procedures contained in RAFOS's safety plan. The principal or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. After consultation with the principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing the confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. RAFOS staff may receive assistance from RAFOS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

The principal or designee shall implement procedures to address students' and staff's grief and to minimize the risk of further suicides or crises. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the RAFOS-designated spokesperson who shall not divulge confidential information. RAFOS's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

After any suicide, the principal or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

## **Suspension / Expulsion**

### **Suspension**

In cases where the absence of immediate disciplinary action (suspension) would pose a real threat to the health and welfare of another student, the students in general or school staff, the principal (and/or designee) may remove the student from class, and contact the parent/legal guardian as soon as possible. In cases such as this, where the suspension has occurred, requirements as to due process, as stated below, may be adhered to after the fact.

In all other cases where suspension is necessary, but no real or immediate danger to the health and welfare of another student, the students in general or school staff exists, the following procedures should occur:

**Notice:** This is satisfied by informing the student that she/he is going to be suspended informing him/her of what school rule or regulation has been broken; and indicating to the student, by way of reference to the rule, that such violation is a suspendable offense.

**Evidence:** This is satisfied by making the student aware of what information the principal (and/or designee) has, which would lead the principal (and/or designee) to reasonably believe that a rule has been broken and that this student is the one who is responsible.

**Opportunity to Respond:** This means an informal give and take between student and principal (and/or designee). In other words, "Do you have anything to say?" etc., and listening to his/her side. Then, the principal (and/or designee) may make a decision to suspend based on the evidence and student's responses to the presentation of such evidence.

**Parent/Legal Guardian Contact:** It is always necessary to inform the parent/legal guardian of the procedures that have been followed, including a review of the steps listed above. Where possible, a parent/legal guardian might be included in these steps so that the parent/legal guardian is aware of the total situation prior to the decision to suspend. When this is not possible, a parent/legal guardian has an absolute right to be informed of the specifics of the procedure within a reasonable time thereafter.

**Right to Appeal:** The parent/legal guardian may appeal the decision, first to the principal (and/or designee), then to the Executive Director. However, it is presumed that the executive director will uphold the decision if the established procedures have been followed and sufficient reason for suspension exists.

**A Written Record:** A written record of the procedures followed in the case of the suspension (including the procedures followed after the fact, in cases where immediate suspension is necessary) shall be kept in a file separate from the cumulative folder by the principal (and/or designee).

**In-School Suspension:** The student is removed from the classroom and spends the hours or days of In-School Suspension in another classroom under the supervision of the administration. Students are expected to use this time to complete all assigned work, for which they receive credit.

**Out-of-School Suspension:** For repeat offenses and first offenses of a serious nature, students are removed from the classroom and sent home. Students must make up all academic work for which they receive full credit. Students may receive an In-School or Out-of-School Suspension for the

following: aggressive physical behavior, profanity, and outward defiance of adults, inappropriate touching, or any other action deemed by the principal (and/or designee).

**Enumerated Offenses:** Students may be suspended or expelled for any of the following acts when it is determined the pupil at school:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties, except as provided in Education Code Section 48910, pupils enrolled in Kindergarten through grade 3.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that it is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in or attempted to engage in hazing of another.
- Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work,

creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive, and depending on the offense, a pupil may be suspended or expelled for serious misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

## **Expulsion**

Expulsion is an extreme but sometimes necessary disciplinary measure for the common good. Collaboration between the Superintendent and Principal occurs before expulsion proceedings take place.

### ***Authority to Expel***

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### ***Expulsion Procedures***

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director, Principal, or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### ***Presentation of Evidence***

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

### ***Written Notice to Expel***

The Executive Director, Principal, or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The Executive Director, Principal, or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

### ***Disciplinary Records***

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### ***No Right to Appeal***

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

### ***Expelled Students/Alternative Education***

Students who are expelled shall be responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### ***Rehabilitation Plans***

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may re-apply to the Charter School for readmission.

### ***Readmission***

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## **Toys and Electronic Devices**

All types of toys, trading cards and electronic devices (other than e-reader devices) are not allowed on campus before, during or after school. They may not be brought for sharing or any other school-related event. Any violation of this rule will result in the item being taken from the child and held in the office for parent pickup. The school will not be responsible if these items are lost or stolen.

Privately owned e-reader devices are allowed at school. E-readers are devices intended to be used to read an e-book. Devices intended to be used to play games, watch videos, or navigate the Internet are not allowed.

### **Guidelines:**

- A student who brings their privately owned computer to school is personally responsible for the equipment.
- The school assumes no responsibility for the loss of, theft of, or damage to any personal device.
- No privately-owned student devices may be attached to the school's network or Internet services.
- Students must obtain teacher permission before using the device in class.
- Students must turn off and put away the device when requested by a teacher.
- Students may use the device before school, at lunch, and after school in adult-supervised areas only, such as the playground, or classrooms with a teacher present.
- The school may examine a student's personal device and search its contents if there is a reason to believe that school policies or regulations have been violated.
- Any violation of this rule will result in the device being taken from the child and held in the office for parent pickup.

## **Visitors and Volunteers**

Volunteers: Volunteers make our programs stronger, and as such, we strongly encourage families to volunteer a minimum of 30 hours per school year, though no student will be punished for a family's

failure to volunteer. There are many ways to be involved, including volunteering in a classroom, attending field trips, or participating in a committee.

Parent Volunteers with Siblings: Volunteers may not bring siblings when volunteering or attending events during the school day (with the exception of performances held in the multipurpose room or gym). We encourage families to work together to make arrangements for babysitting so that all parents have the ability to enjoy volunteer opportunities in their son or daughter's classes.

### **Megan's Law Website Review**

RAFOS may screen parents and guardians of all enrolled students with the Megan's Law Website, though no information viewed on the Megan's Law Website will impact a child's admission or enrollment at any RAFOS school. The Board of Directors of Rocklin Academy has authorized the Executive Director and the principal (and/or designee) to cooperate and work with appropriate law enforcement agencies in taking any follow-up steps directed by law enforcement, including but not limited to, notifying parents of any potential concerns or information law enforcement agencies requests us to provide.

### **Required Screening of All Volunteers**

A key foundation of Rocklin Academy is full partnership with parents; however, in order to ensure the safety of all children, Rocklin Academy requires every volunteer to complete a Volunteer Requirement and Confidentiality form, located in the Volunteer Policy, be approved and have LiveScan fingerprint and TB clearance on file. Once you are Live Scanned with Rocklin Academy Family of Schools you are cleared with any campus grades TK-12. TB clearance must be renewed every four years.

### **Weapons**

It is a felony to possess, store, or keep a weapon on school property. No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when within the Rocklin Academy Family of Schools locations. RAFOS will act to enforce the student suspension and expulsion policy and to discipline or take appropriate action against any student, teacher, principal, Academy employee, volunteer, or member of the public who violates this law. Any student who becomes aware of a weapon being brought to school must immediately notify a staff member and should not pick up or move the weapon.

### **Roles and Responsibilities**

#### **Students**

School safety is a shared responsibility, and as such, students are encouraged to report information to an adult when they see, hear or experience something that would jeopardize the safety of the school or anyone at the school. It is an individual student's responsibility to act in a respectful manner and to report anyone who is not acting respectfully in order to maintain a safe culture on campus.

#### **Classified Staff**

School support staff include a variety of staff members who provide specialized instructional support as well as support to students while they utilize school facilities. They play an important role in ensuring students are learning in a safe and supportive learning environment. They can foster

positive, trusting relationships with students and improve school climate by encouraging parent and family involvement in education. Because students connect with school support staff on many occasions throughout the school day, support staff can model positive behavior and send positive messages to students. They should be familiar with their school site-specific roles in making sure all necessary information is on hand to account for and deal with issues such as student medication management, attendance/student release information, site utilities, and facility awareness.

## **Teachers**

Teachers represent faculty and staff who are responsible for using a variety of instructional strategies to address individual students' strengths and needs, thereby ensuring each student has an opportunity to learn and succeed.

As teachers interact with their students while providing instruction, they play a very important role in establishing a safe, supportive learning environment. Positive teacher-student relationships can have long-lasting effects on the social, emotional, and academic development of youth. Teachers can improve the school's environment by actively seeking to prevent physical violence, bullying, and emotional abuse in their classrooms and throughout the school by building relationships with students and staff.

## **School Counselor**

School counselors are generally the first school-employed mental health professional to interact with students as they commonly are involved in the provision of universal learning supports to the whole school population. School counselors have specialized knowledge of curriculum and instruction and help screen students for the basic skills needed for a successful transition from cradle to college and career. School counselors focus on helping students address their academic, personal/social, and career development goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues that impact school climate, such as bullying, student interpersonal struggles, and student-teacher conflicts. Effective school counseling programs are a collaborative effort between the school counselor, teachers, families, and other educators to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.

## **School Psychologist**

School psychologists have relevant expertise and can provide a leadership voice to help school and district leaders establish effective measures across the school safety continuum. This ranges from promoting positive school climates, violence prevention efforts, and trauma-sensitive practices to conducting threat assessment and crisis preparedness, intervention, and recovery efforts. Importantly, school psychologists can help integrate school safety with ongoing positive behavior, social-emotional learning, effective discipline, and school mental health services.

School psychologists specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school. School psychologists consult with teachers and parents to provide coordinated services and supports for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing anxiety, depression, emotional trauma, grief, and loss. They are regular members of school crisis teams and collaborate with school administrators and other educators to prevent and respond to crises. They have specialized training in conducting risk and threat



assessments designed to identify students at-risk for harming themselves or others. School psychologists' training in evaluation, data collection, and interpretation can help ensure that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence.

## **Administration**

Effective principals and assistant principals recognize the potential they have to create a school environment where teachers thrive, and students achieve their greatest potential in a safe and nurturing school setting. As instructional leaders, principals maintain a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know teachers and students. Principals set high expectations and standards for the academic, social, emotional, and physical development of all students. They bring together a wide range of stakeholders within the school community, take into account the aspirations, and work to create a vision that reflects the full range and value of a school's mission. Principals encourage the development of the whole child by supporting the physical and mental health of children, as well as their social and emotional well-being, which is reinforced by a sense of safety and self-confidence. High-quality early childhood education and learning experiences are crucial to an elementary level principal's shared vision to shape the school culture and instructional leadership. School leaders must mobilize the staff, students, parents, and community around the mission and shared values, as well as school improvement goals, and set the parameters of high expectations for the school. Effective practice requires:

- Building consensus on a vision that reflects the core values of the school community to support student safety and well-being.
- Valuing and using diversity to enhance the learning of the entire school community.
- Broadening the framework for child development beyond academics.
- Developing a learning culture that is adaptive, collaborative, innovative, and supportive by taking into account the contributions of every member of the school staff.

# Preparedness

## Emergency Planning

Before planning begins for future updates to this plan, Rocklin Academy Gateway will pre-coordinate responsibilities between Rocklin Academy Gateway and Rocklin Academy Family of Schools (RAFOS) to set a realistic timetable to prepare, collect essential information, develop the plan and involve essential personnel.

### Action steps for successful planning.

- Commit to emergency preparedness (plan success depends on committed AND involved leaders).
- Identify and involve stakeholders (schools, RAFOS, community).
- Consider existing efforts (don't reinvent the wheel).
- Determine what emergencies the plan will address (through hazard analysis).
- Define roles and responsibilities.
- Develop methods for communicating with the staff, students, families, and the media.
- Obtain necessary equipment and supplies.
- Prepare for immediate response (evacuation, lockdown, shelter-in-place, etc.).
- Create maps and facilities information.
- Develop accountability and student release procedures.
- Practice, practice, practice. Each school's response will only be as good as its drills.
- Address liability issues by carefully assessing the hazards faced by each school site.
- Evaluate, refine, and update the plan at least annually and more often if needed.

### Partnership Agreements (identify and involve stakeholders)

- External partnership agreements are made to delineate how partners will assist each school during an emergency and vice-versa.
- Agreements will be pursued by the principal and the lead person of the following organizations:
  - Relocation site (Kathy Lund Park)
  - Community Emergency Response Team (CERT)
  - Parent Connections
  - Local Fire Department (which includes EMS and HAZMAT)
  - Law Enforcement

## Leadership, Teams and the ICS

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### Incident Command System

Rocklin Academy Gateway will pursue the Incident Command System (ICS), a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and responding to emergencies of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during an emergency and to plan and practice the management of their specific role.

Local emergency responders have also adopted ICS as their organizational structure when planning for and responding to emergencies. Rocklin Academy Gateway and local emergency responders, therefore, are poised to jointly plan for and respond to school emergencies in the most effective and coordinated way possible. The principals will be the link between Rocklin Academy Gateway and local emergency responders throughout all four phases of emergency management.

**NOTE:** *The principal or his/her designee is the Incident Commander (IC) for school emergencies until public safety officials assume that role. The IC role officially passes to the fire chief during fire/HAZMAT incidents and to the law enforcement commander following a criminal act, after the principal briefs the public safety official on the situation and notifies the SET of the transfer. To affect a smooth transfer, it is critical that Rocklin Academy Gateway always involve local first responders in the school's emergency management plan development and training. Although a public safety official may have assumed the IC role, the principal is still the leader of his/her own staff/students and the various functions that they've been assigned. During emergencies where a single Incident Commander is not appropriate, the principal and public safety officials form what is called a "Unified Command," where the principal and public safety officials share in the decision making process.*

### Leadership (Chain of Command)

The school principal is initially responsible for leading the response to all school related emergencies until local first responders arrive for events they are more qualified to lead, or until he/she delegates his/her leadership role to other school staff. In his/her absence, the following staff, in the order that they appear, will automatically assume leadership of an emergency response:

Rocklin Academy Gateway

- ❖ Principal - Jillayne Antoon
- ❖ Assistant Principals - Eve Fabiaschi/Suzanne Parrett

Note: Wherever "principal" appears in this plan, it refers to either the principal or a designated administrator in the leadership chain of command.

### SET (School Emergency Team)

The School Emergency Team (SET) is made up of individuals within the school staff and was created to assist the principal in planning for and responding to school emergencies. There may be instances when time-sensitive decisions have to be made quickly by the principal, thus bypassing involvement of the SET.

## School Emergency Team – Roles

**Student Accounting Leader:** Ensures all teachers have accurate accounting of students; coordinates efforts in accounting for missing or extra students. Ensures all classrooms have a classroom Emergency Backpack that includes a student roster. Reports student status to the principal. Oversees student release procedures.

**Off-Site Evacuation Coordinator:** Plans use of a location and evacuation routes to safely move students. Organizes off-site location to include: planning the movement of students to the location; assisting with student accounting once they are moved; planning for special needs students/staff. Coordinates with Parent Reunion Organizer to manage parent arrivals.

**Parent Reunion Organizer and Liaison:** Provides specific directions to parents as they arrive in the area. Establishes pre-identified location where parents can wait to be reunited with their children and obtain information about the event. Coordinates activities at the Reunion Site. Coordinates with Media Rep for information that can be released to parents. Also coordinates with evacuation and student accounting to facilitate students coming to Reunion Site.

**Information and Media Representative:** Establishes the media staging area. Serves as sole contact person for all media. Drafts parent letter that is sent explaining the incident. Ensures media doesn't gain access to student or faculty during the incident. Keeps staff informed about the incident. Discusses message to be conveyed with school administrators in advance. Coordinates message with emergency responders prior to release of public information. Superintendent may assume this role.

**School Nurse / Health Clerk:** Maintains first aid kits in common areas of the school. Trains and maintains an inventory of staff on CPR and first aid and coordinates their effort during an emergency. Serves as triage officer during mass casualty events until EMS arrives. Serves as liaison with local EMS, hospitals, public health, and the healthcare community. Promotes infection control practices before, during, and after an outbreak of disease. Assists epidemiologists during an investigation of a naturally occurring disease outbreak or a bioterrorism incident.

**Facility Operations & Maintenance:** Maintenance Director works with the School Emergency Team using blueprints of the school to identify specific sections of the building. Custodial staff members, wearing fluorescent vests, work with law enforcement to keep incoming and outgoing travel lanes clear for emergency vehicles and to prevent unauthorized people from entering school grounds.

**School Counselor & School Psychologist:** Plans and implements proactive counseling and violence prevention programs. Organizes post-event counseling program to help students, parents, faculty, and community recover from an incident. Schedules support meetings, coordinates recovery activities and organizes other grief management resources. Coordinates professional community services, when required.

**Teachers with students in class:** Provide supervision of students in their care and remain with students during emergencies until directed otherwise. Ensure safety of students; direct students according to response procedures; render first aid when needed; manage student communication via cell phones per school policy; report missing/injured or extra students to the Student Accounting Leader.

**Teachers & staff not assigned to a class:** when an emergency occurs. Report to the principal or designee if not previously assigned an emergency role.

## Emergency Supplies & Equipment

*Emergency supplies and equipment are pre-positioned throughout the school for easy access when needed. Teacher backpack supplies and supplies located in the health office are readily available. Crisis Response Box and Shelter-in-Place supplies are goals for future implementation.*

### Crisis Response Box (Administration):

Supply	Date
Aerial Photos of Campus	
Map of campus/ surrounding areas 20 copies, laminated <ul style="list-style-type: none"> <li>• Streets</li> <li>• Intersections</li> <li>• Vacant lots</li> <li>• Major utility locations</li> </ul>	
Campus layout	
Blueprint of school buildings	
Teacher/employee roster	
Keys - master clearly tagged in locked fire department knox box at front of the school	
Fire alarm turn-off procedures	
Sprinkler system turn-off procedures	
Map of main leads for water, gas, phone, alarm, sprinkler system, hazardous materials	
Gas line and utility line layout	
Student photos	
Incident command lead and team phone numbers	
Command post and staging area locations for media, parents and law enforcement	
Emergency resource list	
Map of evacuation site	
Forms for student release to parents	
Student emergency cards to be obtained from health office	
Inventory of staff resources	
List of students with special needs that might require assistance during evacuation	
First aid supply locations	
Fluorescent vests	

## Teacher Emergency Backpack Supplies:

Supply	Date
Duct Tape	
3 Student accountability cards - Red, Yellow, Green	
Student Absence card - green	
Clipboard	
Band-aids	
Gauze pads	
Bottled water	
Cold pack	
Flashlight/batteries	
Latex free gloves	
Red bag	
Scissors	
Sharpie	
Sticky note pad	
Whistle	

## Shelter-in-Place Supplies - Classroom:

Supply	Date
First Aid Supplies	
Lighting	
Food	
Water	
Emergency Blankets	
Bucket or Restroom Kit	
Plastic bags	
Duct Tape	
Classroom Emergency Backpacks	
Tools	

# Response

## General Response to Emergencies

### Initial Response

Crises are unexpected, often unpredictable, and take many forms. No school and community can be fully prepared for everything that may happen, but some simple measures are helpful in any emergency:

- Think of everyone's safety first;
- Use common sense and follow emergency training procedures;
- Act quickly and calmly; and
- Remain factual and unemotional when communicating with students, the community, and media.

### Action Steps

When the School Emergency Team is not immediately available, supervising adults must take quick, responsible, and independent actions in response to an emergent situation. Here are points to remember for individual staff and for the SET when called upon to implement the Emergency Management Plan.

- **Expect to be surprised**
- **Assess the situation and choose the appropriate response.** Determine whether a crisis exists and if so, the type of crisis, the location, and the magnitude. After basic protective steps are in place, more information can be gathered to adjust later responses.
- **Respond within seconds**
- **Call 911.** Do not delay. It's best to have emergency responders on scene even if the incident has been resolved by the time they arrive than to risk further injury and damage.
- **Notify the School Emergency Team (SET).** Notify the SET so they can take measures to protect the safety of all persons involved.
- **Evacuate or lock down the school as appropriate.** This step is crucial and should be one of the first decisions made, regardless of the order in which initial decisions are implemented.
- **Triage injuries and provide emergency first aid to those who need it.** Those seriously injured will be treated by EMS.
- **Keep supplies nearby and organized at all times.** Take Classroom Emergency Backpack, first aid kits, and other supplies when responding to an incident or evacuating to the Emergency Assembly Area (EAA) and/or a relocation point.
- **Trust leadership.** Trust the School Emergency Team and external emergency responders who have been trained to deal with emergencies. Trust will help calm the situation and minimize the chaos. In certain situations, yield leadership to others in this plan's designated command structure.
- **Communicate accurate and appropriate information.** Use channels identified in this plan to communicate regularly with all staff, parents, the community, and the media. At a minimum, families need to know that a crisis has occurred and that all possible steps are being taken to see to the safety of their children. At some point, families need to know when/where students will be released.

- **Activate student release/parent reunion system.** Goal: Earliest possible safe release of students.
- **Allow for flexibility in implementing this plan.** No plan can address every situation that may arise.
- **Document everything.** Write down every action taken during the response to include times they occurred; include a record of damages & financial expenditures. These are legal documents.



## Simplified Emergency Commands

Rocklin Academy Gateway has established the following commands when responding to an emergency or conducting drills:

Drill	Sound	Purpose
Evacuate	((FIRE ALARM))	<u>Evacuate the Building</u>
Lockdown	Loud speaker	Clear the Halls and <u>Lockdown the School</u>
Shelter in Place	Loud speaker	Clear the Halls and <u>Shelter-in Place</u>

## Other considerations

### School Emergency Team (SET)

- Members must be in place and comfortable with their respective roles well before an emergency.
- Members must watch for alarming changes in a student's behavior or recognize community events or incidents that could affect the school and report them to the principal or assistant principal.
- When activated, the SET will convene at the Primary Incident Command Post (principal's office) for all emergencies unless directed otherwise.
- Items to think about when responding to an incident: type of response; crowd control; wrecker service to remove cars blocking entries/exits; type of student/staff support needed; notification of students, staff, parents, district office, community members, and the media; level of parent involvement and type of community information meetings to be scheduled; staff and substitute teacher coverage needed; involvement of response team; time/place for follow-up progress meeting(s) and need for victim assistance services; assess and debrief emergency response.
- SET debriefing will occur within 36 hours after the incident response is concluded.

### Teachers and staff

- First Priority: The safety and accountability of all students. Implement procedures to account for and protect them.
- Stay with assigned students throughout an emergency, unless otherwise assigned or until released by the Incident Commander or until every student has been officially released;
- Remain calm and matter of fact. Students will respond to how you act and react to a situation.
- When possible, assist other teachers and staff that are responding to an emergency, even if it's only to call for help; don't, however, compromise the safety of students or become a victim in the process.
- Regularly report the status of students to the Student Accounting Leader, especially if there are injuries or students needing assistance.

# Evacuation

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**((( FIRE ALARM )))**

**Followed by if needed:**

## General Concept

Evacuation is used when conditions outside are safer than inside. Once the principal directs an evacuation, by sounding an alarm and announcing “Clear the Halls and Evacuate the Building” all students and staff move from the school to the outdoor Emergency Assembly Area (EAA) to the northwest parking lot. After students and staff are accounted for, and the threat has cleared, students and staff return to their classrooms after “All Clear” has been announced by the incident commander or a member of the SET.

If an incident is expected to be prolonged or if conditions are not suitable for remaining at the outdoor EAA, students will walk to the relocation site at Kathy Lund Park. After arriving at the relocation site, students and staff are sheltered and accounted for a second time. Once the students and staff arrive at the relocation site, staff will notify parents and guardians of the event and establish and operate a student/parent reunification point at the relocation site.

## Action Steps – Evacuation

### ☐ Incident Commander (IC) and School Emergency Team (SET):

- After calling 911, the IC consults with the SET. He/she indicates whether primary or alternate evacuation routes will be used.
- IC assigns SET members to coordinate activities at the staging area and to retrieve the Administrator’s Crisis Response Box for transport to the evacuation site.
- IC directs all personnel to “Evacuate the Building.” Directs remaining SET members to quickly “sweep” the building, checking bathrooms, locker rooms, and other areas in addition to classrooms, and to secure entrances outside the building until police/fire arrive.
- IC directs the Student Accounting Leader to account for all students and staff throughout the evacuation.
- IC informs the Superintendent of the pending evacuation.
- Information and Media Representative contacts the media with a predetermined message that has been coordinated with emergency responders and the Superintendent’s office.
- IC remains on-site with the Police and Fire personnel and selected SET members, if needed, to coordinate with emergency personnel when they arrive.

### ☐ Teachers, students and staff:

- Close, but do not lock windows and doors.
- In an orderly fashion, students and staff take the closest and safest way out as posted (use secondary route if the primary route is blocked or hazardous).
- Direct students away from areas where emergency service vehicles enter the school complex.
- If an evacuation is called because of a chemical spill, wind direction and location of the spill will dictate the exits and alternate EAAs used for evacuation.
- Take the Classroom Emergency Folder, which includes the class roster for student accounting.

- Arrange special assistance for those in need.
- Do not stop for student/staff belongings.
- Go to the designated EAA.
- Once at the EAA, teachers maintain control of their class
  - Check for injuries
  - Take attendance
    - **GREEN** sign: All students on roster are present.
    - **RED** sign: Missing Students , or Medical Need
  - Report any missing students or staff and report any missing or extra students to the Student Accounting Leader on site. This information is passed on to the principal and then on to police and fire personnel.
- If the Student Accounting Leader is not at the EAA, use cell phones to maintain effective communication, except during a bomb threat when such devices could detonate an explosive. In those cases, use a pre-planned runner system.
- Wait for further instructions.

□ **Evacuation Locations:**

- Off-site (outside the building): located on the sidewalk that runs parallel to RC Willey and to buildings 6552 and 6554
- Off-site (Primary relocation site): Kathy Lund Park. Kathy Lund Park would be used if the emergency warranted moving students further away from the school site for safety reasons.

## **Building 6550**

The sprinkler system, which is triggered by heat, automatically sets off the fire alarm. If a staff member sees a fire before the sprinklers are activated, they are instructed to pull the alarm or call the office to pull the alarm. Upon hearing the alarm, staff members are trained to stay calm and remain silent to hear any instructions and to complete the following steps.

- Take the red/green envelope located by all classroom doors.
- Line up students at the classroom door and lead them in a single file line down the East or West stairwell. The East stairwell (playground side of the building). Third floor uses the right side (inside) of the stairwell, leaving room for the second floor to exit down the left side of the stairwell.
- Exit to the playground and proceed to the back fence. Students are to remain silent in a single file line.
- West Stairwell (Highway 65 side of the building), including: Third floor uses the right side (inside) of the stairwell, leaving room for the second floor to exit down the left side (outside).
- Exit the side door. Walk along the sidewalk toward the field. Cross the parking lot to the sidewalk path near the field. Walk toward the playground on the sidewalk path. Cross back to the side of the playground and enter the playground via the gate. Proceed to the back fence. Have students remain silent, in a single file line.

***Multi-Purpose Room*** (only if students are already present): exit out the rear doors to the playground and proceed to the back fence. Students have been trained to remain silent, in a single file line.

***Students Outside*** (recess, PE, special activity): The teachers/aides will blow their whistle three times to indicate to students the need to freeze and listen for directions. Staff will then direct the students to the back fence in a single file line. Classroom teachers will meet their students at the fence and take roll.

- Once students are accounted for teachers/staff hold up the green side of your envelope.
- If any students are missing from their classes, teachers/staff will hold up the red side of the envelope. This includes students who were in RSP, Speech, Health Office etc., so other staff know to cross check for attendance.

Students must stand silently while roll is taken, and await instructions. The principal and/or the assistant principals or designee(s) will work with emergency personnel regarding next steps for staff and students. All should remain silent to hear further instructions.

## **Building 6550 - Fire Drill Plans**

Upon hearing the announcement over the intercom, or the fire alarm, staff will remind students to stay calm and remain silent to hear any instructions. Teachers will take their red/green envelope when leaving the classroom. These are posted next to all classroom exits. Staff will line students up at the door and lead them in a single file down the East or West stairwells or hallways. On the first floor, rooms 101, 103, 105, 123, 143, 146, and 149 will use the back double doors on the north side of the building.

***East Stairwell (playground side of the building): Third floor uses the right side (inside) of the stairwell, leaving room for the second floor to exit down the left side (outside).***

- Exit to the playground.
- Staff will turn left as they exit the side doors onto the yard and go out of the side gate into the parking lot located at the back of the school.

- Cross the parking lot to the path located by the field and turn left.
- All grades from the second and third floors will walk on the right side (closest to the field) in a single file line.
- Room 123 will walk on the left side (closest to the parking lot) in a single file line.
- Staff and students will follow the path all the way around to the end.
- Students are to be kept in a single file line and when stopped staff will proceed with roll call.

***Rooms 101, 103, 105, 149, 146, 143, and room 123 -:***

- Staff and students will exit out of the doors at the north side of the building
- Staff and students will cross the parking lot using the crosswalk to the sidewalk path and turn left. Walk on the left side of the path (closest to the parking lot) in a single file line.
- Staff and students will follow the path all the way around to the end.
- Staff will keep your students in a single file line and proceed with roll call.

***Rooms 201, 202, 203, 232, 233, 235, 301, 302, 303, 334, 335, and 337 will use the West Stairwell (Highway 65 side of the building.)***

***Rooms 334 & 330 will exit down the center staircase and out the south front doors.*** Students and staff will proceed to the right, cross the parking lot and walk on the left side of the path as noted below. The third-floor classes will use the left side (inside) of the stairwell, which will allow room for the second floor to enter the stairwell on the right side while exiting.

- The third-floor occupants will use the left side (inside) of the stairwell, leaving room for the second floor to exit down the right side (outside).
- They will exit the side doors and cross the parking lot to the sidewalk path.
- Students and staff will join the TK and Kinder line and walk along the right side of the path (closest to the field) in a single file line.
- Students and staff should follow the path all the way around to the end.
- Students are to be kept in a single file line and proceed with roll call
- Once classes are in their designated spots, staff will take roll call.
- Staff will hold up the green side of their folders if all students are present.
- Staff will hold up the red side of their envelopes if any of their students are missing. (This includes students were in RSP, Speech, etc., so office staff will know to cross-check.)
- Staff will circle missing students on their rosters in their envelopes. This will help office staff to account for everyone quickly.
- Adult helpers or visitors will be crossed checked by office staff using the sign in and sign out log. Red sides of the envelopes should be displayed until all adults are accounted for.
- Students will be trained and instructed to stand silently while roll is taken, and await further instructions from staff or emergency personnel.

***Rooms 210, 211, 212, 220, 218, 217, 310, 311, 312, 319, 317, and 318 will use the East Stairwell (Playground side of building.)***

- The third-floor occupants will use the right side (inside) of the stairwell, leaving room for the second floor to exit down the left side (outside).
- They will exit the side doors and cross the parking lot to the sidewalk path.
- Students and staff will join the TK and Kinder line and walk along the left side of the path (closest to the parking lot) in a single file line.
- Students and staff should follow the path all the way around to the end.

- Students are to be kept in a single file line and proceed with roll call
- Once classes are in their designated spots, staff will take roll call.
- Staff will hold up the green side of their folders if all students are present.
- Staff will hold up the red side of their envelopes if any of their students are missing. (This includes students were in RSP, Speech, etc., so office staff will know to cross-check.)
- Staff will circle missing students on their rosters in their envelopes. This will help office staff to account for everyone quickly.
- Adult helpers or visitors will be crossed checked by office staff using the sign in and sign out log. Red sides of the envelopes should be displayed until all adults are accounted for.
- Students will be trained and instructed to stand silently while roll is taken, and await further instructions from staff or emergency personnel.

Once the principal, assistant principal, or designee(s) gets an all-clear, they will release students to proceed back to class, or in an actual emergency, give further instruction to staff and students. When returning to class, students and staff are to follow the same path to return to school as was taken to evacuate.

### **Building 6552**

Upon hearing the announcement over the intercom or the fire alarm, staff will remind students to stay calm and remain silent to hear any instructions. Staff will need to take the red/green envelope located by all classroom exits. Staff will line up students at the door and lead them in a single file toward the exits.

#### ***Rooms 133 and 134 should proceed to the lobby and exit out of the front, side door on the east side of the building.***

- Staff and students will turn right as they exit, wrapping the wall, toward the courtyard path.
- They will stay on the right side of the path and follow it toward the parking lot.
- When they reach the parking lot, they will continue straight into the parking lot to the sidewalk.
- They will step up onto the sidewalk, turn left, and continue all the way down until the end.
- Classes should be lining up two by two, so there are two parallel lines on the sidewalk.
- Students will be kept in a single file line, quiet, and staff will proceed with roll call.

#### ***First Floor (Multi-Purpose Room): Exit out the back doors of the multi-purpose room. Only if students are already present in the multi-purpose room)***

- Staff and students will step into the parking lot, proceeding to the sidewalk.
- Staff and students will step up onto the sidewalk and turn left, to proceed down as far as possible.
- Classes should be lined up two by two, so there are two parallel lines side by side.
- Students are to be kept in a single file line and will proceed with roll call.

#### ***Second Floor (Rooms 205, 225, 226, and staff offices): Staff and students will proceed down the front stairs toward the lobby and exit out the front door, north side of the building.***

- Staff and students will turn right as they exit toward the breezeway path.
- Staying on the right side of the path, they will follow it to the parking lot.
- Staff and students will continue straight into the parking lot toward the sidewalk path.
- They will step up onto the sidewalk and turn left.
- Students are to be kept in a single file line, quiet, and teachers will proceed with roll call.

***Second Floor (Rooms 206, 207, 223, 224): Staff and students will proceed down the back stairs toward the exit.***

- Staff and students will exit and step into the parking lot crossing over to the sidewalk path.
- Staff and students will step up onto the sidewalk and turn left.
- Classes should be lined up in two parallel lines on the sidewalk and should proceed as far down as possible.
- Students are to be kept in a single file line, quiet, and teachers will proceed with roll call.

Once staff and students are in their places staff will take roll call.

- If students are all present, staff will hold up the green side of their envelopes.
- If any classes have a missing student(s), they will hold up the red side of their envelopes. This includes students who were in RSP, Speech, etc., so the office staff knows to cross-check attendance.
- If there are adult helpers or visitors, staff will hold up the red side of their envelopes until the office staff clear all adults using the visitor sign in and sign out log.
- Students must stand silently while roll is taken, and await instructions.

Once all students, staff, and visitors are accounted for, the co-principals, assistant principal, or designee(s) will release students to proceed back to class, or in an actual emergency, listen for further instructions. The same path will be followed when students and staff return to the buildings as was taken to evacuate.

**Building 6554**

Upon hearing the announcement over the intercom or the fire alarm, staff will remind students to stay calm and remain silent to hear any instructions. Staff will take their red/green envelopes, which are located by the exits of all classrooms. Staff will line up students at the classroom door and lead them in a single file line toward the exits.

***First Floor Rooms 110, 111, 112 will proceed to the gym and exit out of the doors on the north side of the gym that exits to the back of the building.***

- Staff and students will go straight as they exit, crossing the parking lot to the sidewalk.
- Staff and students will step up onto the sidewalk path, keeping classes in two parallel lines.
- They will turn left and go as far down as possible on the sidewalk until it ends. Staff will double up the lines so two classes are on each side of the sidewalk.
- Students are to be kept in a single file line and staff will proceed with roll call.

***First Floor Rooms 102, 103, 104 112; Proceed to the lobby and exit out of the south exit.***

- Rooms 102, 103, 104 will stay on the left side of the halls and stairs and proceed out of the east lobby exit.
- Staff and students will turn left as they exit the building.
- Staff and students will go follow the courtyard and out the south gate.
- They will step into the parking lot sidewalk path.
- They will turn left and go as far down as possible on the sidewalk. They will double up the lines, so two classes are on each side of the sidewalk.

- Students are to be kept in a single file line, quiet, and staff will proceed with roll call.

***First Floor (Gym): Exit out the back door of the multi-purpose room.***

*\*Only if students are already present in the gym*

- Staff will instruct students to line up quickly by their homeroom teacher and then exit out the gym back doors in the back of the building.
- Staff and students will go straight as they exit, crossing the parking lot to the sidewalk.
- Staff and students will turn left and go as far down as possible on the sidewalk. They will double up the lines, so two classes are on each side of the sidewalk.
- Students are to be kept in a single file line and proceed with roll call.

***Second Floor Rooms 207, 208, 209, and 210: Staff and students will proceed down the east stairwell toward the side exit and exit the building.***

- Staff and students will turn right as they exit toward the parking lot.
- There should be two lines exiting at a time.
- Staff and students will continue straight into the parking lot. They will cross the parking lot and then turn left on the sidewalk path.
- Staff and students will go as far down as you can until the sidewalk ends. Classes will double up their lines so that there is one on each side of the sidewalk.
- Students are to be kept in a single file line, and staff will proceed with roll call.
- If all students are present, staff will hold up the green side of their envelopes.
- If a staff member is missing student(s), they will hold up the red side of their envelopes. This includes students who were in RSP, speech, etc., so the office staff know to cross-check attendance.
- Staff should circle any missing students on the roster that is in their envelopes. Office staff will be using these to help them quickly locate missing students.
- If there are adult helpers or visitors from a classroom, staff will hold up the red side of the envelope until the office staff clears all adults using the daily sign in and sign out logs.
- Students are expected to stand silently while roll is taken, and await instructions.

Once all students, staff, and visitors are accounted for, the principal, assistant principal(s), or designee(s) will release students to proceed back to class, or in an actual emergency, listen for further instructions. The same path will be followed when students and staff return to the buildings as was taken to evacuate.



## Lockdown

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**((( LOUDSPEAKER )))**

**Followed by:**

**“Your attention please. Lock down. Implement lockdown procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom. Lock down.”**

### **General Concept**

Lockdowns are used when an emergency occurs outside of the school, and an evacuation would be dangerous or when there is an emergency inside, and movement within the school will put students in jeopardy. Refer to Annex A: Run Hide Fight for more information about safety training in regard to active violence on campus.

When the order for a “Lockdown” is given, – Go to the closest room supervised by an adult. Close doors (lock if possible). Students and staff remain away from doors and windows. Turn off lights/shut curtains/blinds (if available). Only use classroom phones for emergencies. Designated staff secure outside doors. Students outdoors move in or away from the building.

### **Action Steps – Lockdown**

#### **□ Incident Commander (IC) and School Emergency Team (SET):**

- The principal that observes a critical incident or receives a report about a critical incident can order a partial or full lockdown.
- If possible, the SET reports to the Incident Command Post prior to or immediately after a lockdown announcement to plan next steps in handling the incident.
- When ordering a lockdown, a message will be announced on the loudspeaker and will be repeated as needed:

#### **When lockdown is sounded and announced:**

- The principal or any other member of the SET calls 911, fully explains what is known to police; all bells are held from being sounded.
- The principal is assigned to the dangerous situation or area to ensure students, faculty, and staff do not enter the area.
- Unassigned teachers and staff ensure students in hallways, bathrooms, and other common areas are placed in the closest occupied classroom immediately.
- All faculty and staff must lock all interior and exterior doors; A custodian or the teacher/staff member with an office or room nearest each exterior door will lock the door and remain nearby to allow entry by law enforcement officers if needed. Remaining faculty and staff will seek shelter in a locked room.

- During a gun incident outside, instruct students to "Drop to the Ground" or "Run into the Building Quickly." Teachers will quickly escort students to an area away from the perpetrator in an occupied classroom.
- During an incident involving a hostage or weapons, staff should direct students to move to an alternate secure area away from perpetrator(s)
- All school personnel must remain quiet in a secured area of the building, on the floor, away from windows and doors, and with all lights turned off and shades drawn (if available).

### **Building 6550**

In the event of a lockdown, the following message will be played through all intercoms: *"Your attention please. Lockdown. Implement lockdown procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom. Lockdown."*

Teachers will instruct all students prior to a lockdown that if they are outside of the classroom that they should go to the nearest classroom once a lockdown is announced. For example, if they are using the restroom, and they hear the lockdown announcement, they should proceed directly to the closest classroom and not worry about getting back to their classroom.

#### ***First Floor:***

Room 123 will lock the classroom door, then staff will lead all students to the bathroom. Room 143 will take students into the storage closet. Room 149 will come into 143's classroom, lock the door, and will lead students into the bathroom. 103, 105, and 146 will lock their classroom doors and then proceed to their bathrooms with their students. Teachers should take their iPads in order to communicate with the office regarding student attendance.

Room 101 will lock your classroom door from the outside, cover the window and wait with students in the entryway of the classroom, make sure to stay as far away as possible from the windows. Teachers need to take their iPads, Chromebooks, or laptops to communicate with the office staff regarding student attendance.

The most likely scenario in the event of a real lockdown is that administration will be notified by law enforcement to lockdown as a safety precaution. In this case, an administrator will come and get 123, 143, 105, 103, 146, 149, and 101 to escort all classes to the second floor. The second-floor doors to the hub lock. Administration will further escort students to the hub, or to other classrooms.

#### ***In all other classrooms:***

- Staff will explain to students that there is an emergency.
- Staff will instruct students to sit or lie on the floor behind or underneath solid objects.
- Students will remain silent.
- Staff will lock doors and close any blinds if safe to do so.
- Staff will block the window by taping paper over it already prepared for that purpose.
- Staff will then take attendance of all students, as well as any parent volunteers or other adult visitors.
- Staff will control cell phone use (no outgoing or incoming calls or texts).

**Staff and students who are outside** (recess, PE, special activity):

- The staff members will blow the whistle to make 3 short sounds.
- Students will freeze and staff will instruct students on where to go.
- If the intruder is outside the building, students will walk quickly and quietly to the multi-purpose room. The adults will help barricade the windows with the tables and benches. Students will be instructed to lie on the floor behind or underneath solid objects. Students must be silent.
- If the intruder is inside the building, students will walk quickly and quietly out the playground gates facing the field (north side) toward the sidewalk path. Turn right on the path and follow it as far down as possible.

Aides have walkie talkies to communicate with the office in order to clear student attendance. Teachers will proceed with roll call in order to communicate with the office staff.

In the front office, staff will cross-check to ensure that all students accounted for. Students and staff are to remain hidden and quiet. Lights should be off, blinds should be closed, door windows covered, and students should be away from visible windows and doors.

Administration or law enforcement will release students and adults in person, never over the intercom. Once released, staff and students will return to the regular schedule or, in the event of an actual lockdown, they will await instructions from law enforcement personnel.

**Building 6552**

In the event of a lockdown, the following message will be played through all intercoms: *"Your attention please. Lockdown. Implement lockdown procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom. Lockdown."*

***In the classroom:***

- Staff will explain to students that there is an emergency. Staff will instruct students to sit/lie on the floor behind or underneath solid objects. Students must be silent.
- Staff will lock doors and close any blinds if safe to do so.
- Staff will take attendance of students and adult volunteers and/or other adult visitors.
- Staff will control cell phone use (no outgoing or incoming calls or texts).

***In the courtyard:***

Staff and students will proceed into the gym in building 6554.

***Outside in the yard*** (recess, PE, special event):

- The staff will blow the whistle to make 3 short sounds.
- Students will freeze, and teachers/aides will instruct students on where to go.
- If the intruder is outside the building, students will walk quickly and quietly to the gym in building 6554.

- Staff will instruct students to lie on the floor behind or underneath solid objects. Students must be silent.
- If the intruder is inside the building, students will walk quickly and quietly out the playground gates facing the field, toward the sidewalk path. Turn right on the path and follow it as far down as possible.

The aides have walkie talkies to communicate with the office in order to clear students.

Aides have walkie talkies to communicate with the office in order to clear student attendance with the main office.

### **Building 6554**

In the event of a lockdown, the following message will be played through all intercoms: *“Your attention please. Lockdown. Implement lockdown procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom. Lockdown.”*

#### ***In the classroom:***

- Staff will explain to students that there is an emergency.
- Staff will instruct students to sit/lie on the floor behind or underneath solid objects. Students must be silent.
- Staff will lock doors and close any blinds if safe to do so.
- Staff will take attendance of all students for which they are responsible for, as well as parent volunteers and/or other adult visitors.
- Staff will control cell phone use (no outgoing or incoming calls or texts).

#### ***In the courtyard:***

- Staff and students will proceed into the hallway past the restrooms located by rooms 110 and 111.
- Staff and students will locate the nearest classroom to shelter in for the duration of the emergency.

#### ***Outside in the yard (recess, PE, special event):***

- The teachers/aides will blow the whistle to make 3 short sounds.
- Students will freeze, and teachers/aides will instruct students on where to go.
- If the intruder is outside the building, students will walk quickly and quietly to building 6554 and proceed to the hallway area located outside of rooms 110 and 111.
  - Staff and students will locate the nearest classroom, or hiding space, to shelter in for the duration of the emergency.
- If the intruder is inside the building, students will walk quickly and quietly out the playground gates facing the field, toward the sidewalk path. Staff and students will turn right on the path and follow it as far down as possible.

***\*The aides have walkie talkies to communicate with the office in order to clear students.***

Aides have walkie talkies to communicate with the office in order to clear student attendance. Teachers will proceed with roll call in order to communicate to the office staff, as noted below.

In the front office, staff will cross-check to ensure all students accounted for. Staff will keep students hidden, and all will remain quiet. Lights should be off, blinds closed, and students away from visible windows and doors.

Administration will release students and adults in person, never over the intercom. Once released, school will return to the regular school schedule or will receive further instruction from administration and/or law enforcement personnel.

### **Adaptations for Students with Disabilities**

Individual student health and safety plans are kept in the office for students with permanent or temporary disabilities. These plans are routinely communicated to teachers and staff on specific details on how to keep these students safe in an emergency.

## **Bomb Threats**

Any staff member receiving a telephone bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

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

### **Response Procedure**

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

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee. The package should not be touched or handled in any way.
3. The Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency evacuation plan.

## **Earthquake Procedures**

### ***In Classrooms***

Upon feeling an earthquake, students and staff will initiate: "Drop, Cover, and Hold On" procedures. Students drop under a table or desk to avoid falling, and then they hold onto that desk or table, making an effort to protect their heads and necks. Staff will initiate evacuation procedures when notified over the PA system, or when they feel it is safe to do so. The evacuation protocols noted above will be followed.

***Lunchroom***

Upon feeling an earthquake, students and staff will initiate: “Drop, Cover, and Hold On” procedures. Students drop under the cafeteria tables and hold on taking care to protect their heads and necks. Staff will initiate evacuation procedures when notified over the PA system, or when they feel it is safe to do so. Staff will initiate evacuation procedures when notified over the PA system, or when they feel it is safe to do so. The evacuation protocols noted above will be followed.

***Playground/Other Outdoor Area***

Upon feeling an earthquake, staff and students will initiate “Drop, Cover, and Hold On” procedures. Students will drop to the ground, and then they will cover their necks and their heads with their hands. Staff will initiate evacuation procedures when notified over the PA system, or when they feel it is safe to do so. The evacuation protocols noted above will be followed.

## Emergency Staging Areas

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Timely and accurate communications to the following audiences are critical: school faculty, staff and students; parents of students and families of staff; fire, law enforcement, and other local emergency services; the superintendent's office; parent and teacher organizations and advisory councils; and other partners within the community.

### Internal Communications

#### School Emergency Team (SET)

The SET will oversee all internal communications regarding the facts relating to the emergency and the School's response. It will also determine the information that should be shared and the timing and means of the communication.

- Upon receiving a report of an emergency, the principal or assistant principal will make a decision to activate all or part of the SET.
- The principal or Incident Commander will activate SET members by notifying them via telephone or cell phone. Email will be used to supplement these forms of communication but never used alone. Members will use 2-way radios in hand for subsequent communications.
- If an obvious school-wide emergency occurs (e.g., power outage), SET members will automatically report to the school office. Remaining faculty and staff will stay in place until notified by a SET member.

#### Faculty, Staff and Students

- **Reports of Emergencies:** All faculty, staff, and students are expected to report all emergencies to the school office. A decision will be made at that time whether to activate all or part of the SET. Appropriate life saving or life protection measures must be rendered or coordinated (calling 911) until the SET can respond.
- **Loudspeaker:** In the event of an emergency, the following means of communication may be used: Loudspeaker system.
- **Staff Meeting:** If a separate meeting with senior staff is needed, the Incident Commander (IC) will call them to the conference room prior to or during the general assembly. The IC will reemphasize that only one spokesperson has been authorized to speak to the media.
- **School Bell:** The school bell WILL NOT BE USED during emergency situations to communicate messages as it will likely add confusion to an already chaotic situation. It will only be used for routine purposes. If the school bell sounds during an emergency alert, ignore it.
- **Email:** If timeliness is not critical, the school office will email messages to all staff and school personnel when appropriate.

**In the event that hard-wired electronic devices are not operational, such as the intercom and telephone systems, the following alternatives will be used:**

- **Messengers, 2-way radios, and megaphones:** With no intercom or phone, the principal or Incident Commander will initially communicate with SET members via messenger.

Sample call out: “Teachers and Staff, please report to the hallway for an important message” This technique is useful during end of day power outages when faculty, staff, and students must quickly know about the status of after school activities.

- **Bullhorn:** The principal or Incident Commander may opt to transmit messages with a battery-operated bullhorn located in the school administrative office.
- **Faculty Meeting.** The principal or Incident Commander reserves the option to hold a faculty meeting as soon as possible to provide accurate and updated information about the emergency, to review emergency procedures, and to plan for the upcoming period of time. This will facilitate the response and reduce misinformation and rumors.

### **Special Situations**

- **School not in session.** When school is not in session, School Messenger will be used to inform faculty, staff, and students/parents of emergencies that require immediate communication.
- **School-sponsored events, off-campus.** The faculty member in charge of an off-campus school event (sporting event, debate, concert, etc.) will file a trip plan with the administration prior to the trip and report incidents during the trip.

### **Parents**

Parents or guardians of all students directly involved in or affected by an emergency will be contacted by the principal or designated SET member as soon as possible. The SET member will inform parents fully of the circumstances and the School’s response. The IC will consider guidance provided by the district’s medical, counseling, legal or other advisors in addressing the situation.

- **School Website.** Updates for parents, parent organizations, community leaders, etc. may be posted on the School’s website [wscacademy.org](http://wscacademy.org). Recovery activities such as counseling sessions, memorials, post-event question & answer meetings and post-recovery open houses for parents, etc. will also be posted. Messages will be approved by the SET and provided for posting.
- **Superintendent Notification.** The Superintendent, at his/her discretion, will contact all members of the School Board to inform them of the emergency.



## **External Communications**

The School Emergency Team (SET), specifically the Incident Commander (IC), will oversee all external communications with the community and the media regarding the facts relating to the emergency and the School's response. It will also determine the information that should be shared with the community and the media and the timing and means of communication.

### **General Media Policies and Guidelines**

- All faculty, staff, students, and visitors will direct news media calls and questions to the principal, Incident Commander, or the Information and Media Representative who will in turn, address the media and remain available, as needed, for continued media updates.
- The principal or Incident Commander will decide whether to allow the media on the school grounds. The media is not allowed inside the school unless specifically authorized by the principal.
- In order to ensure goodwill and credibility, the school will make every effort to accommodate reasonable requests for information by the media and to provide for their comfort and effective functioning.
- The principal, in consultation with the Superintendent's media and legal counsel, will prepare necessary press releases, which will be consistent with information provided to faculty, staff, students, and parents.
- All requests for faculty, staff, or student interviews by the media must be submitted to the principal or Incident Commander for his/her approval in advance of the interview. No unauthorized information should be provided to the media. If cleared, faculty, staff, or students will follow the guidelines below:
  - Be honest with media personnel. If the answer to a question is not known, tell the reporter that you will get back to them as soon as possible.
  - Don't provide information "off the record," say "no comment," or use jargon.
  - Student confidentiality must be maintained at all times.
- All questions and inquiries from local officials/responders will be directed to the Incident Commander. Inquiries from State/Federal officials and school board members will be referred to the Superintendent's office.
- Requests for resources needed in response to the emergency are submitted through the Incident Commander to the local or county Emergency Management Agency.

**Media Press Conference  
Rocklin Academy Gateway**

*Complete Prior to School Emergency Press Conference.*

**1. In one brief paragraph state the key point or objective of the press conference:**

**2. Identify who the main audience or population segments whom you would like this message to reach:**

Primary Audience: \_\_\_\_\_

Secondary Audience: \_\_\_\_\_

**3. List the three facts or statistics you would like the public to remember after hearing the story:**

a)

b)

c)

**4. What is the one message the audience needs to take away from this report/ interview?**

**5. Who in your school district will serve as the sole point of contact for the media?**

Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Dates & Time Available: \_\_\_\_\_

(Media Communication Plan contributed by Robert Howard, Center for Disease Control)

**Media Press Release**  
**Rocklin Academy Gateway**

At \_\_\_\_\_ (time) on \_\_\_\_\_ (date) the following accident (incident) occurred:

*(If students have been relocated due to school facility emergency)*

All students and staff have been evacuated from the school and relocated to the following sites:

Site \_\_\_\_\_ Phone \_\_\_\_\_

At this time we have:

(A) No confirmation of injuries or damage:

-or-

(B) Confirmed the following injuries or damage. (Do not identify student/staff by name; merely state the number of students involved and/or any property damage that has occurred).

The prognosis for those involved is (Good) (Fair) (Critical):

The school district is responding in the following manner:

At the current time the incident is being investigated by local authorities and is considered to be a criminal investigation. The school district does not wish to take any action that may interfere with a pending criminal investigation. Therefore, information will not be released without the prior approval of local authorities.

We will keep you updated as we learn additional information.

We ask the general public to avoid traveling in this area unless it is absolutely necessary.

We ask that only parents or guardians of children in the school contact us with questions at:

Telephone \_\_\_\_\_

For ongoing information updates check the school Web page at: [www.gateway.rocklinacademy.com](http://www.gateway.rocklinacademy.com)

Thank you for your cooperation.

School Media Contact: \_\_\_\_\_

(Courtesy of the Oklahoma State School Boards Association)

## **Hazard Specific Responses to Emergencies**

**Assault/Fighting**

**Bomb Threat**

**Death**

**Facility (Building) Incident**

**Fire/Explosion**

**HAZMAT [Hazardous Material]**

**Hostage**

**Intruder**

**Kidnapping**

**Medical Emergency**

**Missing Student**

**Natural Disaster**

**Student Threat**

**Suicide Attempt**

**Suicide**

**Vehicle Accident - Field Trip**

**Weapons**

# ASSAULT / FIGHTING

DATE \_\_\_\_\_

Oral, written, or physical threat against other students or staff.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Inform police of your observation and be prepared to make a written statement.		
		Check for injuries and if confirmed, call 911		
		Use appropriate de-escalation strategies: <ul style="list-style-type: none"> <li>• remain emotionally neutral;</li> <li>• quickly analyze situation to decide response, especially if police need to be called;</li> <li>• if warranted, and trained staff are available, restrain combatants;</li> <li>• seek additional trained support staff for backup;</li> <li>• remove other students and secure the scene.</li> </ul>		
		Get names of any witnesses and report to law enforcement and principal or Incident Commander		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Approach in a calm manner and direct combatants to stop fighting		
		Separate combatants to a safe area, if possible		
		Verify extent of assault or fight and notify law enforcement		
		Attempt to determine who's been injured, and the extent of injuries. Notify School Nurse/Health Clerk and request additional medical help as needed		
		Contact Superintendent		
		Conduct investigation and follow school discipline policies and administrative procedures, which may include anger management or other appropriate counseling		
		Determine consequence for the offender(s).		
		Complete an incident report and file		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Approach in a calm manner and direct combatants to stop fighting		
		Escort combatants to the office, keeping them isolated from other students		

✓	TIME	SCHOOL NURSE/HEALTH CLERK	NAME OF CONTACT	CONTACT NO.
		Assess extent of injuries, administer first aid and seek further medical support as needed		
✓	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		Superintendent or designee handles press		
		Prepare a written statement, if the situation warrants it, for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed		
		Contact media with predetermined message that has been approved by principal or Incident Commander after communication with the police. A joint news release with police may be indicated depending on extent of injuries.		

# BOMB THREAT

**“EVACUATION or  
RELOCATION”**

DATE \_\_\_\_\_

Receipt of an oral or written threat of a bomb, or discovery of a suspicious device or note.

## BOMB THREAT BY PHONE

	TIME	PHONE CALL RECEIVER	NAME OF CONTACT	CONTACT NO.
		Student, faculty or staff		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Record exactly what the caller says using the police bomb threat call card if available. See Annex C		
		If bomb threat card is not available ask the caller: Time bomb set to detonate? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed in school on grounds or on bus? _____ How it got in school? _____		
		Note caller accent, age, sex, noise, mental state, etc.		
		Write down perpetrator's Caller ID number		
		Activate *67 Call Tracing (note time of call)		
		Notify the principal or Incident Commander as soon as possible		
		WRITTEN BOMB THREAT		
✓	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Don't get fingerprints on written note; place in a plastic bag		
		Preserve for police if written on door, wall, etc.		
		Notify the principal or Incident Commander as soon as possible		
		ALL BOMB THREATS		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact law enforcement and fire department		
		Contact Superintendent		

		Quickly convene the School Emergency Team. Use the information gathered to decide how the school should respond.		
		Decide whether or not to evacuate the building. If you evacuate, establish the relocation area for the students and staff members. Follow procedures and communicate to staff and students. <ul style="list-style-type: none"> <li>The principal shall direct personnel to adjust their usual evacuation route to avoid any suspected location of an explosive device.</li> </ul>		
		<b><u>DO NOT</u> use any cell phones, radios, walkie-talkies</b> <ul style="list-style-type: none"> <li><b>Send runner if necessary</b></li> </ul>		
		Set up Command Post at pre-designated site where school leaders can stage with emergency providers		
		Ensure accountability of all students and staff		
		<b>If suspicious device is found, <u>don't touch it</u>. Notify the appropriate police agency</b>		
		Work with school counselor/school psychologist to initiate grief-counseling plan determined by need and severity of the situation		
		Notify families of incident		
		Complete incident report and file in the principal's office		
✓	TIME	TEACHERS AND STAFF	NAME OF CONTACT	CONTACT NO.
		While evacuating the building, scan work area for any suspicious items that could be an explosive device <ul style="list-style-type: none"> <li>Take emergency backpack with you</li> <li>Leave internal doors unlocked and open.</li> </ul>		
		Take attendance in evacuation area and immediately report missing students to the student accounting leader		
		Report suspicious objects to principal once evacuation procedures are complete <ul style="list-style-type: none"> <li><b><u>Do not</u> touch or attempt to move any suspicious device</b></li> </ul>		
		<b><u>DO NOT</u> use any cell phones, radios, walkie-talkies</b> <ul style="list-style-type: none"> <li><b>Send runner if necessary</b></li> </ul>		



# DEATH

DATE \_\_\_\_\_

**When a student or staff member dies in the community.**

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, faculty and staff		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal immediately		
		Offer emotional support of school community		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Verify student or staff death		
		Inform Superintendent		
		Assemble Crisis Management Team		
		Brief secretary in handling calls and requests for information		
		Refer to Crisis Book for additional information		
		Contact victim's family: <ul style="list-style-type: none"> <li>• Convey school's condolences</li> <li>• Determine with the parents who will be the family contact</li> <li>• Ask about funeral arrangements/procedures for donations</li> <li>• Determine how parents would like the school to participate in funeral services</li> <li>• School will make arrangements to return student's belongings</li> </ul>		
		Faculty and school personnel are informed of the death through internal communication systems and/or meeting <ul style="list-style-type: none"> <li>• Express condolences to the personnel</li> <li>• Review the facts of the death as known</li> <li>• Announce funeral arrangements if known</li> <li>• Give a plan for the day as prepared by Crisis Team               <ul style="list-style-type: none"> <li>○ Team provides handout packet to personnel and shares information on grief</li> <li>○ Team covers activities to encourage/discourage</li> </ul> </li> <li>• Answers questions and concerns of personnel</li> </ul>		
		Prepare statement to be read to students - refer to sample statements in Annex D		
		Prepare and send message home to parents/students as appropriate		
		Designate a support area for students		
		Hold midday meeting with Crisis Management Team to assess response to activities		

		Ensure faculty and staff attend the funeral to offer support to students		
		The day after the funeral - make closure statement		
✓	TIME	CRISIS RESPONSE TEAM	NAME OF CONTACT	CONTACT NO.
		Hold an immediate team meeting to plan for notifying students/faculty/staff of the death and to provide emotional support		
		Identify those particularly affected, such as relatives, friends, classmates, teammates,		
		Identify trauma services needed <ul style="list-style-type: none"> <li>Identify rooms for support for students</li> </ul>		
		Member assigned to gather deceased's personal belongings for safekeeping		
		Student's name is removed from class rosters, mailing lists and automated attendance call lists		
		Contact feeder schools - look at cum file to see if other schools should be notified		
		Reassure and provide a sense of security, a way to remember the deceased and resume routine as appropriate to facilitate recovery		
		Plan schedules and activities for the school day and week <ul style="list-style-type: none"> <li>Day 2 or 3 resume regular classroom activities</li> </ul>		
		Provide safety measures and special services for students, faculty, and staff		
		Arrange 15 minute meeting with staff after school to identify students/staff that need additional emotional support		
		Determine long range plans for at-risk students		
		Within two weeks, have debriefing meeting and modify protocol as needed		

# FIRE / EXPLOSION

**“EVACUATION”**

DATE \_\_\_\_\_

Whoever observes open flames, smells or sees smoke, or experiences excessive heat radiating from an adjacent wall, ceiling, or floor should immediately notify the office and activate the nearby fire alarm.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm and call school office		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Pull the fire alarm and call 911		
		Evacuate the area/building and use fire extinguisher if appropriate		
		Notify the principal.		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm, if not already – call 911		
		<b>ALERT STUDENTS/STAFF:</b> “YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE EMERGENCY ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”		
		If determined that alternate off-campus relocation is necessary, follow off-site evacuation procedures		
		Gather information from witnesses regarding location of fire or explosion.		
		Meet with Fire Department and pass on information regarding accountability of staff and students, location of fire		
		Notify Superintendent		
		If evacuation requires release of students to parents, IC will implement student release process		
✓	TIME	SCHOOL HEALTH CLERK/SUPPORT STAFF	NAME OF CONTACT	CONTACT NO.
		Evacuate students in health office		
		Evacuate emergency cards/ISHP plans		
		Bring Health supplies to evacuation site		
		Assist with first aid as needed		
✓	TIME	ADMIN/CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting		
✓	TIME	ATTENDANCE/SCHOOL STAFF	NAME OF CONTACT	CONTACT NO.

		Evacuate visitor log and sign out sheet		
		At assembly area gather headcount information from teachers and inform the principal or incident commander of any missing student or staff.		
✓	TIME	TEACHERS	NAME OF CONTACT	CONTACT NO.
		Teachers will instruct and supervise student evacuation of the building, using designated routes to their assigned Assembly Area		
		Have students leave their backpacks in the classroom.		
		Shut but do not lock doors		
		Bring RED emergency backpack		
		If the exit route is blocked, follow an alternate exit route.		
		Take attendance: <ul style="list-style-type: none"> <li>• GREEN sign: All students on roster are present.</li> <li>• YELLOW sign: Some students from roster are not present (absent or unaccounted for)               <ul style="list-style-type: none"> <li>◦ Fill out Attendance Card</li> </ul> </li> <li>• RED sign: Medical Need Report any missing students or staff</li> </ul>		
		At the assembly area, teachers and students will stay in place until further instructions are given or "All Clear"		

# FACILITY INCIDENT

**“EVACUATION”**

DATE \_\_\_\_\_

Whoever observes a major facility failure should immediately notify the custodial staff or school office. Failures include but are not limited to: power outage; interior flooding; an activated sprinkler system with no apparent cause; electrical sparks or fire; burst pipes; collapsed structure (ceiling, wall or floor); security equipment malfunction; unusual mechanical sounds; and unsafe areas or passageways.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Contact custodial staff immediately		
		Call 911 if smoke, fire, or electrical sparks are involved.		
		Evacuate the area/building and use fire extinguisher if appropriate		
		Notify the principal.		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Pull fire alarm and call 911 if smoke, fire, or electrical sparks are involved.		
		Contact custodial staff, if not previously notified.		
		Receive assessment of problem from custodian.		
		<b>IF NEEDING TO EVACUATE: ALERT STUDENTS/STAFF:</b> “YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEAD COUNT AT THE ASSEMBLY AREA.”		
		Ensure accountability of all students and staff		
		Gather information from witnesses regarding location of the facility failure.		
		If determined that alternate off-campus relocation is necessary, follow off-site evacuation procedures		
		Gather information from witnesses regarding location of fire or explosion.		
		Meet with Fire Department and pass on information regarding accountability of staff and students, location of fire		
		If evacuation requires release of students to parents, IC will implement student release process		

		Notify Superintendent		
✓	TIME	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander with evacuation in role as designated.		
✓	TIME	<b>SCHOOL HEALTH CLERK/SUPPORT STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Evacuate students in health office		
		Evacuate emergency cards/ISHP plans		
		Bring Health supplies to evacuation site		
		Set up casualty collection site, if necessary		
		Assist with first aid as needed		
✓	TIME	<b>CUSTODIAL STAFF</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting		
		Stay with principal or Incident Commander to assist Fire Department with layout of school		

# HAZMAT (Hazardous Material)

**“LOCKDOWN” or  
“EVACUATION”**

DATE \_\_\_\_\_

**Whoever observes an uncontrolled or unexpected release of, or suspects the release of, liquid or vapor that could cause harm or death to humans or damage to the environment should immediately notify the school office.**

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Notify principal or Incident Commander who will call 911		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify school office.		
		Avoid being contaminated, if possible, and warn others of the same concern		
		Evacuate Affected area and also isolate, if possible, those who have been contaminated		
		Notify the principal/designee		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Evacuate affected area and also isolate, if possible, those who have been contaminated		
		Pull fire alarm. Call 911 if appropriate		
		Gather information from staff regarding location of spill, extent and the name of the chemical		
		Meet Fire Department at Command Post and pass on staff and student information regarding the nature and location of the spill		
		Ensure accountability of all students & staff		
		Notify Superintendent		
		If evacuation is required <ul style="list-style-type: none"> <li>Follow evacuation plan</li> <li>If release of students to parents, IC will implement student release process</li> </ul>		
		Determine if off-site evacuation is necessary		
✓	TIME	SCHOOL HEALTH CLERK/SUPPORT STAFF	NAME OF CONTACT	CONTACT NO.
		Evacuate students in health office		
		Evacuate emergency cards/ISHP plans		
		Bring Health supplies to evacuation site		
		Assist with first aid as needed		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting if evacuating		

✓	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Determine location and extent of spill if possible		
		Communicate location of spill to principal		
		Stay with principal or Incident Commander to assist Fire Department with layout of school		
✓	TIME	ATTENDANCE/SCHOOL STAFF	NAME OF CONTACT	CONTACT NO.
		Evacuate visitor log and sign out sheet		
		At assembly area gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.		
✓	TIME	TEACHERS	NAME OF CONTACT	CONTACT NO.
		Teachers will instruct and supervise student evacuation of the building, using designated routes to their assigned Assembly Area. <ul style="list-style-type: none"> <li>Use alternate route to avoid hazardous area if needed</li> </ul>		
		Have students leave their backpacks in the classroom.		
		Shut but do not lock doors		
		Bring RED emergency backpack		
		Take attendance: <ul style="list-style-type: none"> <li>GREEN sign: All students on roster are present.</li> <li>YELLOW sign: Some students from roster are not present (absent or unaccounted for) <ul style="list-style-type: none"> <li>Fill out Attendance Card</li> </ul> </li> <li>RED sign: Medical Need <ul style="list-style-type: none"> <li>Report any missing students or staff</li> </ul> </li> </ul>		
		Refer any affected students to School Nurse/ Health Clerk until EMS arrives		
		At the assembly area, teachers and students will stay in place until further instructions are given or "All Clear"		



# HOSTAGE

**“Lockdown” or  
“Evacuate”**

DATE \_\_\_\_\_

Any situation when a student, staff member or school visitor is forcibly taken against their will and used as a negotiation tool by an individual or group of people. This may include situations where a person barricades him or herself in a building or vehicle and threatens suicide. Law enforcement officials should always handle a hostage situation.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Do not intervene in the hostage/barricade situation		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal or Incident Commander who will call 911		
		Inform police of your observation		
		IF TAKEN HOSTAGE, follow instructions of hostage taker		
		Remain calm and do not panic		
		Reassure students if they are present that everything will be okay		
		Treat the hostage taker with respect and act as normal as possible		
		Ask permission to speak and do not argue or make suggestions		
		Don't intervene; allow law enforcement to negotiate		
		Obtain good description of hostage(s) takers		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Yield team leader authority to law enforcement commander who directs procedure for securing the building or evacuation. Provide student photo if hostage taker is known to be a student.		
		Activate School Emergency Team and decide plan of action		
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified		
		Contact Superintendent		
		Work with the school counselor/school psychologist to initiate grief-counseling plan as determined by need and severity of the situation		
		Keep an informal time and procedure log of response activities		
		Complete an incident report and file		
		Debrief School Emergency Team and staff		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team at the school or relocation site, and decide what additional resources and support will be needed		

✓	TIME	SCHOOL NURSE/HEALTH CLERK	NAME OF CONTACT	CONTACT NO.
		Be prepared to treat injuries and help EMS as needed		
✓	TIME	STAFF	NAME OF CONTACT	CONTACT NO.
		Direct students in bathrooms or halls to join closest class and then report to assigned teacher as soon as it is safe		
		Inform the school office, as soon as appropriate, about unassigned students under their supervision		
		Lock all hallway and exterior doors, if safe to do so; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation		
		Staff, students and visitors remain quiet in designated secured area, on the floor, away from windows and doors, and with all lights turned off		
		Remain in "Clear the Halls" or "Shelter-in-Place" mode until the principal and/or Law Enforcement Commander gives the "all clear" command		
		If evacuation occurs, teachers take attendance in evacuation area and immediately report missing students to the backup team leader		
✓	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		Superintendent or designee handles press in press area, off-site		
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement before disseminating a consistent and predetermined statement		

# INTRUDER

**“LOCKDOWN”**

DATE \_\_\_\_\_

## Unauthorized person in school building or on school property

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Ask unauthorized visitor to identify himself/herself and report to office		
		Contact the principal or Incident Commander if visitor is uncooperative		
		Do not intervene if person is acting hostile or threatening		
		Notify principal or Incident Commander who will call 911		
		Inform law enforcement of your observation		
		If safe to do so, write down intruder's physical description, type and color of automobile, registration plate number and any other identifiable information. Report to principal or Incident Commander if intruder leaves before law enforcement arrives		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Ask intruder about purpose for being in school		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Ask intruder about purpose for being in school		
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school		
		Contact law enforcement if intruder remains uncooperative, (911) identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.		
		<b>Announce to staff to “Lockdown the school” if intruder is outside the school:</b> “YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”		
		If evacuation requires release of students to parents, IC will implement student release process.		
		Notify Superintendent		
		Work with the school counselor/school psychologist to initiate counseling plan as determined by need and severity of the situation		

		Complete an incident report and file in principal's office		
		Debrief with School Emergency Team and staff		
✓	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		When communicating with the media, always coordinate with law enforcement before disseminating a consistent and predetermined statement		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting if evacuating		
		Close and lock all exterior doors.		
✓	TIME	TEACHERS	NAME OF CONTACT	CONTACT NO.
		Direct students who are in bathrooms or halls to join closest class if the command from the principal or Incident Commander is given to "Lockdown" the school		
		<ul style="list-style-type: none"> <li>• Doors locked</li> <li>• Blinds closed</li> <li>• Lights out</li> <li>• Move students away from windows and doors</li> <li>• Have students sit against interior walls</li> <li>• Do not lock or barricade doors that would prevent rapid evacuation</li> <li>• If a life threatening situation exists, exit immediately to a place of safety.</li> <li>• Ignore all bells and alarms unless otherwise instructed</li> <li>• Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.</li> <li>• Allow no one outside of the classroom to enter your room until the Incident Commander gives the "All Clear" signal.</li> </ul>		
		Students and teachers are released from lock-down when "All Clear" is sounded.		

# KIDNAPPING

DATE \_\_\_\_\_

Kidnapping means the unauthorized removal of a student from school property without consent either from school officials and /or parent(s)/ guardian(s). In many instances this violation of school rules and state law is perpetrated by a parent or relative involved in a domestic dispute.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Verify child is missing and then contact principal or Incident Commander		
		Gather facts about abduction, description of abductor and any vehicle involved		
		Inform police of your observation and be prepared to write a notarized statement		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911; Provide photo of student to Police. Police may interview student's friends. -School staff provides support for interviewed students. -Follow school policy and procedure on confidentiality		
		Contact parents(s)/guardians(s) and check student file for any restraining orders or other background information		
		Convene School Emergency Team & plan the response		
		Contact Superintendent		
		Work with the school counselor/school psychologist to initiate grief-counseling plan as determined by need and severity of the situation		
		Complete an incident report and file in principal's office		
		Debrief with School Emergency Team and staff		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander with notifying parents of victims		
✓	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement if student was abducted or circumstances are suspicious.		

# MEDICAL EMERGENCY

## “CLEAR THE HALLS”

**DATE** \_\_\_\_\_

## ALLERGIC REACTION

**Many students and staff are allergic to certain foods or food additives or may develop a dangerous reaction to prescription medicine or other chemicals/substances. Consistent with school board policy and the Family Educational Rights to Privacy Act (FERPA), school administration, in conjunction with the school nurse, should provide every staff person who routinely interacts with students or staff known to have food or other allergic reactions, with an Emergency Care Plan that includes student/staff names, parent/guardian/relative names, phone numbers and allergic symptoms as well as appropriate first aid measures.**

✓	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Check for a medical alert tag		
		Contact Health Clerk or get ISHP information		
		Notify the principal/designee		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact parents(s)/guardian(s)/designated family member		
		Contact Superintendent		
✓	TIME	SCHOOL HEALTH CLERK/SCHOOL NURSE	NAME OF CONTACT	CONTACT NO.
		Check for Medical Alert Tag / ISHP information for individual		
		Direct someone else to call 911 if needed, and inform the principal		
		Monitor and maintain ABC's (airway—breathing— circulation) as needed		
		Administer epinephrine (dosage as prescribed by physician) as appropriate		
		Continue to observe student or staff member		
		Transport to emergency room with EMS for further treatment, if necessary		
		Tell parents to carefully watch child for next 24 hours and contact physician		
		Complete an incident report and file in office.		
		GENERAL MEDICAL EMERGENCY		

✓	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Notify principal or Incident Commander who will call 911		
		Send someone to contact the School Nurse/Health Clerk		
	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Maintain open airway and administer CPR, if necessary		
		Immobilize victim if there is a potential for head, neck or back injury. Do not move victim unless immediate emergency situation dictates		
		Control bleeding by applying direct pressure and elevation		
		Treat for shock		
		Check for Medical Alert Tag/Emergency Care Plan information for individual		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact parents(s)/guardian(s)/designated family member		
		Contact Superintendent		
		Work with counseling resources to initiate grief-counseling plan as determined by need and severity of the situation		
		File incident report		
		Debrief School Emergency Team and staff		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander as needed		
✓	TIME	SCHOOL COUNSELOR/SCHOOL PSYCHOLOGIST	NAME OF CONTACT	CONTACT NO.
		Coordinate grief-counseling if needed		
✓	TIME	SCHOOL NURSE/HEALTH CLERK	NAME OF CONTACT	CONTACT NO.
		Collect first aid kit and proceed immediately to victim(s)		
		Gather ISHP information		
		Coordinate or administer first aid until EMS or School Physician arrives		
✓	TIME	MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support.		

# MISSING STUDENT

DATE \_\_\_\_\_

**Student(s) unaccounted for at school, on school property, or while traveling to and from school.**

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Verify child is missing and then contact principal or Incident Commander		
		Principal announces "Missing Student" on the intercom and calls 911, if necessary		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Contact parents/guardian to report student absence/status		
		Inform staff once missing person is located		
		Complete Serious Incident Report for filing in office		
✓	TIME	STAFF	NAME OF CONTACT	CONTACT NO.
		Notify principal of any suspicious student absence or unknown person in the building		
		Be on the lookout for missing student and immediately report new information to the principal		
		Refer all requests for release of individual students to the office prior to their departure from school		
		Require a written student release note from parent/guardian		
		Report observations of unknown or unauthorized persons to principal. Make note of appearance, vehicle type and color, registration plate number, etc.		
		Insist on identification if unknown person arrives at school asking to pick up student; direct unknown person to office for approval		
✓	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement		



# NATURAL DISASTER

**“SHELTER IN PLACE”  
or “EVACUATION”**

DATE \_\_\_\_\_

**A tornado, severe weather or earthquake will often strike without warning; appropriate emergency procedures must be initiated immediately.**

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Obtain an advance warning of an event from National Weather Service; notify administration		
		If there is no warning of an event, move students and staff inside to an appropriate safe shelter or exit if building failure		
		Keep Emergency Alert System (EAS) radio on for updates		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Turn on EAS radio		
		Decide to evacuate, initiate early release, or <b>shelter-in-place</b>		
		Set up Command Post at pre-designated site		
		Gather information from staff regarding building integrity and potential hazards (i.e. rising flood waters, high winds that may cut power, etc.)		
		<b>EARTHQUAKE</b>		
		Instruct staff and students to “Drop, Cover, and Hold On”		
		If needed, make contact with emergency responders via 911 for instructions		
		Notify Superintendent		
		If evacuation requires release of students to parents, IC will implement student release process.		
		Set up debriefs as needed after the event		
✓	TIME	STAFF	NAME OF CONTACT	CONTACT NO.
		Instruct staff and students to “Drop, Cover, and Hold On”		
		Keep students away from windows		
		<u>In the event of an earthquake:</u> When the shaking stops (or when the all clear sounds) count to 60. <b>IMMEDIATELY</b> and before you exit your room: <ul style="list-style-type: none"> <li>• Take ten seconds to look around, make a mental note of damage and dangers,</li> <li>• Check to see if any students are injured. If immediate help can be given to those with injuries, to stop serious bleeding, or put out a small fire, do so.</li> <li>• Ask responsible students to assist the lightly injured.</li> </ul>		

		<ul style="list-style-type: none"> <li>Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.</li> </ul>		
		Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they need assistance		
		Follow school evacuation procedures according to the school emergency plan.		
		If an aftershock occurs, while you are exiting, Drop, Cover, and Hold On until the shaking stops.		
✓	TIME	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Instruct staff and students to "Drop, Cover, and Hold On"		
		Help initiate early release, evacuation or <b>shelter-in-place</b>		
		If evacuating, follow school evacuation procedures according to the school emergency plan.		
		Prepare to handle a large volume of telephone calls from parents or guardians		
✓	TIME	<b>SCHOOL COUNSELOR/SCHOOL PSYCHOLOGIST</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander during evacuation		
		Help students that need emotional assistance after event		
✓	TIME	<b>SCHOOL NURSE/HEALTH CLERK</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Collect First Aid Kit, ISHP binder, emergency cards and supplies and report to Command Post		
		Be prepared to treat injuries that may have occurred		
		Set up casualty collection site, if necessary		
		Document status of patients and maintain log		
✓	TIME	<b>INFORMATION AND MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement if needed		

# STUDENT THREAT

DATE \_\_\_\_\_

Oral, written, or physical threat against other students or staff.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Be prepared to write statement for administration and/or police		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Separate students in conflict or isolate threatening student(s) from others		
		Do not threaten student with police action or use humor to de escalate situation		
		Call 911, if appropriate		
		If necessary, activate School Emergency Team		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Direct staff to "Clear the Halls" or "Lockdown the School" if the emergency threatens the safety of students and staff,		
		Interview threatening student & victim to get background information to determine if threat is manageable with school resources		
		Contact parents		
		If reasonable suspicion that a weapon exists, implement search seizure procedures to confiscate		
		Determine if alcohol or other drugs are involved		
		Implement school discipline policy		
		Contact Superintendent		
		Notify law enforcement if dictated by school policy or appropriate for circumstances		
		Complete incident report and file		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Assist principal or Incident Commander as needed		
✓	TIME	SCHOOL COUNSELOR/SCHOOL PSYCHOLOGIST	NAME OF CONTACT	CONTACT NO.
		Be prepared to counsel those affected by the incident		
✓	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer media questions to law enforcement officials for criminal acts		

# SUICIDE ATTEMPT AT SCHOOL

DATE \_\_\_\_\_

When a student or staff member attempts to take his/her life, either at school or in the community.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, faculty and staff		
		Contact the principal who will call 911		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Take the threat seriously		
		Secure the scene for police investigation		
		Communicate incident to the principal or designee		
		Don't leave a student/faculty/staff member alone		
		Call 911		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911 if medical help is needed		
		Notify parent or guardian and offer assistance for appropriate medical and psychological care, referrals and emergency services		
		Inform Superintendent		
		On a 'need to know' basis inform faculty/staff/students while maintaining confidentiality		
		Prepare and send letter home to parents as appropriate while maintaining confidentiality		
		Debrief School Emergency Team and faculty/staff		
		In the event of suspected abuse, notify CPS and/or police		
		Complete incident report		
		Prepare or update prevention protocols in case others attempt or complete suicide		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Hold an immediate team meeting and institute immediate referral for assessment and treatment		
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event		
✓	TIME	SCHOOL COUNSELOR/SCHOOL PSYCHOLOGIST	NAME OF CONTACT	CONTACT NO.
		If others are aware of the threat or attempt, reassure them that action is being taken		
		Notify parents of any students of concern		

		Complete an assessment to determine risk level, using an approved screening tool		
		Meet with referring staff/faculty and/or student		
✓	TIME	SCHOOL COUNSELOR/SCHOOL PSYCHOLOGIST	NAME OF CONTACT	CONTACT NO.
		Make an immediate assessment and take any immediate action necessary to provide medical care		
✓	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing the scene or witnessing a traumatic event		
✓	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		

# SUICIDE COMMITTED

DATE \_\_\_\_\_

When a student or staff member takes his/her life, either at school or in the community.

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Student, faculty and staff		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Notify principal immediately		
		Offer emotional support to school community		
		Prevent further suicides		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Inform Superintendent		
		Mental Health personnel are notified (i.e., school psychologist, school counselor)		
		School Emergency Team is notified		
		Confirm the death, verify details; law enforcement, if appropriate, is contacted		
		In the event of suspected abuse, notify CPS and/or police		
		Contact victim's family: <ul style="list-style-type: none"> <li>• Convey school's condolences</li> <li>• Inquire about the family's wishes for disclosure of information</li> <li>• Ask about funeral arrangements/procedures for donations</li> <li>• Determine how parents would like the school to participate in funeral services</li> <li>• Inform parents that school will return student's belongings</li> <li>• Inform parents that the school is providing counselors for students and personnel</li> </ul>		
		Faculty and school personnel are informed of the death through internal communication systems and/or meeting <ul style="list-style-type: none"> <li>• Express condolences to the personnel</li> <li>• Acknowledge the efforts of the Crisis Response Team</li> <li>• Review the facts of the death as known</li> <li>• Announce funeral arrangements if known</li> <li>• Introduce all outside professionals</li> <li>• Give a plan for the day as prepared by Crisis Team               <ul style="list-style-type: none"> <li>○ Team shares information on grief</li> <li>○ Team covers activities to encourage/discourage</li> </ul> </li> <li>• Distribute announcement to be read to the students, identifies teachers that may require additional support to read the announcement</li> <li>• Answers questions and concerns of personnel</li> <li>• Encourages teachers who need assistance reading the announcement to contact Crisis Coordinator</li> </ul> Announce debriefing meeting to be held at the end of the day		

		Prepare and send message home to parents/students as appropriate while maintaining confidentiality		
		Appoint Community/Media spokesperson		
		Contact the funeral home <ul style="list-style-type: none"> <li>Review specific funeral arrangements and family's wishes</li> </ul>		
		Hold debriefing meeting at end of the day for personnel <ul style="list-style-type: none"> <li>Allows opportunity to find out how personnel are doing and what level of support they may require</li> <li>Personnel can share experiences and hear other ideas they can use in their classroom</li> <li>Personnel can express their feelings about the crisis</li> <li>Personnel can discuss at-risk students and make referrals, as appropriate</li> </ul>		
		Prepare or update prevention protocols in case others attempt or complete suicide		
		Ensure faculty and staff attend the funeral to offer support to students		
		Complete incident report and file in the principal's office		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing or witnessing the scene, if suicide occurs at school		
		Hold an immediate team meeting to plan for notifying students/faculty/staff of the death and to provide emotional support		
		Prepare faculty and staff by offering accurate and verified information regarding the death. Provide written statement for all to read to classes and make emergency hotline numbers available		
		Identify those particularly affected, such as relatives, friends, classmates, teammates, those with a history of suicide ideation, depression and/or substance abuse		
		Provide substitutes for faculty and staff if they need to go home		
		Coordinate home visits to affected families		
		Identify trauma services needed		
		Prepare the announcement that is to be read by teachers		
		Member assigned to gather deceased's personal belongings for safekeeping		
		Student's name is removed from class rosters, mailing lists and automated attendance call lists		
		Contact feeder schools		
		Identify rooms for screening students		
		Assess risk of contagion		
		Meet with parents, guardians, and families of those at increased risk		
		Reassure and provide a sense of security, a way to remember the deceased and resume routine as appropriate to facilitate recovery		
		Plan schedules and activities for the school day and week		

		Provide safety measures and special services for students, faculty, and staff		
✓	TIME	SCHOOL COUNSELOR/SCHOOL PSYCHOLOGIST	NAME OF CONTACT	CONTACT NO.
		Make home visits to affected families to offer support and referrals if needed		
		Follow up with continued counseling for those who need it		
		Provide outside psychological support—contact local mental health agency or providers		
✓	TIME	SCHOOL NURSE/HEALTH CLERK	NAME OF CONTACT	CONTACT NO.
		Make an immediate assessment and take any immediate action necessary to provide life support measures, such as CPR, if appropriate		
✓	TIME	ATTENDANCE CLERK	NAME OF CONTACT	CONTACT NO.
		Permit students to leave school only with parental permission and carefully track attendance		
✓	TIME	CUSTODIAL STAFF	NAME OF CONTACT	CONTACT NO.
		Secure area and prevent non-essential people from accessing or witnessing the scene, if suicide occurs at school		
✓	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		



# VEHICLE ACCIDENT

## (Field Trip Procedures)

DATE \_\_\_\_\_

car automobile collision involving students and staff traveling to and from school and during off-site activities such as field trips, sporting events, performing arts events, etc.

<b>✓</b>	<b>TIME</b>	<b>WITNESS/REPORTED BY</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
	<b>TIME</b>	<b>PRIORITY PROCEDURES</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Check for injuries and damage, call 911		
		Inform police about details		
<b>✓</b>	<b>TIME</b>	<b>PROCEDURES FOR SCHOOL SPONSORED DRIVER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Secure vehicle		
		Ensure students remain in vehicle if safe from fire or other road hazards; if danger exists, move passengers to a safe place away from the scene of the collision		
		Call or direct someone to call 911		
		Administer first aid by utilizing trained staff from the immediate vicinity		
		Position flares at a safe distance from crash scene and display other appropriate warning devices		
		Direct responsible person to flag down oncoming motorists for additional assistance		
		Get names and addresses of any witnesses and report to law enforcement and principal or Incident Commander		
		Notify principal or Incident Commander		
		Make no statements to bystanders or media		
<b>✓</b>	<b>TIME</b>	<b>PRINCIPAL OR INCIDENT COMMANDER</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Direct staff to "Clear the Halls" if motor vehicle crash takes place within sight of school, in order to minimize the trauma to students or move to side of building away from crash site.		
		Contact Superintendent		
		Report to scene of crash (if it is away from school grounds), unless it is not safe to do so		
		Verify crash report with law enforcement and attempt to determine who has been injured, extent of injuries and hospital where victims have been taken		
		Direct preparation of a phone list identifying names of students, staff, and parents who need to be notified		
		Contact parent(s), guardian(s), of crash victims		

		Work with the school counselor/school psychologist to initiate grief-counseling plan as determined by need and severity of the situation		
		Debrief with School Emergency Team and staff after consultation with police agency		
✓	TIME	<b>SCHOOL EMERGENCY TEAM</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Convene and decide what additional resources and support will be needed		
		Assist principal or Incident Commander at scene of crash, if needed		
✓	TIME	<b>SCHOOL COUNSELOR/SCHOOL PSYCHOLOGIST</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Assist principal or Incident Commander with notifying parents of victims		
		Assist students and staff who are obviously affected by incident		
✓	TIME	<b>SCHOOL NURSE/HEALTH CLERK</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		Gather ISHP information to give to those at scene of crash		
✓	TIME	<b>MEDIA REPRESENTATIVE</b>	<b>NAME OF CONTACT</b>	<b>CONTACT NO.</b>
		After consultation with local emergency services in charge of the scene, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts and procedures for accessing support		
		Refer all media questions to law enforcement officials		

# WEAPONS

**“Lockdown” or  
“Evacuate”**

DATE \_\_\_\_\_

A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors

	TIME	WITNESS/REPORTED BY	NAME OF CONTACT	CONTACT NO.
		Take safety measures to protect yourself and others		
✓	TIME	PRIORITY PROCEDURES	NAME OF CONTACT	CONTACT NO.
		Stay calm and avoid confrontation if possible		
		Obtain good description of individual and the type of weapon he/she has		
		Notify the principal or Incident Commander as soon as possible		
		Take safety measures to protect yourself and others		
		Inform police of your observation and be prepared to write a statement		
✓	TIME	PRINCIPAL OR INCIDENT COMMANDER	NAME OF CONTACT	CONTACT NO.
		Call 911; provide photo to police if students involved		
		Direct students and staff to "Clear the Halls," "Lockdown the School," or "Evacuate the School"		
		In the event that the incident requires that you "Lockdown the School," direct staff to lock all hallway and exterior doors		
		Meet with law enforcement upon arrival		
		Attend to the safety of students and staff at all times		
		Assess situation in regard to location of person with weapon and potential for injuries		
		Convene School Emergency Team and decide how the school will respond		
		Contact parent(s), guardian(s), or other close relative(s) of victims		
		Contact Superintendent		
		Issue a press release or assign this task to the Information and Media Representative as deemed appropriate		
		Complete an incident report and file		
		Debrief with School Emergency Team and staff		
✓	TIME	SCHOOL EMERGENCY TEAM	NAME OF CONTACT	CONTACT NO.
		Convene School Emergency Team at the school or relocation site, and decide what additional resources and support will be needed		

✓	TIME	SCHOOL COUNSELOR	NAME OF CONTACT	CONTACT NO.
		Be prepared to initiate grief-counseling plan as determined by need and severity of the situation		
✓	TIME	STAFF	NAME OF CONTACT	CONTACT NO.
		Direct students who are in bathrooms or halls to join closest class and to inform the office about their location		
		Direct students to use alternate evacuation routes away from the incident if the fire alarm is activated, During a gun incident, instruct students to "drop to the floor/ground" or "run into the building quickly"		
		Lock all hallway and exterior doors, if safe to do so; however, no doors should be barricaded or locked in a manner that would prevent rapid evacuation		
		Ask teachers, staff, visitors and students to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off		
		Remain in "Lockdown the School" mode until the principal or law enforcement commander gives the "all clear" command		
✓	TIME	INFORMATION AND MEDIA REPRESENTATIVE	NAME OF CONTACT	CONTACT NO.
		After consultation with law enforcement, prepare a written statement for staff to read to students and send to parent(s)/guardian(s) describing the known facts		
		Refer all media questions to law enforcement officials		

# Recovery

## General Response to Emergencies

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### Goal

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Rocklin Academy Gateway and Western Sierra will focus on students and the physical plant and will take as much time as needed for recovery. One of the major goals of recovery is to provide a caring and supportive school environment.

### Action Steps

- Identify recovery roles & responsibilities and training requirements (located in the Preparedness section of this plan).
- Assemble the School Emergency Team and plan post-incident recovery (lead – principal or Incident Commander).
- Return to the “business of learning” as quickly as possible (lead – School Counselor/ School Psychologist coordinates emotional recovery effort)
- Keep students, families, and the media informed (lead – Information and Media Representative)
- Focus on the building, as well as the people, during recovery (lead – Custodial staff)
- Provide an assessment of the emotional needs of staff, students, families, and responders and determine who needs intervention and what interventions will be employed (lead – School Counselor/School Psychologist)
- Provide stress management during class time for students and staff (coordinated by – School Counselor/School Psychologist)
  - School/classroom-based stress management may be conducted for all students. Those with more severe reactions will be referred for evaluation and possibly counseling.
  - The School Counselor/School Psychologist will offer preliminary counseling services to students and staff. Pre-screened and credentialed community service providers may be consulted for interventions.
- Conduct daily debriefings for staff, responders, and others assisting in recovery.
- Take as much time as needed for recovery (recovery is not linear, and individuals recover at different rates).
- Remember anniversaries of emergencies

## Emotional Management of Faculty & Staff

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During and after a crisis, school leaders and teachers are at risk of succumbing to mental and emotional stress or injury. In schools, we rush to bring in psychologists and social workers to counsel children. We are sometimes too quick to dismiss the idea that we adults may need help too—and that's where we make a mistake.

In a crisis, human beings often experience one or more physical responses, including shock or numbness, an adrenaline rush, a raised heartbeat, sweating, and hyperventilation. These are normal responses, part of our fight-or-flight syndrome. We also experience emotional reactions like shock, disbelief, denial, anger or rage, sorrow, confusion, frustration, self-blame, and guilt.

Although we may feel some of these emotions immediately, we may not experience some emotions for days or weeks. These too are normal responses, but sometimes they take us by surprise. If we do not acknowledge their power, they can cause us damage. According to research, some traumatic events are more apt to cause serious reactions than others are. High on the stress list are:

- Human-caused events.
- Events that are life-threatening.
- Events that violate our sense of how the world is or should be.
- Events that attract high media coverage.
- Events that we can identify with.

[“Impact on Law Enforcement and EMS Personnel,” Lois Chapman Dick, MSW, from *Grief After Sudden Loss*, ed., Kenneth J. Doka, Ph.D.]

Crises that involve children in schools often fit all these categories, and adults who must support students and their families through a crisis are vulnerable to stress (critical incidents stress) responses. Many of these responses will emerge within the first 24 hours. Some, unheeded, might not show up for a year or more.

The symptoms vary and are sometimes deceptive. A formerly secure, functional adult may suddenly be unable to concentrate, may get angry or feel violent at the smallest provocation, may constantly feel tired or bored, may be obsessed with guilt, may no longer feel pleasure, or may experience feelings of paranoia or vulnerability.

The good news is that there are simple intervention techniques that – especially if they are used soon after the event – can help the caretaker adults understand their reactions and begin to heal.

Rocklin Academy Gateway and Western Sierra student services teams – made up of administration, psychologists, and counselors – to provide immediate help to faculty and staff. The team will continue support to WSCA faculty and staff until which time acute cases of psychological trauma have been appropriately treated. The student services team will make referrals for those needing longer-term help for more chronic conditions.

# **Emotional Management of Students**

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## **General**

The three-step process teachers can use when dealing with/explaining a crisis situation to children:

- First – Clear the air
- Second – Process emotions
- Third – Evaluation and resources

(Details of this process are explained in: *After a Crisis: Suggestions for Teachers*, which can be found at <http://fcpsnet.fcps.edu/ocr/emergency/students.htm>)

## **What to Expect After Trauma**

### **Possible Reactions in Students:**

1. Feelings of anxiety, worries, and fears about the safety of self and others
2. Worries about reoccurrence or consequences such as war, as well as worries about school violence
3. Changes in behavior:
  - a) Decreased attention and/or concentration
  - b) Increase in hyperactivity
  - c) Changes in academic performance
  - d) Irritability with friends, teachers, events
  - e) Anger outbursts and/or aggression
  - f) Withdrawal
  - g) Absenteeism
4. Increased somatic complaints (e.g., headaches, stomach aches, chest pains)
5. Discomfort with feelings, particularly those associated with revenge
6. Increased likelihood to discuss the gruesome details
7. Repeated discussions of the event
8. Increased sensitivity to sounds (e.g., sirens, planes, thunder, backfires, loud noises)
9. Negative impact on issues of trust and perceptions of others, particularly of those that are "different"
10. Repetitive thoughts and comments about death and dying

### **In addition, at home parents may see:**

1. Changes in sleep or appetite
2. Withdrawal
3. Lack of interest in usual activities (e.g., after-school activities, time with friends)
4. Increased negative behaviors (e.g., defiance) or emotions (e.g., sadness, fears, anger, worries)
5. Hate or anger statements
6. Denial of impact

### **Reactions in Teachers:**

1. Increased irritability and impatience with students and staff (decreased tolerance of minor student infractions- remember, they are trying to cope, too)
2. Difficulty planning classroom activities and lessons

3. Decreased concentration
4. Worries and fears that answers or responses to students could make things worse for them
5. Worries about re-occurrence and repercussions
6. Increased concern about school violence (e.g., hypersensitivity)
7. Feelings of discomfort with intense emotions, such as anger and fear
8. Denial that the traumatic event may impact the students

## **What Can I Do To Help?**

### **Guidelines for Teachers**

Reinforce ideas of safety and security. This may be needed multiple times, particularly in response to changes/loud sounds/or other events that may remind the students of the tragedy. After any classroom discussion of the event, end the discussion with a focus on their current safety and calming activity, such as taking deep breaths, working together on an art project, or having a moment of quiet reflection. Listen to and tolerate your students' retelling of events, as well as playing out the events. Maintain a predictable class schedule and rules to provide support and consistency for the students. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings about the tragedy. This may need to be done in multiple classes; however, set limits on scary or hurtful talk (e.g., specific threats of retribution).

Encourage the students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting the feelings, listening carefully, and reminding the students that these are normal reactions (any of these feelings are okay) following a very scary event. Discuss students' perceptions of media descriptions of events. Information focused on safety will be important. For example, school staff and first responders (e.g., the firefighters, military, police, doctors) are all working together to make us safe (give examples). A review of school safety rules may also be helpful.

Some students might express hate toward a large group of people. It can be helpful to validate their strong feelings of anger. However, it will be critical to help the students separate thoughts and feelings about the specific people who caused the tragedy from generalizing it to larger groups of people, including their classmates or other people they might know (e.g., all people of Arab descent). It may be helpful to have discussions about how world leaders can help with reducing hate and preventing future violent acts.

Students will often process information about the events at unpredictable times throughout the day. As they try to develop an understanding of what has happened, they may ask questions that may be initially shocking to adults, including questions that have gruesome details or focus on death. Try to respond in a calm manner, answering the questions in simple and direct terms, and helping the students transition back to their activity.

Use simple direct terms to describe what happened, rather than terms designed to "soften" the information, which inadvertently further confuses the students. For example, use the term "died", rather than "went to sleep".

Students will often misunderstand information about the event as they are trying to make sense of what happened. For example, they may blame themselves, may believe things happened that did



not happen, or may believe that terrorists are in the school. Gently help students develop a realistic understanding of the event.

Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for the teacher. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears. Expect some angry outbursts from students. Try to catch students before they "act out", by taking them aside, and helping them calm down and regain control of their behavior. In addition, redirect students who are being irritable with each other, which could escalate to direct conflict.

Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans or making origami cranes.

Encourage some distraction times, which would include doing school work that does not require high levels of new learning as well as enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.

Expect some brief (temporary) declines in the students' school performance. Consider suspending standardized testing and classroom testing for the rest of the week. Also, consider reducing homework as the school and community heal until the school routine is stabilized.

Provide reassurance to the students that feelings will get smaller and easier to handle over time. Protect students from re-exposure to frightening situations and reminders of the trauma. This includes limiting teacher-to-teacher conversations about the events in front of the students.

Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities. Should difficulties coping with the event persist and interfere with the students' functioning, consider seeking help from a mental health professional. In addition to helping those who are clearly angry or depressed, monitor students who are withdrawn and isolated from others.

Remain aware of your own reactions to student's "trauma." It is okay to express emotions to your students, such as "I am feeling sad about what happened." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

# Managing Memorials & Funeral Services

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## General

School memorials or memory activities serve an important function in the grief process for students and staff. A memorial promotes the healing process by providing an opportunity for students to join together and participate in a ritual. The memorial may take many forms, from a simple tree planting to a more traditional "service." In addition, a school memorial brings closure to a period of grieving and serves as a clear statement that it is time to move on with regular school activities. Memorials should be planned carefully considering the following guidelines:

- **Keep the memorial short.** Fifteen to twenty minutes for elementary students; thirty to forty minutes for secondary.
- **Involve students** in the planning of the memorial, particularly those who were close to the deceased.
- **Maintain responsibility and control for developing the service.** Don't cede to outside interests, particularly political positions or elected leaders who are not familiar with the families and the school community. It is appropriate and valuable to have elected leaders participate in services, but their offices should not dictate speakers and/or program details.
- **Include music**, particularly student performances. Also, play soothing music as people enter to set the mood and maintain calm.
- **Preview the service with students beforehand.** This is not a normal assembly, so prepare students as to what will happen and how they should behave. Remove anyone from the service who is acting inappropriately.
- **Have several brief speakers.** If students have written poems or other tributes, students themselves or staff can read samples. Readings should be practiced several times. Invite family members. However, recognize that they may choose not to attend.
- **Involve all students as much as possible.** To the extent that is appropriate for their age, have each class make a poster or banner that they will bring to the memorial and hang on the wall. **Use symbols of life and hope.** Balloons or candles can be used effectively to promote positive, uplifting messages that acknowledge the sadness yet are hopeful for the future. (Check fire codes before using candles indoors).
- **Give students guidance** on words and/or actions that provide comfort and how to approach a grieving friend or parent.
- **Provide quiet activity** for students who do not attend or dismiss them.
- **Have students return to their classrooms for a short time after the service.** This allows them the opportunity to talk with one another and/or talk with a counselor. "Safe rooms" work well for students who are experiencing more significant signs of grief.
- **Plan the memorial to occur within a week of the death if possible.**

## Media Coverage of Memorial Services and Special Events

In order to allow students, staff and parents privacy in their grief and the opportunity to focus on the service without fear of media intrusion, parameters for coverage should be set. Strategies that should be considered are as follows:

- **Arrange pool coverage** - This allows select media outlets (usually one from each medium - TV, radio, and print) to cover the service from a designated location. Such locations are selected to provide maximum privacy and typically are at the back of the room and away from entrances and exits.
- **Identify members of the media at events** - Communications staff should pre-approve and credential all media staff allowed to enter the service. The credential should include a press

ribbon or colored badge. Once positioned in the cordoned area, media may not leave the location until approved by the communications staff.

- **Set guidelines for coverage** - Set clear guidelines on the taking of photographs, if allowed at all. In addition, media should not be allowed to approach any attendee for an interview.

## Incident After Action Review (AAR)

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Assessment after an emergency is a critical evaluation and learning step in emergency management. Procedures for an after-action review include the following:

- Account for all personnel and resources following the emergency
- Hold a non-critical debriefing meeting of all school-based personnel involved in resolving the emergency
- Ensure there is proper follow-up on all necessary areas of concern
- Identify and request any additional resources needed to have school return to normal
- Document findings and implement changes in the emergency management plan to facilitate improvements

## Annexes

- A. Run, Hide, Fight. A Survival Mindset
- B. Forms & templates
- C. Sample letters
- D. Checklists & questionnaires
- E. Resources/References

## Annex A: Run Hide Fight Training Summary

Training in coordination with Rocklin Police Department

January 2020

Run Hide Fight

Not a prescribed order, but a mindset

When do you utilize the RUN strategy? Run and escape if possible.

- Getting away from the shooter or shooters is the top priority.
- Leave your belongings behind and get away.
- Help others escape, if possible, but keep running regardless of whether others agree to follow.
- Warn and prevent individuals from entering an area where the active shooter may be.
- Call 911 when you are safe, and describe shooter, location, and weapons.

When do you utilize the HIDE strategy? Hide, if escape is not possible.

- Get out of the shooter's view and stay very quiet.
- Silence all cell phones, electronic devices, and make sure they won't vibrate.
- Lock and block doors, close blinds, and turn off lights.
- Your goal is to slow down the aggressor's movement and prevent them from getting to people to do harm.
- Staff can help with selecting a hiding place and instructions for remaining calm.

When do you utilize the FIGHT strategy? FIGHT as an absolute last resort.

- Commit to your actions and act as aggressively as possible against the shooter.
- Ambush the shooter with makeshift weapons like chairs, fire extinguishers, scissors, books, etc. Act as a group, if possible.
- Look for items that can be used as weapons to distract and disarm the shooter or slow them down. Thrown items are often the most effective.

## Annex B: Forms and Templates

### **Serious Incident Report (SIR)**

*Faculty and staff witnessing or responding to an incident involving students and staff during school related activities, on or off the school campus, are expected to fill out this SIR and return it to the principal as soon as possible after an incident. This report will serve as a record of the events and will be used for follow-up actions, if needed.*

<b>Rocklin Academy Gateway</b>	
Date/Time & Location of Incident	
Witnesses to the Incident	
Date/Time of Response	
Responders to the Incident	
Description of the Incident: (Provide a chronological and objective summary of the facts. List students/ staff involved, injuries, property damage, etc.)	
Name	
Date	
Signature	

## Annex C: Sample Letters

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### **INITIAL ANNOUNCEMENT OF AN EMERGENCY EVENT (Sample)**

*Source: Association of California School Administrators, 1995*

*NOTE: After victim's family is notified. . .*

"We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that \_\_\_\_\_ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you. People will be available in the building to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

"As soon as we know the family's/families' wishes regarding \_\_\_\_\_ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

### **Alternate Announcement**

*Source: Crisisbook*

Students, may I have your attention, please. Last night (student's name) died. This morning the faculty met to develop a plan to help all of us cope with this sad event. There will be special support assistance available for any student who feels they need this service. Today, counselors will be available in (given location) all day. Pause. I would like all of us to reflect for a minute in memory of (student's name). Pause. Thank you for your attention.

### **ANNOUNCEMENT OF A STUDENT SUICIDE (Sample)**

*To be read to the students by the classroom teacher.*

*NOTE: After victim's family is notified. . .*

\_\_\_\_\_ committed suicide early Saturday morning. As a faculty we extend our sympathy to \_\_\_\_\_'s family and friends.

We encourage all students to consider the tragic nature of this death and to realize that death is final. \_\_\_\_\_'s death is a reminder to us all that the act of taking one's life is not an appropriate solution to any of life's problems nor is it an act of courage. Please let your teachers know if you would like to talk to a counselor or other staff member.

Funeral services for \_\_\_\_\_ will be held in \_\_\_\_\_ and there will not be a memorial service in this area. Expressions of sympathy may be sent to (name and addresses)

### **Unexpected Student Death – (sample)**

*(adapted from letter developed by Chesapeake City Public Schools, Virginia)*

Dear Parents,

Yesterday, we learned that one of our students, \_\_\_\_\_, died while (determine approved message). Our School Counselor and our School Psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. \_\_\_\_\_'s death is particularly difficult due to his/her young age and its unexpectedness. We recommend that you take some time to discuss \_\_\_\_\_'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about \_\_\_\_\_'s death and/or the death of any loved one.

If you feel that your child would benefit from talking with our School Counselor or our School Psychologist, please call us at the school and share your concerns. The faculty, staff and students extend our heartfelt sympathies to the \_\_\_\_\_ family and to all their friends.

Sincerely,  
School Principal



## Annex C: Checklists and Questionnaires

### Communications Tips for School Administrators

Challenge	Suggested Response
<b>Day One</b>	
<b>Rumor Control</b> A common reaction to fear is to generate rumors or stories to fill in information that is not available. Making an uninformed declaration about information can be empowering for frightened individuals. Crises are fertile ground for rumors, and rumors are unfortunately self-perpetuating.	Clear and frequent communication. Emergency communicators should be involved, visible, and convey leadership. Survivors, victims' families, and local citizens will look to the school for leadership. Its presence will help calm fears and rumor mongering.
<b>Phone Line Jams</b> Natural disasters and major news making events can create massive phone traffic, jamming cellular connections.	Use combination two-way radio/cell phones and if possible keep one line open to the superintendent's office. If a connection is made, don't hang up, just put the phone down for use later.
<b>Media Intrusion</b> School crises can create a crush of media, often making it hard to distinguish parents and students from journalists. Helicopters and cameras stationed outside the school provide live coverage that can put many lives at risk.	Determine and maintain a perimeter around the school that media may not cross. Ask for law enforcement help in policing violators. Violators may later be denied access to official school or law enforcement briefings.
<b>Scattering of Schools and School Staff</b> Acting on instinct, staff and students facing danger flee the building, often not knowing where they are running. This makes it difficult to ensure that students are moving toward safety, not danger, and makes it difficult to account for students and staff. Parents who come to school often cannot find their children are understandably upset. Natural disasters can disperse children, families, and entire communities. Recent disasters have spawned effective people and even pet locator systems that often involve internet communication.	Establish pre-identified locations (reunion areas) that students and staff should retreat to in the event of an emergency. Ensure that a procedure has been established for releasing students to parent or guardian care; the procedure should be able to account for when and into whose custody the child was released. Provide information about dispersed colleagues and students.
<b>Media Mistakes Fact verification.</b> In the absence of information and the pressure of live coverage, verification of facts is often sacrificed for good pictures and sound.	Establish trust before the emergency strikes. Provide as much information as you can as quickly as you can without speculating or releasing unverified information. Even if all you can say are a few sketchy sentences, you can communicate your concern and compassion and the action being taken to investigate. Advise media of the potential destructiveness of being wrong.
Challenge	Suggested Response
<b>Day Two</b>	
<b>Potential for Eroded Credibility</b> When bad things happen, past behavior is used to predict future actions. When past behaviors are considered good and helpful, the current and future behaviors don't match those expectations, there is a loss of credibility.	Implement trust-building, fear-reducing, credibility fixing behaviors. <b>Suggestions:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide advance information.</li> <li><input type="checkbox"/> Ask for input from all, even perceived opponents</li> <li><input type="checkbox"/> Listen carefully.</li> <li><input type="checkbox"/> Demonstrate you've heard, adjust action.</li> <li><input type="checkbox"/> Stay in touch.</li> <li><input type="checkbox"/> Speak in plain language.</li> <li><input type="checkbox"/> Bring victims/involuntary participants into the decision-making process.</li> </ul>
<b>Constant Need for Information</b> The need for a constant streaming of information to the	Organize separate all-school staff and all community meetings to provide information and opportunity to express concerns.

community is enormous. Questions and anxieties can escalate.	Immediately implement information channels that are accessible to all members of the community and media -- an interactive website for questions and answers, an emergency response hotline, and a regularly updated fact sheet.
<b>Panic and Alienation</b> Normal routines and support systems are suspended and survivors can feel very alone and panicked.	Drop-in centers should be made available in several locations throughout the community for parents, students, teachers and others to receive information, counseling, and contact with other grieving members of the school and community.
<b>Media Feeding Frenzies</b> Reporters are scrambling for pictures of students, interviews with school staff and students, and sometimes implement specious means of gaining access to schools and hospitals.	Implement a system for coordinating and responding to media and set parameters for coverage.
Challenge	Suggested Response
<b>Day Three and Beyond</b>	
<b>Community Feelings - Bitterness and Blame</b> Victims and victims' families and the school community may feel bitter and may take action that causes divisiveness. There may also be a tendency to place blame or emphasize simplistic solutions to violence or community emergencies.	Care must be taken to sustain open, responsive communication lines with all facets of the school community, particularly the victims and their families. Liaisons to victims should make frequent contact with the families and be responsive to their concerns and needs. In addition, affirming community-wide activities should be scheduled to allow citizens to contribute to memorials and expressions of compassion.
<b>Victims' Feelings - Anxiety, Frustration, Anger</b> Victims (of varying degrees) declare their needs are not being met or considered and resist solutions.	Promote the understanding that victims have a special mentality and their perception and behavior is altered in ways that are fundamentally predictable. Victims designate themselves and determine when they are no longer victims.
<b>Anxiety and Media Interest in Return to School</b> Anxieties escalate around returning to school. There is a heightened media interest in covering the first day back.	Establish drop-in support groups within school during lunch hour and before and after school. Carefully plan re-entry and make adequate counseling support available. Communicate well first day plans and set limits with the media.

Adapted from National Education Association [Emergency Communications Guide and Toolkit](http://www.nea.org/Emergency). Access at [www.nea.org/Emergency](http://www.nea.org/Emergency)

## Annex D: Resources/References

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Drop, Cover, and Hold On: Earthquake Drill Manual for K-12 Schools

<https://www.shakeout.org/centralus/downloads/ShakeOutDrillManualSchoolsCUS.pdf>

Crisis Response Box

<https://www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf>

Suicide and Self-Harm: A Prevention and Response Handbook for Educators,  
SELPA

Guide For Developing High Quality School Emergency Operations Plan

[https://www.fema.gov/media-library-data/20130726-1922-25045-3850/rem\\_s\\_k\\_12\\_guide.pdf](https://www.fema.gov/media-library-data/20130726-1922-25045-3850/rem_s_k_12_guide.pdf)

## Annex E: School Safety Measures When On-Site

Rocklin Academy Family of Schools has developed the following plan for health and safety measures to address COVID-19. The RAFOS School Nurse, Superintendent and Director of Human Resources will collectively monitor guidelines to ensure our schools' plans are as up-to-date as possible.

### STUDENT ARRIVAL PROCEDURES:

#### STEP 1: SYMPTOM CHECK

You will need to answer the following question.

In the last 24 hours, has your child had any of these symptoms, new or different from what they usually have, and not explained by another reason?

- Fever or chills,
- Cough
- Sore throat
- Shortness of breath or breathing difficulty
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Answer yes if the symptom is NEW OR DIFFERENT for your child, or UNEXPLAINED.

Here are some examples:

- Your child has asthma. They often cough with exercise or allergies.
  - They have their usual cough → **NO, this is not new or different, and in the absence of another listed symptom, they are most likely okay to attend school.**
  - Their cough is worse than usual or sounds different than usual → **YES, this is different, and they should not attend.**

Your child complains that their muscles hurt all over.

- A day or two after increased physical activity. They look well except for feeling sore. → **NO.**
- They have not done unusual physical activity, and they are not themselves. → **YES, this is unexplained.**

Trust your judgment. You know best how your child looks and acts when they are getting sick.

#### STEP 2: FEVER CHECK

In addition to checking for symptoms, we are requesting all parents take their children's temperature prior to coming to school. Temperatures may also be taken at the school entrance in accordance with county and state guidance.

**A fever is a temperature over 100.4 F when you take your child's temperature at home.**

## **IF YOUR CHILD HAS SYMPTOMS OR A FEVER**

Stay home. Your child cannot attend school. Please contact your child's physician for advice and remember that your child can not attend school until they meet the reentry requirements as outlined by the county.

## **RETURNING TO SCHOOL AFTER A FEVER OR SYMPTOMS OF COVID-19**

**Requirements for return to school will be in accordance with recommendations from the county and state health departments. Current recommendations are as follows:**

**If your child has symptoms,** they can return after

- 10 days from onset of fever/symptoms and
- 72 hours with no fever, without taking medications to lower fever such as Tylenol or Motrin and
- after symptoms are resolving. They do not have to be gone.

**If your child was tested,** they can return after

- Providing proof of a negative COVID-19 test and
- 72 hours without a fever and
- 72 hours after symptoms improve

*Exceptions: Doctor or Clinic Note*

*We acknowledge that there are times that symptoms are due to another condition or cause. In this situation, prior to returning to school, your child's provider should provide a note clearing them to return. In these situations, the note should clearly state what is being diagnosed and the date that your child is clear to return to school according to regular return to school criteria.*

### **STAFF ARRIVAL PROCEDURES:**

Prior to arrival at school, staff will complete an arrival checklist, which includes review and acknowledgment of an absence of identified COVID-19 symptoms, contact with COVID-19 positive individuals, and temperature checks. These will be monitored by the school site to ensure that all employees arriving at school meet arrival criteria. Staff entrances will have checkpoints to facilitate this process.

### **FACE COVERINGS:**

State and Local guidelines for face coverings for schools will be implemented and followed by RAFOS staff, students, and visitors. In instances in which there is a health condition for which wearing a mask could/would cause issues, exceptions may be made in accordance with CDPH guidance. For face masks, cloth masks are preferred. Students are encouraged to provide their own that is most comfortable for them. However, each school site will have masks available. Face shields are also approved for children when a child is not able to wear a mask. The recommended face shields would extend well below the chin and wrap around to the ears in order to restrict "aerosol" transmissions of COVID-19. Adults who

choose to use face shields should have a cloth attached to the bottom that can be tucked into clothing to further protect against droplet and aerosol transmission of COVID-19.

#### **SOCIAL DISTANCING:**

While on-campus, social distancing of keeping at least six feet apart will be followed. Each site will create a plan for movement on-campus that will allow for social distancing. This will include arriving at and exiting the school premises, movement between classes, and breaks and recess.

Students and staff should maintain at least 6 feet distance between each other. RAFOS will strive to keep staff in students in smaller “cohorts” or groups to minimize the chance of spreading and the number of people who would have to quarantine if there was an exposure.

Students and staff will enter and exit via designated access points. Staff and students will travel through campus adhering to the defined pathway and movement schedules that support social distancing and limit congestion.

#### **USE OF RESTROOMS:**

Bathroom procedures will be in place to decrease congregation in small areas. Bathrooms will be cleaned on an increased frequency.

#### **WATER FOUNTAINS:**

Water fountain spigots will be closed. Students will be encouraged to bring personal water bottles from home and will be able to access the refill stations. In the event a student does not have their personal water bottle, single-use cups will be provided.

#### **ILLNESS OCCURRING WHILE ON-CAMPUS:**

If a student begins to feel ill while on-campus, health office procedures are in place to triage and isolate the student while awaiting parent arrival. Staff will wear protective equipment, and isolation procedures will be in place to limit exposure to other students and staff members.

If a staff member begins to feel ill while on-campus, staff will be removed from campus as quickly as possible following appropriate isolation procedures.

### **SYMPTOMS AND EXPOSURE ACTIONS in accordance with CDPH guidance**

	<b>Student or Staff with:</b>	<b>Action</b>	<b>Communication</b>
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)  Symptom Screening: Per CA <a href="#">School Sector Specific Guidelines</a>	<ul style="list-style-type: none"><li>● Send home</li><li>● Recommend testing (If positive, see #3, if negative, see #4)</li><li>● School/classroom remain open</li></ul>	<ul style="list-style-type: none"><li>● No Action needed</li></ul>

2.	Close contact (†) with a confirmed COVID19 case	<ul style="list-style-type: none"> <li>• Send home</li> <li>• Quarantine for 14 days from last exposure</li> <li>• Recommend testing (but will not shorten 14day quarantine)</li> <li>• School/classroom remain open</li> </ul>	<ul style="list-style-type: none"> <li>• Consider school community notification of a known contact</li> </ul>
3.	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> <li>• Notify the local public health department</li> <li>• Isolate case and exclude from school for 10 days from symptom onset or test date</li> <li>• Identify contacts (†), quarantine &amp; exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious</li> <li>• Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14day quarantine)</li> <li>• Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>• School remains open</li> </ul>	<ul style="list-style-type: none"> <li>• School community notification of a known case</li> </ul>
4.	Tests negative after symptoms	<ul style="list-style-type: none"> <li>• May return to school 3 days after symptoms resolve</li> <li>• School/classroom remain open</li> </ul>	<ul style="list-style-type: none"> <li>• Consider school community notification if prior awareness of testing</li> </ul>

**(†)** A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion, and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

**(††)** A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

## **HAND WASHING / USE OF HAND SANITIZER**

According to the CDC handwashing is the single most effective infection control intervention. To that end, we have implemented the following handwashing and hand sanitizing procedures. Additionally, all students and staff will receive training on appropriate hand hygiene practices.

Students, staff, and individuals on campus will be encouraged to wash hands or use 60% ethyl alcohol hand sanitizer often including:

- Prior to arrival on campus each day.

- Hand sanitizer will be encouraged upon entry into a school building.
- After blowing your nose, coughing, or sneezing.
- After using the restroom.
- Before eating or preparing food.
- After returning from recess and/or eating.
- Prior to leaving and returning to the classroom.
- Before and after touching your face.
- After contact with animals or pets and playing outside.
- Before and after providing routine care for another person who needs assistance (e.g., a child).
- Before putting on and after removing gloves.
- After touching frequently touched areas (e.g., doorknobs, handrails, shared computers)

### **CLEANING AND SANITIZING**

Cleaning and sanitizing the school site will be significantly increased and will follow CDPH and CDC recommendations. Frequently touched surfaces have been identified and included in an updated cleaning schedule.

Student desks/tables will be sanitized between student groups, at the end of every school day, and when necessary, due to specific conditions.

All staff required to clean will be provided training on appropriate protocols as well as safety in relation to using cleaning products.

### **AIR QUALITY**

RAFOS will maximize the settings of our HVAC systems to allow as much fresh air in as possible.

### **GUIDANCE ON SCHOOL CLOSURE (CDPH & CalOSHA)**

*What are the criteria for closing a school?*

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

*If a school is closed for in-person learning, when may it reopen?*

Schools may typically reopen after 14 days, and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department



*What are the criteria for closing a school district?*

A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

*If a school district is closed, when may it reopen?*

Districts may typically reopen after 14 days, in consultation with the local public health department.

The most up-to-date can be found on our Health Department website [here](#).