

# Comprehensive School Safety Plan

**2023-2024  
School Year**

**School:** Newcastle Charter School  
**CDS Code:** 31668526031157  
**District:** Newcastle Elementary School District  
**Address:** 8951 Valley View Drive  
Newcastle, CA 95658  
**Date of Adoption:** February 14, 2024  
**Date of Update:** 12/18/23  
**Date of Review:**  
- with Staff 10/30/23  
- with Law Enforcement  
- with Fire Authority

**Approved by:**

| Name           | Title                               | Signature | Date |
|----------------|-------------------------------------|-----------|------|
| Emmy Ainsworth | School Site Council<br>Chairperson  |           |      |
| Natalie Parkes | Placer County Sheriff               |           |      |
| Mark D'Ambrogi | Fire Marshall                       |           |      |
| Sean Healy     | NESD Superintendent                 |           |      |
| Aron Ballou    | NESD Board of Trustees<br>President |           |      |

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## Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

<https://nec.newcastledistrict.org/>

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

## Safety Plan Vision

Newcastle Elementary School District is a place where learning occurs in a welcoming environment free of intimidation, violence, and fear. We are dedicated to providing a safe environment for children so they can focus on learning and growing.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Newcastle Charter School Safety Committee**

Sean Healy - Newcastle Elementary School District Superintendent  
Ashley Bose - Assistant to the Superintendent  
Cindy Giove - Principal  
Wayne Geide - Director of Technology & Director of Maintenance and Operations  
Alison Gibson - IT/M&O Support  
Natalie Parkes - School Resource Officer, Placer County Sheriff  
Tami Forcier - Classified, Assistant to the Principal, School Site Council  
Nicole Benoit - Classified, Student Support  
Mike Sarkisian - Teacher  
Lori Huffman - Teacher  
Steve Erickson - Teacher  
Kelly Clifton - Teacher  
Emmy Ainsworth - Teacher, School Site Council Chairperson  
Alana Steinsiek - Parent, School Site Council Vice Chairperson  
Kaeli Hogan - Parent, School Site Council  
Sara Lehr- Parent, School Site Council  
Victoria Senuca - Parent, School Site Council  
Kevin Goleman - Parent, School Site Council  
Lori Huffman- Teacher, School Site Council  
Brooke Addison - Teacher, School Site Council  
Anne Erickson - Teacher, School Site Council  
Cori Vackar - Student  
Ben Kodet - Student  
Grace Rensing- Student

### **Assessment of School Safety**

Student safety data sources include:  
Site drill logs  
Suspension and expulsion data  
Student progress reports  
Law enforcement interventions and crime reports  
Staff, student, and community surveys  
Property loss, vandalism, and insurance reports  
FIT report

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

Catapult EMS, PBIS, Restorative Practices, Second Step SEL Curriculum, and Associated Student Body

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

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with the law. Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282). The Superintendent or designee shall provide training regarding the duties of mandated reporters.

#### Definitions

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

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.

3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

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

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

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

#### Reportable Offenses

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

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

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

#### Responsibility for Reporting

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

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

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

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

#### Reporting Procedures

1. Initial telephone report immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports or county welfare department. (Penal Code 11165.9, 11166). When the initial telephone report is made, the mandated reporter should note the name of the official contacted, the date and time contacted, and any instructions or advice received.
2. Written report within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168). Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
  - a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
  - b. The child's name and address, present location, and, where applicable, school, grade, and class.
  - c. The names, addresses, and telephone numbers of the child's parents/guardians.
  - d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
  - e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

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

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

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

#### Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

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



## Disaster Plan

### CHECK-IN/CHECK-OUT PROCEDURES

All staff members will sign in and out of the office if they leave campus during business hours, so that all staff members are accounted for should an emergency occur.

During the school day, all students must be checked out through the main office by an adult listed on their emergency card and must check in at the main office upon their return. A log sheet is maintained in the main office.

Parents and visitors must check in at the main office before entering school grounds, wear a visitor badge while on campus and check out when they leave.

### BOMB THREAT

1. If a bomb threat is made to our school, staff will be notified via a "Lockdown" announcement by the school intercom system and/or Catapult EMS.
2. Staff and students will remain in their classrooms until the school's administration is given direction by the emergency responders.
3. An administrator or emergency responder will open classroom doors.
4. Staff and students will be evacuated according to administrative and/or emergency responder instruction(s).

While waiting in the designated evacuation area, staff members will:

1. Take roll and keep their students together.
2. Remain in their designated area while waiting for further instruction.
3. Not touch or move any suspicious objects, and will report their location to responding emergency responders and/or site administrator(s).
4. Not use any electrical devices such as radios, walkie-talkies, pagers, or cell phones.

### EARTHQUAKE

During an earthquake, teachers will have students get as much of their bodies as possible under their desks. Teachers should be either under their desks or under the doorframe during an actual earthquake.

- \* At the cessation of earthquake tremors, teachers will take roll, assess the situation (e.g., injuries to students and damage), and remain with their students.
- \* Remain in place until notified by an emergency responder or an administrator.
- \* Staff and students will be evacuated according to administrative and/or emergency responder instructions.
- \* Teachers will evacuate their classrooms according to emergency personnel instructions.
- \* Teachers will take attendance via Catapult EMS or 'traditional' method.

### FIRE ALARM

Before School -

Staff will initiate the Catapult EMS protocol in conjunction with standard Fire Evacuation protocols. Students proceed to their designated location based on their homeroom teacher. Staff members help to usher students from hallways and sidewalks to their designated evacuation areas.

During School Hours -

Staff members will escort students in a quiet orderly manner to their homeroom classroom designated areas. If students are with a 'Specials' teacher and are located on a different campus level during a fire evacuation, students will stay with their 'Specials' teacher and that teacher will alert school administration of their attendance location via Catapult EMS and standard Fire Evacuation protocols initiated.

Teachers

- Take roll by their homeroom class roster by hand and/or via Catapult EMS.
- Write the name(s) of any and all students who are absent from the class (even if you know they are absent). If no student is absent, then write "no absent" or draw a line across the absent list area on the absent form.
- All teachers will display the red card until the absent form has been collected.

- Hand your absent form to the designated safety team member. Once you have handed in your absence form, display your green card while all students are accounted for.
- Safety team members will report absences and extra persons to the office team for complete attendance verification.
- Once the “all clear” has been given, walk your students in an orderly and calm manner back to their classroom.

#### After School -

Staff members will usher students out of hallways and away from the buildings to their designated campus evacuation locations. Parents will be directed out of the parking lot areas by office staff to clear the area for emergency vehicles.

#### LOCKDOWN PROCEDURES

##### ALICE - Alert Lockdown Inform Counter Evacuate

A LOCKDOWN order is given if there is the potential of an immediate threat to the safety of the staff and students.

- An announcement will come over the intercom and/or via Catapult EMS indicating a LOCKDOWN. Students, staff, and all visitors shall immediately seek the safest location which may include running away from their current location to an off-campus location, running towards the closest building, or remaining in their current location.
- Emergency notification will be initiated by a safety team member and will alert all staff and affiliated personnel (MTU, MOT, Discovery Club, PCOE, Onorato, Placer County Sheriff, Newcastle Fire). The Safety Team will continue to provide updates to affiliated personnel.
- Lock doors and windows, close blinds/curtains/shades. Turn off all lights.
- Students inside a room should seek the safest location that is not in direct line with windows. All persons are encouraged not to group together.
- All persons should arm themselves with something that will harm and/or distract an intruder entering the classroom.

**DO NOT OPEN THE DOOR ONCE IT IS LOCKED!**

- NO ONE LEAVES THE ROOM ONCE THE DOOR IS LOCKED. This includes a fire alarm or intercom announcements.
- Students and staff will barricade the door and then sit quietly on the floor. Students and staff remain out of view from the door and windows. Students should not be using their cell phones or other media.
- Office staff will not use school phones to contact school staff.
- The school intercom system may be used to update staff on intruder location as warranted.
- Emergency information and updates will be conducted via Catapult EMS.
- In the event of a medical emergency, staff will contact 911 and the school office.
- Classroom doors will be opened from the outside by an administrator, a staff member, or a member of law enforcement.
- Attendance will be conducted via Catapult EMS and standard Fire Evacuation protocol initiated.
- An alternate option will be that students and staff will transition from Lockdown Procedures to Shelter-in-Place procedures at which point all students, staff, and visitors will be accounted for.
- All individuals must remain in the room until they are directed otherwise. All classrooms have emergency toilets and supplies.

#### SHELTER-IN-PLACE

- An announcement will come over the intercom stating, “This is a Shelter In Place” Students, staff, and all visitors shall remain in, or enter, the nearest classroom. If they are not near a classroom, they shall seek cover in the nearest room.
- An emergency notification will be initiated by a safety team member and will alert all staff and affiliated personnel (MTU, MOT, Discovery Club, PCOE, Onorato, Placer County Sheriff, Newcastle Fire)
- Lock doors and windows, and close blinds/curtains/shades.
- No one is permitted to leave the classroom unsupervised. Students will be escorted to the restroom by a staff member as necessary if possible. All classrooms have emergency toilets and supplies.
- Classroom routines will continue as usual. Structured activities, facilitated by school staff, provide students with a sense of routine and calm. Students should not be using their cell phones or other media sources.
- Attendance will be conducted via Catapult EMS as practicable.
- Alternate option will be that office staff will call the teachers to confirm the presence and well-being of all students, staff, and visitors.

- Staff members shall not release any students from locked rooms until they are notified by an administrator or emergency responder, via a visit to the classroom, Catapult EMS notification, or by an intercom announcement.

## REUNIFICATION PROCEDURES - Following LOCKDOWN

The Superintendent or their designee in consultation with emergency services will determine when a lockdown or shelter-in-place is no longer necessary for the safety of students, staff, and visitors. Parents will be notified when a Lockdown and/or Shelter-In-Place via the school communication system. If reunification is required they will be informed of the location and reminded to bring picture identification.

\* When an incident has been cleared by law enforcement during the school day, students shall travel to their next class period and proceed home at the end of the day in their usual method. Reunification procedures are not necessary.

\* When an incident has been cleared by law enforcement after normal school hours, reunification with a parent or guardian through Newcastle Elementary School District staff will be required. Only adults listed on a student's emergency contact card and with proper identification will be allowed to assume custody of a student. TK-5 students will be moved to the Upper Campus Gym. The northeast doorway will have four lines (A-F, G-L, M-R, and S-Z) for parent/guardian check-in. The southwest doorway will be for student pick-up. 6-8 grade students will be moved to the 600 Building Gym. The southwest doorway will have four lines (A-F, G-L, M-R, and S-Z) for parent/guardian check-in. The main entry will be for student pick-up.

\* When students, staff, and visitors have been moved to an off-site location, reunification with a parent or guardian through the Newcastle Elementary School District staff will be required. Only adults listed on a student's emergency contact card and with proper identification will be allowed to assume custody of a student. Parents will be notified of the off-site location via mass communication. The location of parent check-in and student pick-up will depend on the assigned evacuation site. A check-in location will be established along with a pick-up area. Whenever possible, the student holding area will be out of view and inaccessible from the check-in and pick-up locations. After check-in, the parents will be directed to the student pick-up area.

Check-In staff will pull the student's emergency card and verify the identification of the parent/guardian before making a request for their student.

The parent/guardian will receive a Reunification Card and move to student pick-up.

Pick-up staff will collect the Reunification Card upon release of the student.

When possible the staff will have the following materials available at the reunification site.

- \* tables
- \* chairs
- \* Laminated signs (last names A-F, G-L, M-R, S-Z), grade level, and various directional signs
- \* Yardsticks on which to attach alphabet signs
- \* Lists of student names
- \* Emergency Cards
- \* Duct tape
- \* Clear packing tape
- \* pens
- \* pencils
- \* Highlighters
- \* Sharpie markers
- \* Ream of white copy paper
- \* Easy-up
- \* Speaker system
- \* Emergency cones
- \* Caution tape
- \* Garbage bags as rain ponchos
- \* Emergency toilet

## POWER FAILURE

Students remain with their teachers, and teachers may modify instruction if necessary. Information will be delivered to classrooms via an administrator as it is made available.

EMERGENCY contact numbers include:

Wayne Geide, Director of Maintenance and Operations & Director of Instructional Technology 916-259-2832

Cindy Giove, Principal 916-663-3307 x2210

Tami Forcier, School Secretary 916-663-3307 x1100

## HAZARDOUS MATERIAL ACCIDENT, TRAIN DERAILMENT, EXPLOSION, OR FALLEN AIRCRAFT

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

### LOCKDOWN

Staff and students will remain in their classrooms until notified by the administrator(s) and/or emergency responders.

1. Get your students in your classroom.
2. Lock your classroom door and close all windows.
3. Close window shades, blinds, or curtains.
4. Custodians will turn off all fans, heating, and air conditioning systems.
5. The teacher shall take attendance via Catapult EMS and the 'traditional' method and may continue with class instruction during a shelter-in-place/lockout.
6. Wait for additional instructions from an administrator or emergency responder.

### EVACUATION

Staff and students will be evacuated according to administrative and/or emergency responder instruction(s).

1. Lock your classroom door.
2. Bring your red and green cards as well as your attendance roster.
3. Wait in the designated evacuation area for further instructions.
4. Maintain your class rosters and take attendance.
5. Assess the situation (e.g., student injuries).
6. Keep your students together

The custodian will turn off all school-wide fans, heating, and air conditioning systems.

Conditions will always dictate the type of evacuation our campus will initiate. We have three primary off-campus locations from which hazardous conditions may arise:

~ a railway line to the southwest, ~ Interstate 80 to the east, and ~ Highway 193 to the southeast of our campus  
Subsequently, we may have to respond to a variety of potential hazards outside our campus as well as threats from within our campus (e.g., fire, intruder on campus, etc.). Three evacuation destinations (e.g., Primary, secondary, and tertiary) will be available should campus and/or conditions around the campus deteriorate. Conditions will dictate the destination.

### Relocation Destinations

Three relocation destinations (e.g., Primary, secondary, and tertiary) will be available should campus and/or conditions around the campus deteriorate. Conditions will dictate the destination.

1. Primary Relocation - Lawn adjacent to the 600 Building located at 645 Kentucky Greens Way, Newcastle, CA 95658
2. Secondary Relocation - Newcastle Cemetery
3. Tertiary Relocation - Denny's parking lot

### Staging Areas - Parents, On-Campus

Our potential staging areas for parents on campus will be either the blacktop on the upper campus playground located adjacent to the gym or on the grass field located by the 600 building on the lower campus.

### Staging Areas - Parents, Off-Campus

Our potential off-campus staging areas for parents depends on the location of the incident. Primary: Onoroto (if students are located at the lawn adjacent to 600 building); Along Taylor Road and within the Newcastle Cemetery grounds (if students are at Newcastle Cemetery); Chantry Hill \* Park-n-Ride (if students are in the Denny's parking lot). Conditions will determine which staging area will be used. The Mental Health Crisis Team shall set up a parent center in order to get information from the accountability team. The team may have an administrator present and will document the people picking up children. Efforts will be made to have interpreters present.

### Staging Area-Media

Our potential media staging area is located at Portuguese Hall. Conditions will determine the location of the media staging area. It is suggested that a media center be established near the Newcastle Elementary School District's district office in order to provide a centralized location for the dissemination of information.

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

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

- ? Are pregnant
- ? Have broken bones or other temporary injury
- ? Have PTSD
- ? Diagnosed with Autism or other social/sensory conditions
- ? Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- ? Are visually or hearing impaired
- ? Require access to prescribed medication

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

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

The information is maintained and available through:

- \* Identify person responsible for reviewing/updating- Nurse, SPED Director/Teachers, HR
- \* Identify frequency of review- At least every year; at the start or change of medication - HR, Nurse
- \* Identify the person responsible for maintaining the record- Nurse, SPED Director/Teachers, HR
- \* Identify the type of document (excel/Google spreadsheet, hard paper document, etc)- hard copy document in binders in nurse's office; staff electronic copy with HR
- \* Identify the person responsible for ensuring access to prescribed medication is met including all identified practices in place to gather, secure, transport, and deliver required medication -- Nurse, SPED Director/Teachers, HR, Health Aide

#### **Public Agency Use of School Buildings for Emergency Shelters**

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

#### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

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

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

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

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

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

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

#### Appropriate Use of Suspension Authority

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

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

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

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

#### On-Campus Suspension

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

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

#### Authority to Expel

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

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

1. Possessing a firearm
2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in an open session of a Board meeting.

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

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

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

#### Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

#### Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961.

Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

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

EC 49079



(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) The information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

##### **STUDENTS**

BP 5145.7

Adopted 12/14/2020

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

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

##### Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

#### Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5144 - Discipline)  
 (cf. 5144.1 - Suspension and Expulsion/Due Process)  
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)  
 (cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
 (cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
 (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

#### Record-Keeping

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

(cf. 3580 - District Records)

#### PERSONNEL

BP 4119.11 4219.11 4319.11 - Personnel  
 Adopted 12/14/2020

The Board of Trustees is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4030 - Nondiscrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)  
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

#### Sexual Harassment Reports and Complaints

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

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

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

## Definitions

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

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

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment. Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

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

## Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 4030 - Nondiscrimination in Employment)  
(cf. 5145.7 - Sexual Harassment)

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

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

(cf. 4300 - Administrative and Supervisory Personnel)

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

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability

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

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

#### Notifications

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

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

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

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

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

#### Measures to Prevent Discrimination

AR 4030

Adopted 9/9/2020

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

1. Display in a prominent and accessible location at every work site where the district has employees, and post electronically in a conspicuous location on computers for employee use, up-to-date California Department of Fair Employment and Housing (DFEH) posters on the prohibition of workplace discrimination and harassment, the rights of transgender employees, and the rights and obligations of employees who are pregnant, have a related medical condition, or are recovering from childbirth (Government Code 12950; 2 CCR 11013, 11023, 11049)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

2. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (5 CCR 4960; 34 CFR 100.6, 106.9)

a. Including them in each announcement, bulletin, or application form that is used in employee recruitment

b. Posting them in all district schools and offices, including staff lounges and other prominent locations

c. Posting them on the district's web site and providing easy access to them through district supported social media, when available

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4111/4211/4311 - Recruitment and Selection)

3. Disseminate the district's nondiscrimination policy and administrative regulation to all employees by one or more of the following methods: (2 CCR 11023)

a. Printing and providing a copy to all employees, with an acknowledgment form for each employee to sign and return

b. Sending a copy via email with an acknowledgment return form

c. Posting a copy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies

d. Discussing the policy and regulation with employees upon hire and/or during a new hire orientation session

e. Any other way that ensures employees receive and understand the policy

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

4. Provide to employees a handbook which contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to employees who believe they have been the victim of any discriminatory or harassing behavior

5. Provide training regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made. The district may also provide bystander intervention training to employees which includes information and practical guidance on how to recognize potentially problematic behaviors and which may motivate them to take action when they observe such behaviors. The training and education may include exercises to provide employees with the skills and confidence to intervene as appropriate and to provide them with resources they can call upon that support their intervention. (Government Code 12950.2)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law

7. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce (2 CCR 11023)

8. The district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Adopted 9-9-2020

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

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

#### Gang-Related Apparel

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

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

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

#### DRESS CODE

Board Adopted 4/12/23

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. If a clothing style, hairstyle or hair color is disruptive to the educational process or constitutes a threat to the safety or health of the student or others, it will not be permitted. Students found in violation of the dress code will be asked to remedy the situation at school. If that is not possible, parents will be called for assistance. \*Special school activities contrary to the dress code will be announced in advance by the school and/or classroom teacher. Dress Code applies to all grades.

#### Clothing

Shorts, skirts, and pants must cover undergarments and buttocks when standing, seated, and while walking or running.

Tops must cover private body parts, midriffs when standing, seated, and while walking or running; straps must cover undergarments. Strapless tops are not acceptable.

Undergarments should not be visible. No see-through clothing.

Clothing items with holes that reveal undergarments or private body parts are not acceptable.

Pajamas, with the exception of flannel pants, are unacceptable unless it is a dedicated Spirit Day activity. All pajamas must meet the other dress code requirements.

Appropriate PE clothing must be worn during PE. Students will be allowed time to change if necessary.

Costumes and costume accessories are not acceptable unless it is a dedicated Spirit Day activity.

#### Shoes

Shoes must be worn at all times. High heels and sandals without a back strap are discouraged as they may pose a student safety issue.

Shoes worn for PE must not inhibit full participation.

Slippers are not acceptable footwear.

#### Hats

Head coverings shall be removed indoors unless approved by the school principal.

#### Miscellaneous

Jewelry and personal items (clothing, backpacks, book covers, water bottles, etc.) will be free of writing, pictures, or any other insignia which are crude, vulgar, profane, sexually suggestive, gang-related, violent; or which bear drug, alcohol or tobacco promotions and likenesses; or which advocate racial, ethnic, sexual, or religious prejudice.

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

Philosophy, Goals, Objectives and Comprehensive Plans

AR 0450

Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school.

(cf. 5142 - Safety)

- \* Newcastle school has a split-level campus - an upper campus for grades TK-5 and lower campus for grades 6-8. The TK-5 campus lies within a quiet neighborhood tucked outside of the main square of Newcastle. The lower campus is located off of a major thoroughfare - Taylor Road.
- \* The upper campus has fencing around the majority of the campus with various entry points while the lower campus is open and adjacent to a PCOE Maintenance Facility. Both levels have multiple entry/exit points.
- \* Students, staff, and faculty daily commute to Newcastle via walking, biking, driving, and school bus transportation.
- \* Supervision is provided for TK/K, 1-5 and 6-8 drop-off locations starting at 7:45 am until the bell at 8:00 am (8:10 am for TK/K).
- \* During the school day, classrooms and the front entrance of the school remain locked.
- \* At dismissal, students in grades TK/K are dismissed 10 minutes early to reduce traffic congestion. TK/K have their own pick-up location, grades 1-5 have a separate pick-up location on the upper campus, and grades 6-8 have their own pick-up location on the lower campus.
- \* Teachers escort students to meeting points on campus for pick up by parents.
- \* Students in grades TK-8 may attend Discovery Club located on the upper campus for after-school care.

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

#### **Component:**

INSTRUCTIONAL PROGRAMS

#### **Element:**

Goal: Increase student skills, performance, and learning behaviors and provide tiered interventions, enrichment, and academic support.

#### Action Plan:

- \* Create a physically and emotionally safe learning environment
- \* Provide and support regular utilization of technology resources for all students and staff in conjunction with CCSS instruction and 21st-century instructional practices for both in-person and independent learning.
- \* Provide tiered academic support
- \* Provide SEL engagement opportunities and support

#### Programs Include:

- \* CCSS aligned curriculum and instruction based on Essential Learning Outcomes
- \* 1:1 technology implementation and support
- \* iReady intervention in reading and mathematics program
- \* IXL for credit recovery and standards-aligned remediation



- \* Embedded intervention support Tuesdays - Fridays for grades 1-8
- \* Student Intervention Team
- \* Ongoing PLC data analysis
- \* Designated ELD
- \* Grades 3-8 CAASPP Interim Assessment Blocks and Focused Interim Assessment Blocks
- \* PBIS
- \* Restorative Practices
- \* Second Step (SEL curriculum)
- \* Counseling services
- \* After-school Homework Club grades 6-8
- \* Reading Specialist

**Opportunity for Improvement:**

The state of California has increased funding to provide an increased number of supplemental programs and supports targeted at addressing academic learning loss and social-emotional support as a result of the interruption of learning due to COVID-19. Additional instruction personnel has been added to support these two areas. Newcastle is focused on mitigating learning loss and ensuring our commitment to standards-aligned academic instruction and support through highly structured Tier 1 and 2 instruction and intervention strategies. We have implemented a dedicated Independent Study (IS) Program, allowing flexibility for families to address personal necessity leaves. We have also implemented a Home School Program to assist those families seeking a different educational environment. Students demonstrating advanced learning in the area of mathematics will be provided with an accelerated pathway.

| <b>Objectives</b>   | <b>Action Steps</b>  | <b>Resources</b>  | <b>Lead Person</b>  | <b>Evaluation</b>  |
|---|--|---|---|--|
| Increase student skills, performance, and learning behaviors and provide tiered interventions for academic support and extension. | Assess student academic levels with a focus on ELA and mathematics   | iReady grades K-8, grade-level benchmark assessments via core adoptions, CAASPP                           | C&I Coordinator, Teachers, Principal, Reading Specialist      | iReady Diagnostic reports - baseline, trimester 1, trimester 2 & trimester 3, grade-level benchmark assessments, IABs, SIPPS                                 |
|   | Provide dedicated Independent Study and Homeschool Programs  | IS Program K-5/6-8; Acellus Academy Online Program  | C&I Coordinator   | Observation of instruction, completion data, survey  |
|   | PLC focus on data analysis of student achievement and interventions to provide academic intervention and./or extension | iReady, core curriculum, IXL, CAASPP, Acellus   | C&I Coordinator; Principal, Teachers, Reading Specialist      | PLC agendas and meeting notes  |
|   | Student intervention in reading and mathematics  | iReady, 1:1 technology, 7th Hour after-school support grades 3-5, Study Hall and Homework Club grades 6-8 | C&I Coordinator, Intervention Coordinator, Reading Specialist | Student iReady progress monitoring reports, parent correspondence, attendance logs, pre and post data as applicable  |
|   | Create dedicated instructional aide support for each teacher grades 1-8 for intervention                               | Intervention aides  | Principal   | Intervention aide master schedule  |
|   | Identify at-risk and learners  | Grades, attendance, counselor   | Principal, Teachers   | Timely review of student progress; Student Success Team Meetings; Parent/Teacher/Student/Admin conferences; attendance data, home visits, counseling support |
|   | 1:1 technology support for students, staff and families  | 1:1 Chromebooks; ongoing IT support; hotspots upon request  | IT Director   | Monitor tech support emails and work tickets   |
|   | RSP support  | Special Education team  | Special Education Director                                    | Ongoing progress monitoring and report on goals  |
|   | Provide social-emotional instruction and support   | Ongoing Restorative Practices PD; implement Second Step SEL Program                                       | C&I Coordinator, Principal, Teachers, Counselor               | PD Notes, counseling notes   |
|   | IXL for standards support, remediation, and 6-8 credit recovery  | IXL 1:1 technology, grades, intervention aides  | C&I Coordinator, Teachers, Principal                          | Grade reports; data chat notes; IXL reports  |

**Component:**  
POSITIVE SCHOOL CULTURE

**Element:**

- \* Create a physically and emotionally safe learning environment with programs that support Newcastle students, staff, and families.
- \* Promote Knight's Values of Be Safe. Be Respectful. Be Responsible. Be Chivalrous.
- \* Provide weekly SEL instruction.
- \* Provide opportunities for students, parents, and community engagement, connectivity, and wellness.
- \* PBIS
- \* Progressive Discipline Program
- \* Restorative Practices
- \* Positive Rewards Recognition and Assemblies - Stellar Knights; Trimester Awards, Honor Roll
- \* Traditional school-wide events i.e. Halloween Parade, Veterans Celebration & Recognition, Holiday Festivities
- \* Counseling and Behaviorist support

## Programs Include:

- \* Spirit Days
- \* Stellar Knights Reward Ticket
- \* Prize Patrol
- \* Assemblies
- \* Rallies
- \* Check-in/Check-out support for students with Behavior Contracts
- \* Clubs and Extracurriculars
- \* Destination Imagination
- \* Enrichment Classes
- \* School-wide events

**Opportunity for Improvement:**

We are working to provide consistent implementation of PBIS inclusive of Progress Discipline and Restorative Practices to create a safe, nurturing, and academically successful learning environment. Implementation of weekly class meetings/restorative circles promotes relationships and a strong classroom community. Students report conflict using the Student Incident form to address infractions and to preemptively address serious conflicts. To improve timely school:home communication we have implemented an online Behavior Form to address minor and major infractions.

| Objectives   | Action Steps  | Resources   | Lead Person  | Evaluation   |
|--|---|---|--|--|
| Create positive, engaging opportunities for students and staff | Ongoing communication of student achievement  | Parent Week Ahead/Knights News, Staff Week Ahead , Staff Meetings Agenda  | Principal  | Parent Week Ahead, Staff Week Ahead, Staff Meeting notes   |
|  | Student and staff collaborative events  | ASB, Culture Committee, Sunshine Committee  | ASB Advisor, Principal   | ASB calendar of events, Culture Committee notes  |
| Acknowledge student and staff achievement                      | Stellar Knights, Trimester awards recipients, Character Trait of the Month individual winners and class winners, staff shout-outs | Knights News, Weekly Stellar Knight drawings, Student of the Month assemblies, Trimester assemblies, Staff meetings | School Administrative Assistant                                  | Knights News, Teacher records  |
|  | Provide individual and class rewards for identified benchmarks  | iReady data, benchmark data, teacher input, attendance data, Prize Patrol   | Principal  | Knights News, Staff Week Ahead, Teacher records  |
| Progress Discipline Program                                    | Implement online Behavior Forms for timely parent communication, record level 2 and 3 infractions in Aeries                       | Newcastle Behavior Form, Aeries reports, Student Incident forms   | Principal, Teachers  | Behavior Form spreadsheet, Aeries reports, SST referrals   |
| PBIS   | Monitor student behavior, utilize Restorative Practices, trauma informed practices PD training, class meetings, Behavior forms    | Newcastle Behavior Form, Aeries, SST Team, Deescalating the Escalated PD, Student Incident reports                  | Principal, C&I Coordinator, School Administrative Assistant      | Behavior Form data, Aeries data, PD notes, Student Incident reports,   |
| Ensure school safety   | Catapult EMS  | Catapult  | Principal, Safety Team   | Catapult Training Log  |
|  | Regular Safety Drills and reunification training  | Public Works, Site Communication Devices, Staff Emergency documents   | Principal  | Safety logs, Staff Week Ahead, Professional Development agendas, classroom emergency packets, Safe School Plan |
| SEL  | Weekly SEL instruction  | Second Step   | Principal, C&I Coordinator, Teachers                             | Grade level SEL curriculum, teacher planning notes   |
| Counseling & Behaviorist                                       | Provide 1:1 and small group support to identified students  | Part-time Counselor; Limited Behaviorist time for both general education and special education students             | Counselor, Behaviorist, Director of Special Education, Principal | Counseling schedule, Behaviorist Schedule  |

**Component:**  
Attendance

**Element:**  
\* Chronic Absentee tracking and remediation  
\* School:home communication specific to attendance

\* Attendance incentives

**Opportunity for Improvement:**

In the 2022-23 school year we had 20% chronic absenteeism. We worked with a team from the Placer County Office of Education to address this issue and create a plan of implementation to reduce chronic absenteeism during the 2023-24 school year. Through weekly progress monitoring, timely parent communication, the implementation of an internal attendance tracking system, SST and SART referrals, and incentives, we seek to reduce our chronic absenteeism rate by 5%. Our progress will be reviewed and shared with staff, district leadership, and the Newcastle Board each trimester.

| Objectives   | Action Steps  | Resources  | Lead Person   | Evaluation  |
|--|---|--|---|---|
| Reduce chronic absenteeism                                     | Previously identified chronically absent students placed on Attendance Contract | Attendance Works contract                                    | Principal   | Aeries attendance reports                         |
|  | Weekly review of student attendance   | Aeries attendance reports                                    | Principal and Administrative Assistant to the Principal         | Aeries reports, parent emails, Attendance letters |
| Improve school:home communication regarding student attendance | Parent notification of chronic absenteeism and excessive tardies                | Aeries letters, Aeries reports, parent emails                | Principal and Administrative Assistant to the Principal         | Aeries attendance letters, parent emails          |
|  | SST referral to address attendance and academic implications                    | SST form, grades, benchmark data, iReady                     | C & I Coordinator, Principal, Teachers                          | SST referrals and meeting notes, iReady data      |
|  | SART referral   | SART referral form, Attendance Tracking spreadsheet          | Principal, Administrative Assistant to the Principal, SART team | SART referral and notes, Attendance Tracking log  |
|  | SARB referral   | PCOE SARB referral   | Principal, PCOE SARB  | SARB referral and notes                           |
| Positive attendance incentives                                 | September, February and May Attendance Challenges                               | Attendance Works, Attendance Challenge Tracking form, Prizes | Principal, Teachers   | Attendance Challenge Tracking form, Knights News  |
|  | Weekly review of identified students making attendance improvement              | Aeries attendance report, attendance tracking log, prizes    | Principal   | Attendance Tracking log                           |

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

**Newcastle Charter School Student Conduct Code**

The Newcastle Elementary School District is committed to working in partnership with the home and community to develop an instructional/educational program consisting of high academic standards that are designed to allow students to acquire attitudes, knowledge and skills necessary to become active and effective global citizens in a safe, positive learning environment that meets all students’ needs, challenges each individual to reach his or her academic potential, develops self-worth and esteem, and to be among the nation’s best. Achieving that goal is dependent upon maintaining safe school environments and classrooms conducive to learning, which can only be achieved through the total cooperation of the student and a positive, supportive relationship between the home and the school.

**Conduct Code Procedures**

VI. BEHAVIOR POLICY

Student—Parent—School Agreement

The purpose of this Agreement is to establish a positive school:home relationship that supports student academic and social well-being.

Student responsibilities:

1. Protect the rights of others to study and learn
2. Work to their full potential
3. Be on time for all classes
4. Follow school and classroom rules
5. Volunteer information and cooperate with school staff in disciplinary cases
6. Complete all in-class and homework assignments and meet deadlines
7. Respect public property and carefully use and return all materials and equipment
8. Come to class with the necessary books and materials
9. See that school correspondence to parents reaches home
10. Work with parents, students, and school staff to eliminate bullying behavior and develop appropriate communication

Parent responsibilities:

1. Demonstrate positive interest, involvement, and support of the education process of the school
2. Follow appropriate communication procedures and deal directly with the school and staff member involved in a respectful and courteous manner when expressing a concern over a class action, school action, program or policy
3. Provide supervision and a learning environment for the completion of homework
4. Monitor and review all student assignments and classroom progress
5. Ensure that students are prepared and appropriately dressed for school
6. Cooperate with the school in resolving student academic or behavioral issues
7. Work with their students and school staff to eliminate bullying behavior and develop appropriate communication

School responsibilities:

1. Provide an educational environment that is safe, orderly and challenging
2. Focus on an academic program that will enhance the student's ability to be successful
3. Make meaningful assignments designed to further the educational goals of the program
4. Recognize learning variability by utilizing a variety of teaching strategies
5. Utilize educational technology as a means to enrich and further the curriculum
6. Recognize the key role parents play in the educational process. Maintain appropriate communication to include parents as partners in their child's education and behavior
7. Respond in a timely manner to parent concerns and requests for information
8. Recognize and respect the values represented in the home of the student
9. Work with parents, students, and school staff to eliminate bullying behavior and develop appropriate communication

We understand that from time to time concerns arise that need to be addressed. NESD has a procedure to address such issues. Formal complaint forms and procedures are available in the office and posted online

## GENERAL SCHOOL RULES

Be Safe. Be Respectful. Be Responsible. Be Chivalrous.

### General School-Wide Rules

1. Students will come to school appropriately dressed, prepared, on time, with books and materials
2. Students will behave in a manner that allows the teacher to teach and other students to learn
3. Students will treat others with respect, kindness, and courtesy (foul language, bullying or harassment will not be tolerated)
4. No physical contact.
5. Students will respect the rights and properties of others. (Students may not use words or body gestures that will bring harm to, embarrass, threaten or intimidate any other student on campus. Students will treat school and other's property with care and respect.)
6. Students will not use cell phones or other electronic equipment during school hours unless permission is granted by a staff member. Students must keep electronics in their backpacks and turned off between the hours of 7:30 AM and 2:30 PM
7. Students will follow the directions of any campus supervisor or staff member the first time the directions are given
8. Students will wait outside the classroom door until given permission to enter the classroom
9. Students will keep all language free from profanity and rude remarks
10. Students will use all restrooms appropriately

11. Students will walk on all sidewalks and stairs. Running is reserved for the playgrounds
12. Students will not chew gum or bring sunflower seeds to school
13. Students will dress appropriately at all times and wear hats outdoors only

#### Playground Rules

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

#### Lunch Recess Rules:

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

#### Gym/Cafeteria Rules

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

#### WHEN STUDENTS FOLLOW THE RULES

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

#### ANONYMOUS REPORTING

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

#### WHEN A STUDENT CHOOSES NOT TO FOLLOW THE RULES

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

Discipline MAY include but not be limited to:

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

#### CLASSROOM BEHAVIOR

Each teacher will establish and review disciplinary policies and procedures with students at the beginning of the school year and with parents at back-to-school night. This policy will be reviewed periodically throughout the year.

Routine classroom discipline will be handled by teachers. Students violating classroom rules will be subject to warnings, time out, detention, calls to parents, and conferencing. Students may be referred directly to the principal for defiance or other serious offenses using a Behavior Citation.

##### Level 1: Warning

Teachers have established a warning discipline procedure to be taken prior to issuing a behavior referral. These procedures will be outlined in the classroom discipline policy. Teachers work with students to modify inappropriate behavior and reinforce behaviors that enhance student success. If these efforts do not correct behavior, action is taken to Level 2.

##### Level 2: Behavioral Modification

Parent contact, student reflection, student-teacher conference. Possible referral, detention, or loss of privilege.

##### Level 3: Excessive Behavior Infraction

Restorative behavior conference with the teacher(s), parents, and student (principal may be present). A conference will determine the requirements for restorative outcomes and/or additional consequences.

##### Level 4: Referral to administration for a serious infraction or restorative support.

Students who are referred to the principal for a conference are subject to a phone call and/or meeting with parent/guardian, teacher, and/or persons affected by actions. Students will perform reflection and actively participate in the restorative process. Through the restorative process, it will be determined how the student will repair the damage caused by their actions and any additional consequences to rectify the situation and repair the harm caused to the community including possible detention, on campus suspension, suspension, or expulsion from school.

#### DEFINITION OF INFRACTIONS

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes. (BP 5145)

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher, the principal or assistant principal or any other employee.

Policies relating to Sexual Harassment, Discrimination, and complaint procedures are located on the school and district website. For more information, contact the site administration at (916) 663-3307.

Bullying -involves two or more of the following components and applies to students, staff, parents, and community members: A desire to hurt, a hurtful action, a power imbalance, repetition, unjust use of power, evident enjoyment by the aggressor, and/or a sense of being oppressed on the part of the victim. Bullying may include verbal, non-verbal, physical, or cyber actions, and may be direct or indirect in nature.

Cyberbullying - bullying that uses technology.

Tardiness - Arriving late to school or in classes after the final 8:00 AM bell.



Unexcused Absence and Truancy - Any absence that has not been excused by a parent or legal guardian and approved by the appropriate school official.

Defiance of School Personnel's Authority - Refusal to comply with reasonable requests of school personnel.

Disorderly Conduct, Including Profanity And Obscene Behavior - Conduct and/or behavior that is disruptive to the orderly educational procedure of the school.

Inappropriate Bus Conduct - Not following bus rules.

Profanity/Obscene Acts - Vulgarity or acts which are considered obscene.

Forgery - Writing and using the signature or initials of another person.

Gambling - Participating in games of chance for the purpose of exchanging money or something of value.

Theft/Possession of Stolen Property - Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.

Drug/Alcohol/Paraphernalia - The use, possession, or sale of a controlled substance, or otherwise furnished to another person, a controlled substance or alcoholic beverage, or the selling of other substances or materials and representing such substances or material as a controlled substance or alcoholic beverage.

Smoking/Tobacco/Possession - The possession or use of tobacco or nicotine products on school property.

Destruction or Defacement of Property - Destroying or mutilating property or materials belonging to the school, school personnel or other persons.

Fighting/Assault - Engaging in or threatening an act that causes or might cause harm to another person; mutual combat between two people.

False Fire Alarm - Deliberately pulling or setting off the school fire alarm.

Weapons/Injurious Objects - The possession, use, or sale of any object which might be used to inflict bodily injury to another person.

Arson - Starting or setting a fire anywhere on a school campus.

Extortion/Robbery - The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

Off-Campus Without A Pass - Leaving campus without proper authorization.

Explosive Devices - The use, possession, or sale of any item that could be construed as an explosive device.

Cheating - Dishonesty on a test or school-related assignment.

Harassment - knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person, and which serves no legitimate purpose.

Sexual Harassment- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature. Other types of conduct that are prohibited in the district and which may constitute sexual harassment include (EC 212.5):

\* Unwelcome leering, sexual flirtations, or propositions.

\* Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.

\* Graphic verbal comments about an individual's body, or overly personal conversation.

- \* Sexual jokes, stories, drawings, pictures, or gestures.
- \* Spreading sexual rumors.
- \* Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- \* Touching an individual's body or clothes in a sexual way or inappropriate manner.
- \* Purposefully limiting a student's access to educational tools.
- \* Displaying sexually suggestive objects in the educational environment.
- \* Continuing to express sexual interest after being informed that the interest is not welcome.
- \* Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Hate Crimes - actions committed because of the victim's race, color, religion, nationality, country or origin, ancestry, disability, or sexual orientation.

Hazing - Any method of initiation into a student organization or group that causes or may cause physical harm or personal degradation or disgrace resulting in physical or mental harm to a student.

Battery on a Staff Member - Aggressive physical contact with an employee of the school district.

#### NEWCASTLE ELEMENTARY SCHOOL DISCIPLINE

Suspension and expulsion will only occur in the event of a serious behavioral infraction and when all other means of correction have failed. School Discipline will be followed as listed in the school handbook. Restorative practices will be used at every opportunity to address the infraction and repair any damage, personally or materially, that a person has caused. These measures are intended to be guidelines that assist in maintaining student discipline. If the situation develops whereby disciplinary measures should be more severe than the general guidelines indicate, the person responsible for enforcing discipline may override these guidelines as appropriate. Restitution may be required for any costs incurred by the District. Penalty may include one or more of the listed actions:

#### Suspension and Expulsion

Violations of the following sections of Education Code 48900 are grounds for either suspension and/or expulsion from the district:

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

#### **(K) Hate Crime Reporting Procedures and Policies**

HATE-MOTIVATED BEHAVIORS

BOARD POLICY 5145.9

Adopted 8/8/18

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3515.4 - Recovery for Property Loss or Damage)
- (cf. 5131- Conduct)
- (cf. 5131.2 - Bullying)
- (cf. 5131.5 - Vandalism and Graffiti)
- (cf. 5136 - Gangs)
- (cf. 5137 - Positive School Climate)
- (cf. 5141.52 - Suicide Prevention)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)

Hate-motivated behavior, such as an assault, physical threat, bomb threat, destruction of property, graffiti, and certain types of vandalism, may constitute a crime under state or federal law. Local law enforcement agencies and human rights commissions throughout the state have established countywide hate crimes networks aimed at responding to and preventing hate crimes. Districts can identify local hate crime resources through the California Association of Human Relations Organizations, which conducts activities designed to protect human and civil rights through networks of collaborations that reduce community tension and build intergroup relationships.

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

- (cf. 1020 - Youth Services)
- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 1700 - Relations Between Private Industry and the Schools)
- (cf. 5148.2 - Before/After School Programs)

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

- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6142.94 - History-Social Science Instruction)

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

- (cf. 6164.2 - Guidance/Counseling Services)

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

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

- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

## Complaint Process

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

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

(cf. 3515.3 - District Police/Security Department)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

#### **(J) Procedures to Prepare for Active Shooters**

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

Continues to shoot others

Actively seeks or attacks others

Has access to additional victims

#### Procedure

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

#### Communication

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

Each staff member will ensure that all students, staff and visitors are safely secured behind locked doors or have run off campus if that is the safest course of action. Persons inside will close blinds if safe to do so, and spread out as safely as possible, staying away from windows and doors; initiate ALICE protocol. Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.

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

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

The school administrator will:

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

In response to the school's notification, the Newcastle School District designee will:

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

Placer County Sheriff Officers dispatched to the scene will:

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

The Educational Service Center Operations Coordinator will:

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

- \* Dispatch the Educational Service Center Crisis Team to the school relocation point.
- \* Arrange transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
- \* Send out a message via Catapult to parents from the Newcastle District Office with additional information.
- \* Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the District Office.
- \* Assist with reunification.

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

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

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

The school administrators will debrief staff and school police officers.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Procedures for Preventing Acts of Bullying and Cyber-bullying

BOARD POLICY 5131.2

BULLYING

Adopted March 11, 2020

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

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

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

#### Measures to Prevent Bullying

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

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

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

## Staff Development

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

- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

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

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

## Information and Resources

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

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

(cf. 5141.52 - Suicide Prevention)

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention, and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

(cf. 1113 - District and School Web Sites)

## Student Instruction

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

(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6142.94 - History-Social Science Instruction)

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

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

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

#### Reporting and Filing of Complaints

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

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

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

#### Discipline/Corrective Actions

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

(cf. 5116.2 - Involuntary Student Transfers)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

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



## Support Services

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

(cf. 6164.2 - Guidance/Counseling Services)

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

### **Opioid Prevention and Life-Saving Response Procedures**

The Superintendent or designee, or any trained District staff member, shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering or reasonably believed to be suffering from an opioid overdose. (Education Code 49414.3). The Superintendent or designee shall train district staff to recognize an opioid-related overdose, respond with proper judgment, administer Naloxone (Narcan) successfully, and promptly seek further medical attention (911). Narcan kits will be avhoused in the upper and lower gyms and the nurse's office. Narcan kits will be replaced if they are used or expired. Newcastle's Opioid Overdose Protocol is attached to this plan.

### **Threat Assessment for Dangerous, Violent, or Unlawful Activities**

To reduce the risk of an incident of targeted violence in schools through the formalization of a comprehensive protocol for the Newcastle Elementary School District that helps identify individuals whose behavior causes concern and facilitates communication of those concerns to the involved parties. Once identified and communicated, the involved parties will collaborate to conduct a threat assessment and refer the individual to appropriate services. See Appendix for complete plan.

## **Safety Plan Review, Evaluation and Amendment Procedures**

Newcastle's Safety Team Committee participates in an annual review, evaluation and amendment of its Comprehensive School Safety Plan, including a thorough review and analysis of data from California Dashboard, CAASPP/Smarter Balanced, Aeries, California Healthy Kids Survey, Newcastle LCAP Stakeholder Survey as well as observational and less formal engagement with stakeholders, community members, and neighbors.

Site Council members, including students, conduct a discussion on safety and culture at the school to gain relevant input on the things that most significantly impact students' sense of safety at school. Notes from these discussions are incorporated into themes and inform the content of this plan's components.

Site administration will meet regularly with ASB and grade-level representatives to discuss safety and school culture. Notes from these discussions will be shared with the staff and will be incorporated into plans for school-wide improvements.

Once the plan is drafted, it is presented to the staff at large for feedback, as well as to the Newcastle School Site Council for approval. The plan is then published on the school website.

**Safety Plan Appendices**

**Emergency Contact Numbers**

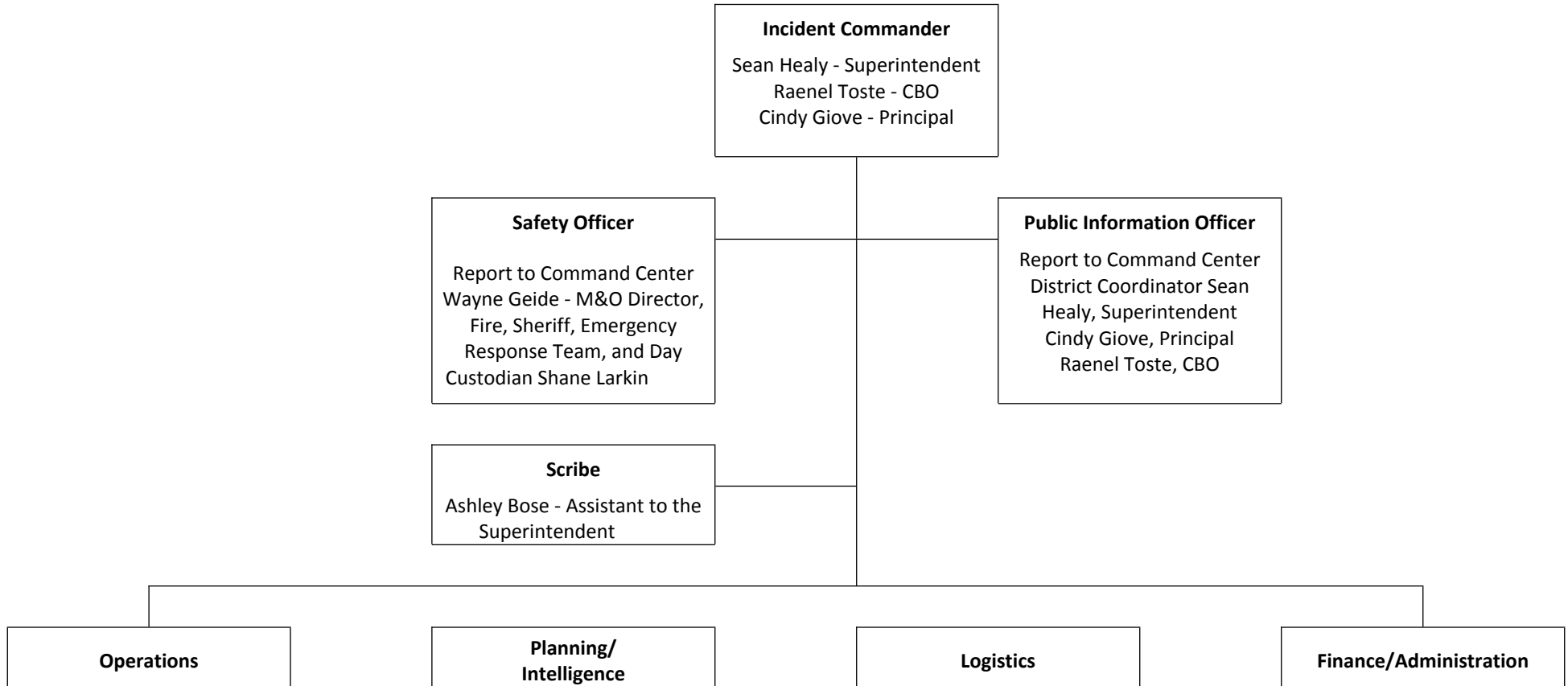
**Utilities, Responders and Communication Resources**

| <b>Type</b>                    | <b>Vendor</b>                                       | <b>Number</b> | <b>Comments</b>                       |
|--------------------------------|---|---------------|---------------------------------------|
| Law Enforcement/Fire/Paramedic | Placer County Sheriff                               | 530-886-5375  | Dispatch - Non Emergency              |
| Law Enforcement/Fire/Paramedic | Newcastle Fire - Business Line                      | 530-878-0405  | Dispatch - Non Emergency 530-886-5375 |
| Law Enforcement/Fire/Paramedic | Natalie Parkes                                      | 530-308-1552  | School Resource Officer               |
| Public Utilities               | PG&E  | 530-889-3270  |                                       |
| Public Utilities               | Placer County Water Agency                          | 530-823-4850  |                                       |
| School District                | Newcastle Elementary & Charter Office               | 916-663-3307  |                                       |
| School District                | Newcastle Elementary School District Office         | 916-259-2832  |                                       |
| School District                | Sean Healy, Superintendent                          | 916-259-2832  |                                       |
| School District                | Cindy Giove, Principal                              | 916-663-3307  |                                       |
| School District                | Wayne Geide, Director of Maintenance and Operations | 916-259-2832  |                                       |

**Safety Plan Review, Evaluation and Amendment Procedures**

| <b>Activity Description</b><br>(i.e. review steps, meetings conducted, approvals, etc) | <b>Date and Time</b> | <b>Attached Document</b><br>(description and location) |
|--|----------------------|--|
| Safety Team Review   | 10/28/23 - 12/11/23  |  |
| Site Council Review  | 9/7/23 - 12/7/23     |  |
| Safety Team Approval   | 12/11/23             |  |
| Site Council Approval  | 12/7/23              |  |
| Fire Review and Approval   | 12/19/23             |  |
| Sheriff Review and Approval  | 1/9/24               |  |
| NESD Board for Approval  | 2/14/24              |  |

Newcastle Charter School Incident Command System

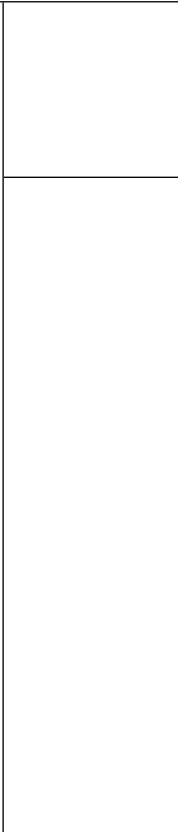


Wayne Geide, M&O; IT  
Director  
Alison Gibson, M&O and IT  
Support

Sean Healy, Superintendent  
Sue Latham, Director of  
Special Ed./Student Services  
Lisa Graham, C&I Coordinator

Ashley Bose, Assistant to the  
Superintendent  
Raenel Toste,  
Food/Water/Supplies  
Cirby Krislovic, Nutrition  
Services  
Wayne Geide, M&O and IT  
Director  
Lisa Graham, C&I Coordinator  
Sue Latham, Student Services  
Coordinator  
Susie Anderson, Special  
Education Teacher

Raenel Toste - CBO  
TBD - AP/AR



**First Aid & Search  
Teacher A**  
Emergency Services  
Colleen Christen - Nurse  
Nicole Benoit - Health  
Assistant  
Shane Larkin, David Clark, Alex  
Villalpondo - Custodial  
Fire/Maintenance Team  
Ashley Bose, Assistant to the  
Superintendent  
Safety Team  
Wayne Geide, M&O and IT  
Director - Communications  
Alison Gibson, M&O and IT  
Support

**Student Release &  
Accountability  
TeacherB**

Tami Forcier, Assistant to the  
Principal  
Lisa Graham, C&I Coordinator  
Julie Santos, Classified -  
Special Education  
Nicole Benoit, NES Office &  
Health Aide  
Joy Reed, Psychologist  
Classified and Certificated  
Support Staff as assigned



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

Management, operations, planning/intelligence, logistics, and finance/administration

#### **Management**

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

#### **Planning & Intelligence**

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

#### **Operations**

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

#### **Logistics**

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

#### **Finance & Administration**

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

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

Assess the situation carefully yet quickly. Is there immediate danger to staff/students? Is the danger within the building or outside the building? What is the magnitude of the event?

### **Step Two: Identify the Level of Emergency**

What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect the safety of students/staff while further information is gathered?

### **Step Three: Determine the Immediate Response Action**

Do not delay in calling 911, the District Office and initiating Catapult EMS protocol. It is better to have emergency responders arrive and not need them than to delay calling them and risk injury or harm.

### **Step Four: Communicate the Appropriate Response Action**

Communicate clearly to staff and students what they should do immediately. Activities the emergency response team at the school, as needed.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

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

Aircraft crashes into the school

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- \* Notify police and fire department (call 9-1-1).
- \* Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
- \* Notify District Superintendent, who will contact the Office of Emergency Services. Arrange for first aid treatment and removal of injured occupants from building.
- \* Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- \* Account for all building occupants and determine extent of injuries.
- \* Do not re-enter building until the authorities provide clearance to do so.

STAFF ACTIONS:

- \* Notify Principal.
- \* Move students away from immediate vicinity of the crash.
- \* EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene.
- \* Take Go Box.
- \* Check school site to assure that all students have evacuated. Take attendance at the assembly area.
- \* Report missing students to the Principal/designee and emergency response personnel. Maintain control of the students a safe distance from the crash site.
- \* Care for the injured, if any.
- \* Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Aircraft crashes near school

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- \* Notify police and fire department (call 9-1-1).
- \* Initiate SHELTER IN PLACE, if warranted.
- \* Ensure that students and staff remain at a safe distance from the crash.
- \* Notify District Superintendent, who will contact the El Dorado County Office of Emergency Services.
- \* Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

STAFF ACTIONS:

- \* Notify Principal.
- \* Move students away from immediate vicinity of the crash.
- \* Remain inside with students unless subsequent explosions or fire endanger the building.

### **Animal Disturbance**

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- \* Isolate the students from the animal.
- \* Close doors and use tables as a means to isolating the animal.
- \* If the animal is outside, keep students inside and institute a Shelter-in-Place.

- \* If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
- \* Contact the Animal Control for assistance in removing the animal.
- \* If the animal injures anyone, seek medical assistance from the school nurse or call 9-1-1.
- \* Notify parent/guardian and recommended health advisor.

#### STAFF/TEACHER ACTIONS:

- \* If the animal is outside, keep students inside.
- \* Lock doors and keep students away from the windows.
- \* If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- \* Notify the Principal if there are any injuries.

### **Armed Assault on Campus**

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

- \* Is the individual moving towards violent action?
- \* Is there evidence to suggest movement from thought to action?
- \* High violence potential qualifies for arrest or hospitalization.
- \* Safety is endangered when there is:
  - \* Sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or
  - \* Sufficient evidence of the unintentional infliction of emotional distress upon others.
- \* Initiate LOCKDOWN if appropriate.
- \* Notify police (dial 9-1-1), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- \* Isolate the threatening person from other students and staff, if it is safe to do so.
- \* Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.
- \* Notify District supervisors or designee.
- \* Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner.
- \* If an immediate threat is not clearly evident, attempt to diffuse the situation.
- \* If an individual is armed with any type of weapon, USE EXTREME CAUTION.
- \* Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- \* Facilitate a meeting with student(s) and family to review expectations.
- \* Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

#### STAFF ACTIONS:

- \* If any students are outside, move them inside the building or away from the site of the threat/assault.
- \* If unable to do so, have students lie down and cover their heads. Keep students calm.
- \* Inside the classroom, institute LOCKDOWN.
- \* Close all curtains and blinds.
- \* Remain with students until ALL CLEAR is given.

### **Biological or Chemical Release**

A Biological or Chemical Release involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state.

Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- \* postal mail, via a contaminated letter or package
- \* a building's ventilation system
- \* a small explosive device to help it become airborne
- \* a contaminated item such as a backpack, book bag, or other parcel left unattended
- \* the food supply

\* aerosol release (for example, with a crop duster or spray equipment)

Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- \* Multiple victims suffering from watery eyes
- \* Twitching
- \* Choking
- \* Loss of coordination
- \* Trouble breathing
- \* Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

#### Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school Safety Team and will initiate the evacuation protocol. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, Placer County Sheriff (530-886-5375), and Newcastle Fire (916-663-3323)
3. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Safety/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and the District will shut down the building's air handling system.
6. The Incident Commander will notify and update parents via district communications.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Placer County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, Placer County Sheriff (530-886-5375), and Newcastle Fire (916-663-3323) and will provide the exact location and nature of the emergency.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
5. The Safety/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via district.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Placer County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if he/she or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter-in-Place.
2. Follow all Shelter-in-Place procedures.
3. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
4. The Incident Commander will monitor local news for information about the incident.
5. The school will remain in Shelter-in-Place until the Placer County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action

#### **Bomb Threat/ Threat Of violence**

##### Bomb Threat/Suspicious Package

Response to a bomb threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

##### Bomb Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
  - \* Nature of threat on phone line
  - \* Name of school
  - \* Phone number of line receiving threat
  - \* Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Form to gather and record information about the call.
3. The site administrator will contact the District Office at 916-259-2832 with the following information:

##### Bomb Threat Form Questions include:

- \* Where is the bomb (building, location)?
- \* When is it going to explode?
- \* What kind of bomb is it? What does it look like?
- \* Who set the bomb? Why was the bomb set?
- \* What can we do for you to keep the bomb from exploding?
- \* What is your name?
- \* How old are you?
- \* Where do you live?
- \* How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- \* Caller Characteristics:
- \* Gender

- \* Age
- \* Accent
- \* Slurred/impaired speech
- \* Recorded/disguised voice
- \* Familiarity
- \* Irrational/incoherent
- \* Background Noise:
  - \* Office
  - \* Outdoors
  - \* Traffic
  - \* Other

4. The principal or designee becomes the Incident Commander, activates the School Safety Team and calls Placer County Sheriff (530-886-5375) who will advise the school. In most cases, Emergency Services will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with Emergency Personnel, will determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
5. If the school is directed to search for unusual or suspicious packages, boxes, or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, the discovery of the object will be reported to the Incident Commander/site principal while the remaining team members attempt to secure the immediate area.
6. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
7. No attempt should be made to investigate or examine a discovered suspicious object.
8. The Incident Commander will notify and update parents via School Messenger.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
10. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
11. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
12. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
13. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
14. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
15. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.
16. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

#### Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and Placer County Sheriff (530-886-5375) and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via School Messenger.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.

10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
11. The Psychological First Aid/Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Bomb Threat Report of the suspicious package.

### **Bus Disaster**

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school.

#### **Bus Earthquake Procedures**

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact and update the school principal or designee and bus supervisor to report the location and condition of students and the bus.
5. The principal or designee will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via the district communication system.
7. If instructed by the bus supervisor to continue the route, the driver will:

\* If en route to school, continue to pick up students.

\* If dropping students off, continue to do so, provided there is a responsible adult at the bus stop.

\* If there is no responsible adult at the bus stop or it is impossible to get to school, the driver will proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, the driver is to notify the principal and remain with the children until further instructions are received from the principal or designee.

8. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
9. The driver will account for all students and staff throughout the emergency.

#### **Bus Flood/Flash Flood Procedures**

1. The driver will NOT drive through flooded streets and/or roads.
2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update the school principal or designee and bus supervisor to report the location and condition of students and the bus.
5. The principal or designee will notify the district and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via the district communication system.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

#### **Serious Bus Crash or Bus Fire Procedures**

1. The driver will park the bus in a safe location.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire.
4. The driver will check for injuries and provide appropriate first aid.
5. The driver will call 911 and provide the exact location of the bus and wait for the arrival of emergency responders.
6. The driver will contact and update the school principal or designee and bus supervisor to report the location and condition of students and the bus.
7. The principal or designee will notify the district office and/or Operations Coordinator of the incident.
8. The principal or designee will notify and update parents via the district communication system.
9. The driver will stay with the disabled bus until help arrives.



10. The driver will account for all students and staff throughout the emergency.
11. The Bus Supervisor or other authorized user will open a report on the incident.

#### Bus Accident/Field Trip

District transportation maintains a record for each bus serving the district. These records contain rosters, including an emergency telephone number for each student assigned to ride the bus. On school field trips, the Teacher-in-Charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Notify law enforcement.
2. Notify parents/guardians of all students on the bus as soon as accurate information is available.
3. Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate. Notify District supervisors or designee.
4. Notify the school community about the incident and status of injured students and/or staff.
5. Prepare news release for media, if appropriate.

#### STAFF ACTIONS AT THE SCENE:

1. Call 9-1-1, if warranted.
2. Notify the Transportation Supervisor and site Principal.
3. Implement basic first aid until emergency medical services and/or law enforcement arrive and take charge of the emergency.
4. Move all uninjured students to a safe distance from the accident.
5. Document the names of all injured students and their first aid needs.

#### BUS DRIVER:

1. Turn off power, ignition, and headlights.
2. Use safety lights, as appropriate.
3. Evaluate the need for evacuation.
4. Remain with the vehicle.
5. Notify California Highway Patrol.

### **Disorderly Conduct**

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to: disrupt school activities; cause injury to staff and students; and/or damage property. Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

#### Inside School

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
2. Set up a communication exchange with the students, staff and Principal. Try to restore order.
3. If unable to calm students and violent or uncontrolled behavior is probable, notify police of the situation and request assistance.
4. Notify District supervisors or designee.
5. Notify parents/guardians of the incident verbally or with a written description as to how the situation was handled and, if appropriate, what steps are being taken in its aftermath.

#### STAFF ACTIONS:

1. Report disruptive circumstances to the Principal/Site Administrator.
2. Avoid arguing with the participant(s).
3. Have all students and employees leave the immediate area of disturbance.
4. Lock doors.
5. Account for students and remain in the classroom unless instructed otherwise by the Principal or law enforcement.
6. Stay away from windows and exterior doors.

## Outside of School

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Call 9-1-1.
2. Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
3. Once students are in the school building, lock and secure all exterior doors, including restrooms.
4. Have custodians remove trash containers and other burnable items from public access.
5. Cancel all outside activities.
6. Notify District supervisors or designee.
7. Maintain an accurate record of events, conversations, and actions.
8. Assign staff members to assist the nurse as necessary.

### STAFF ACTIONS:

1. Close and lock classroom doors.
2. Close all curtains and blinds.
3. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
4. Instruct students to DUCK AND COVER, lie on the floor, and keep students calm.
5. Care for the injured, if any.
6. Remain with students within locked classrooms until All Clear is given, regardless of bells and the school schedule.

## Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation; the following procedures should be implemented in response to all earthquakes, regardless of magnitude:

### Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school Safety Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Safety/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The First Aid/Medical Team will set up the first aid station, check for injuries and provide appropriate first aid.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the district and/or Operations Coordinator to determine additional actions that may be necessary. NES personnel will communicate conditions to the District's Emergency Operations Center (EOP).
12. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the local Police and Administrator of Operations.

13. The Incident Commander will contact the Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or other authorized user to open a report on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### Earthquake during Non-School Hours Procedures

1. The principal or designee becomes the Incident Commander, activates the school Safety Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify Placer County Sheriff (530-886-5375) that you are on campus before beginning a site assessment.

2. The Incident Commander should confer with the district and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander and district Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will contact staff members and parents via district.
4. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the Sheriff or NES Administrator of Operations.

#### SPECIAL NEEDS CONSIDERATIONS:

1. If you have a special needs student who has difficulty getting onto the ground, or cannot get back up again without the help of assistance, then follow these recommendations:
2. If your student or a staff member uses a cane: DROP, COVER, and HOLD ON or have them sit on a chair and cover their head and neck with both hands. Their cane should be near them so it can be used when the shaking stops.
3. If your student or a staff member uses a walker or wheelchair: They should LOCK their wheels (if applicable). If using a walker, carefully get as low as possible. They should bend over and COVER their head/neck with their arms, a book, or a pillow. Then HOLD ON until the shaking stops.
4. People who are Deaf or Hard of Hearing: Prior to an earthquake, identify and test multiple ways to receive warnings and evacuation information.
5. People who are Blind or have Low Vision: Earthquakes can cause items to fall and furniture to shift. Regular sound clues may not be available afterwards. Move with caution.

#### Explosion or Risk Of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

#### Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover, and Hold On.
2. The principal or designee becomes the Incident Commander, activates the school Safety Team, and will call 911 and Placer County Sheriff (530-886-5375), and Newcastle Fire (916-663-3323) to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

7. The Incident Commander will notify and update parents via district.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
9. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
10. The Fire Suppression/HazMat Team should attempt to suppress small fires with extinguishers, if it is safe to do so.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the local Police and district.
16. Any areas affected by the explosion will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### Risk of Explosion on School Property Procedures

1. The principal or designee becomes the Incident Commander, activates the school Safety Team, and will initiate appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and Placer County Sheriff (530-886-5375), and Newcastle Fire (916-663-3323) and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the NES Administrator of Operations and/or Operations Coordinator of the incident.
6. Staff should attempt to suppress small fires with extinguishers, if it is safe to do so.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. The Incident Commander will notify and update parents via the district.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. All affected areas will not be reopened until the Placer County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to local Police and the district.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate an Off-Site Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school Safety Team, and will initiate the Shelter-in-Place response action.
2. The Incident Commander will notify 911 and Placer County Sheriff (530-886-5375), and Newcastle Fire (916-663-3323) and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via district communications.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

7. The school will remain in a Shelter-in-Place condition until the Placer County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place action.

1. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
2. The Incident Commander will notify 911 and Placer County Sheriff (530-886-5375), and Newcastle Fire (916-663-3323) and provide details on the area and personnel affected at the school.
3. After the initial blast, ICS teams should provide first aid and extinguish fires. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
4. The Safety/Utilities Team will turn off the school's main gas supply (the Safety Lead will use the Site Plot map for the gas supply shut-off valve) and fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
5. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
6. The Incident Commander will notify and update parents via district communications.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
9. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
10. The school will remain in Shelter-in-Place until the Placer County Public Health or other appropriate agency ends the shelter-in-place or issues relocation instructions. Relocation may be advised by authorities.
11. The Planning and Intelligence team will complete a Damage Assessment Report and transmit it to the local Police and the district Administrator of Operations.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### Fire in Surrounding Area

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

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Determine if EVACUATION of the school site is necessary.
2. Contact the local fire department (call 9-1-1) to determine the correct action for your school site.
3. If necessary, begin evacuation of the school site to the previously identified safe site using the school evacuation plan.
4. Notify district supervisors as needed.
5. If needed, contact Transportation at (530) 677-5023 or (916) 933-0398 ext. 1195 for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
6. Direct inspection of premises to ensure that all students and personnel have left the building.
7. Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
8. Monitor radio stations and fire apps for information.
9. Do not return to the building until it has been inspected and determined safe by proper authorities.

#### STAFF ACTIONS:

1. If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
2. Stay calm and maintain control of the students and keep them a safe distance from the fire and firefighting equipment.

3. Take attendance at the assembly area. Report any missing students to the Principal/site administrator and emergency response personnel.
4. Remain with students until the building has been inspected and it has been determined safe to return to.

### **Fire on School Grounds**

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

#### **Fire on School Grounds Procedures**

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school Safety Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and Placer County Sheriff (530-886-5375) and Newcastle Fire (916-663-3323) and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the fire. District personnel will call the Office of Communications with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify and update parents via district communications.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. If needed, the Logistics Team Leader will notify bus transportation to request buses for staff and student evacuation.
12. Any affected areas will not be reopened until the Newcastle Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
13. For fires during non-school hours, the Incident Commander and the District Administrator of Operations will determine if the school will open the following day.
14. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the "fire is out."
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the Sheriff and District Administrator of Operations.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **Flooding**

#### **FLOOD ASSESSMENT (the day or night before)**

- Custodians and bus drivers on alert status.
- Determine flood area at school and nearby streets.
- Staff meeting to inform emergency procedures.
- Consider canceling night activities for safety reasons.
- Record a message on school attendance phone "to listen to the radio for flood information".
- Food services may need to prepare sack lunches.
- Get freezer and walk-in keys.
- Identify nearby neighbor for phone and water use.
- Have class lists and emergency forms updated and siblings identified.

- Have support personnel assigned to classrooms or supervision duty.
- Be sure staff members have their own personal emergency plans in place so they can stay at school in case of emergency.

#### FLOOD ASSESSMENT (the day of)

- Bus drivers report major flooding on streets to supervisor.
- Custodian reports school damage or potential flood areas to designated central emergency service and school's director.
- Superintendent/public information officer will notify media if schools are to be closed or open.
- If electricity is out, shut off electrical circuit breakers and gas valves.
- Use bullhorn system, runners, to communicate with classrooms if electricity is out.
- If some classrooms are flooded, designate higher-ground areas to "hold students and personnel".
- Have emergency set of supplies.
- If children arrive at school and school is later closed, have a plan to notify parents and arrange for pickup. (Have siblings go to the same area for dismissal).
- Keep district office informed as to the status.

### Loss or Failure Of Utilities

#### Utility Failure

A utility failure is a situation involving a loss of water, power or other utility on school grounds.

#### General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school Safety Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building.
4. The Incident Commander will notify the Local District Maintenance Area or Placer County Sheriff (530-886-5375) (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Local Maintenance Area personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location.
8. The Incident Commander will notify and update parents via District Communications.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

#### Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many can be easily solved if the school has adequate emergency supplies:

1. Bathrooms - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush". Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5 gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs. Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and both should be stored with the other emergency supplies. If Porta-Potties are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible ones for students with specific needs. Mark at least two of the Porta-Potties for faculty use.

2. Cafeteria - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. Drinking Water - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often Maintenance and Operations will obtain bottled water for the school. If schools are using the emergency water, they must re-chlorinate the water 30 minutes before it is put out for consumption.

4. Fire Suppression - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Newcastle Fire Department (916-663-3323) must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

\* Newcastle Fire Department, 916-663-3323.

\* CA Fire Department, (530) 823-4904

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they followed the Fire Code.

5. Other Concerns - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. She may be able to use waterless hand cleaner, but she will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for her to use at the sink in the Health Office, or provide bottled water.

#### Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. Lights - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; it is common practice for students to remain in classrooms during a power outage. The school has emergency lights on battery back-up. These lights will allow students and staff to safely exit the building if it is dark outside. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. The school has emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning. The school has portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs. In a prolonged power outage, the Maintenance and Operations Department is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

2. Phone Systems - School IP phone systems have a battery back-up because they run on computers. This will allow the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the IP phone system. In the event of a power outage, the fax line will still work and schools should keep a single line handset that can be plugged into this line during a loss of utilities (Red Phone). In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as "essential service lines" and will be restored first.

3. School Two-Way Radios - The school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.



Every year schools test the ability of elementary schools to contact a secondary school, and the ability of secondary schools to talk directly with school police dispatch. During a disaster, the District will use this system to compile damage and injury assessments from schools. Cell phones, text messages, and public access communication tools can supplement two-way radio communications.

4. Students On Ventilators - The students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should contact the Office of Emergency Services.

5. Fire Alarms and Suppression Systems - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department, and alert and evacuate the building occupants. The Newcastle Fire Department and Alarm Company must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

\* Newcastle Fire Department 916-663-3323

\* Sierra Building Systems Inc. Alarm Company 1-866-216-9292

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to insure they abided by the fire code.

6. Food Service - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch, immediately contact your Cafeteria Manager and your Area Food Services Director. They can arrange for food to be brought in from an offsite location. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

#### PSPS Site Checklist and Procedures

In the event of a sitewide loss of power, the Principal or Emergency Team should use the following guidelines for site safety.

Guidelines and items in bold below should be implemented as soon as possible and prior to a PSPS:

#### Safety

- \* Conduct a survey of usable and unusable areas during a PSPS. Relocate student areas which cannot be used without electricity to those that can be.
- \* Custodians should deploy provisional lighting to areas in order of necessity. Restrooms and dark hallways should be prioritized.
- \* Emergency plans should be updated to include provisional plans for a loss of power.
- \* Designate a staff member who will be able to implement fire watch protocol in the event of a PSPS.
- \* Keep all radios on site charged at all times

#### Internal Communication

- \* Ensure that red landline phones are working whenever possible.
- \* Encourage staff and families to have emergency contact information updated in Infinite Campus.
- \* In the event of a PSPS, please hold a staff meeting 15 minutes prior to the start of school to review: Emergency and fire watch procedures, communication procedures, instructional procedures. Debrief meetings with staff should be held in order to ascertain future improvements.
- \* Ensure all staff has a paper tablet in order to 'run' messages to the office when necessary.
- \* District and site administration should be circulating, visible and available for teachers when possible Instruction
- \* Teachers should have emergency power outage plans in place which will be usable in a PSPS event. Prepare all necessary materials in advance.
- \* Schools will be paired with another site in order to provide instructional materials when possible.

#### Nutrition

- \* Staff and students will be encouraged to bring snacks and food from home. Or have snacks available
- \* Discuss plan for PSPS with child nutrition staff
- \* Prepare outdoor areas for students in the case the MPR cannot safely accommodate students without power.

#### Attendance

- \* Prepare paper rosters in advance for attendance purposes.
- \* Families will be notified that attendance during a PSPS is at their discretion, however, student attendance should always be called in as a safety measure.

#### Other

- \* Review reunification plans and post
- \* Notify supervisor of any immediate and urgent safety concerns.
- \* Notify custodial department of any custodial needs which may arise as a result of a PSPS.

#### Plan for a Loss of Water:

Toilets: Each class and is equipped with an emergency bucket/toilet.

Drinking Water: Potable water is in the school cafeteria.

Food Service: Stored water is found in the school cafeteria.

Fire Suppression System (if applicable): Extinguishers are located in all classrooms.

#### Plan for a Loss of Electricity:

Ventilation: Contact the district service center and district administration and wait for further guidance

Electric Lights: Some flashlights are in emergency shed. Contact the district service center and district administration for additional supplies.

#### Plan for a Loss of Natural Gas:

Food Service: Prepare and serve food that does not require natural gas to be prepared. Contact the child nutrition and district administration for further guidance.

#### Plan for a Loss of Communication:

Telephone Service: Use the following forms of communication: cell phones, district walkie talkies.

Intercom: Bull horns are located in the office and District Office.

#### **Motor Vehicle Crash**

During a motor vehicle crash on the street near school:

- \* Call the campus supervisor and site administrators
- \* Clear the area of other students and staff.
- \* Return to or stay in classrooms/safe building wait for PA instructions to be announced.
- \* Announcements will be made over PA System whether to evacuate or shelter in place if evacuation is necessary secondary location is to be used.
- \* Notify parents as appropriate if there will be a delay in school drop off/pick up.

During a motor vehicle crash on the freeway

- \* Call the campus supervisor and site administrators
- \* Clear the area of other students and staff.
- \* Return to or stay in classrooms/safe building wait for PA instructions to be announced.
- \* Announcements will be made over PA System whether to evacuate or shelter in place if evacuation is necessary secondary location is to be used.
- \* Notify parents as appropriate if there will be a delay in school drop off/pick up.

## **Pandemic**

### **PANDEMIC FLU/PANDEMIC INFLUENZA**

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity. Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children. Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

### **GOAL**

Plan and increase preparedness for the possibility of an influenza pandemic.

Strategies of Preparation include planning for:

- \* Mitigation and Prevention - anticipating needs
- \* Preparedness - planning what to do and how to do it
- \* Response - implementing the safety plan
- \* Recover - what to do to return to normal

### **Principal/Designee**

- \* Review instructions for staff and students
- \* Implement prevention policies and procedures including:
  - \* Posting of health education materials more frequently
  - \* Education of staff/students on how to cover coughs and sneezes
  - \* Education of staff/students on frequent hand washing
  - \* Use of waterless hand sanitizers and wipes
- \* Develop rotation of staff, and identify a priority list for staff release.
- \* Plan for possible use of the facility by Public Health Officials.

### **All Personnel**

Basic elements required for pandemic influenza preparedness:

Any staff member can be designated to serve as Civil Service Worker

- \* Each employee will be assigned priority for serving as a Civil Service Worker depending on the need.
- \* The platoon system for rotation purposes will be implemented and a general plan made for systematic dismissal of staff.
- \* Students will be dismissed according to standard student release procedures as outlined for any emergency.
- \* "All Call" system will communicate with parents and staff as needed.

For more information:

<http://www.pandemicflu.gov/plan/>

## **Psychological Trauma**

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

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

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

### **Procedure**

1. Contact District supervisors as needed.
2. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.

3. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
4. The Psychological First Aid Team will provide direct intervention services.
5. If there is a need for additional assistance, the School Administrator will notify the Superintendent.
6. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
7. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
8. The Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

### **Suspected Contamination of Food or Water**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses.

#### **Suspected Contamination of Food or Water Procedures**

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
  - \* 911
  - \* Placer County Sheriff 530-886-5375
  - \* Placer County Department of Health Services (916) 784-6000
  - \* District Food Services 916-663-2415
  - \* District Nursing Services - School Steps Inc 916-798-1667
  - \* Local District Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The Planning and Intelligence Team Leader will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via district communications.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **Tactical Responses to Criminal Incidents**

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. The Newcastle School District uses the Catapult Emergency Management System. This software is designed to assist school districts in their planning, response, management of criminal and/or emergency incidents on campus.

### **Unlawful Demonstration or Walkout**

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

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Obtain information on when, why and how many people are expected.
- \* Identify the spokesperson for the group.
- \* Contact local police department for the school's jurisdiction and advise them of the situation.
- \* Notify staff of the planned demonstration.
- \* Develop an information letter to parents.
- \* Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.

- \* Designate a staff member to handle incoming calls during the demonstration.
- \* Establish areas where demonstrators can set up without affecting the operation of the school.
- \* Notify Transportation, Food Service and the District Office of demonstration and any possible impact buses and/or District vehicles may encounter arriving at or departing from the school.

**STAFF ACTION**

- \* Remain with students and provide supervision as needed.

# FIVE ESSENTIAL STEPS FOR FIRST RESPONDERS

**O**verdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.<sup>1</sup>

To address the problem, emergency medical personnel, health care professionals, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.<sup>10</sup>)

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

## STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:<sup>10</sup>

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

## STEP 2: CALL 911 FOR HELP

**AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.** An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

# FIVE ESSENTIAL STEPS FOR FIRST RESPONDERS

## STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate.<sup>11</sup> Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.<sup>12</sup>

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

**DURATION OF EFFECT.** The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms<sup>2</sup> and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.<sup>2</sup>

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.<sup>13</sup>

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

**SAFETY OF NALOXONE.** The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect.<sup>10</sup> When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.<sup>14</sup>

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

# FIVE ESSENTIAL STEPS FOR FIRST RESPONDERS

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols.<sup>4</sup> However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.<sup>4,15,16</sup>

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.<sup>17</sup>

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

## STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.<sup>18,19</sup> Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

## STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.<sup>2,10,13</sup>

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)<sup>2,10</sup>

Because naloxone has a relatively short duration of effect, overdose symptoms may return.<sup>2,10,13</sup> Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

**SIGNS OF OPIOID WITHDRAWAL.** The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated



# FIVE ESSENTIAL STEPS FOR FIRST RESPONDERS

pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

## DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

**NOTE:** All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.





# School Threat Protocol

The mission of this protocol is risk reduction and violence prevention to promote the safety of students and staff on district and school sites.

Adopted December 7, 2023

## **Goal**

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

Three important studies on targeted school violence have been released by the Secret Service's National Threat Assessment Center (NTAC). *Averting Targeted School Violence*, analyzed 67 disrupted plots against K-12 schools between 2006-2018. Key findings of the study included:

1. Targeted school violence is preventable when communities identify warning signs and intervene.
2. Schools should seek to intervene with students before their behavior warrants legal consequences.
3. Students were most often motivated to plan a school attack because of a grievance with classmates.
4. Students are best positioned to identify and report concerning behaviors displayed by their classmates.
5. The role of parents and families in recognizing concerning behavior is critical to prevention.
6. School resource officers play an important role in school violence prevention.
7. Removing a student from school does not eliminate the risk they might pose to themselves or others.
8. Students displaying an interest in violent or hate-filled topics should elicit immediate assessment and intervention.

9. Many school attack plots were associated with certain dates, particularly in the month of April and the anniversaries of other high-profile, mass-casualty attacks.
10. Many of the student plotters had access to weapons, including unimpeded access to firearms. It is important to note that in seven cases, the plotters were able to acquire firearms secured in a locked safe because they were either given access to the safe, were able to access keys to the safe, or pried the safe open.
11. Students who plotted school attacks shared many similarities with students who perpetrated school attacks (including exhibiting behaviors indicating the presence of a mental health issue).

These studies reinforce the importance of developing a School Threat Protocol in a multi-agency, collaborative approach. They highlight the need for ongoing education to the community to help identify warning signs and how critical it is to encourage students to report concerning behaviors. Schools, mental health professionals, and law enforcement agencies must intervene early to support and redirect an individual in need.

### **Need for a Community-Wide Protocol**

These incidents do not occur in isolation. The Safe School Initiative and NTAC findings highlight the community's ability to greatly reduce such tragedies by working collaboratively. This protocol commits Newcastle Elementary School District to a coordinated response to threats of targeted school violence. We are committed to a thorough, practical, and prompt response with the cooperation of law enforcement and county mental health professionals. We will utilize best practices that include continuing education, rehabilitation, and open communication with other entities dedicated to preventing threats of targeted school violence.

## **SCHOOL RESPONSE**

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

### **Prevention Strategies**

1. Designate a district safety coordinator or designee to participate in annual coordination meetings with community stakeholders, including but not limited to Newcastle Elementary School District (NESD), law enforcement representatives, and the County Office of Education.
2. To facilitate access to student information and designated emergency contacts in the event of targeted school violence, utilize the *school emergency contact application (Catapult)*, which consists of **After-hours emergency contacts** for the school district. These contacts should only be used in the event of an emergency when school is not in session.
3. Adopt an anonymous student reporting system and application and implement the following steps:
  - Feature a link to the anonymous reporting site prominently on the school district website's homepage and on the school website's homepage.
  - Promote the use of anonymous reporting applications on an ongoing basis and in communications related to school safety.
4. Establish procedures to document events that could aid a threat assessment team in identifying potential warning signs:
  - Document in the student's discipline record all reports of **suspected warning signs or threats**, and the school's response, including those threats determined to be transient. These incidents may reveal a pattern of escalation.
  - Document in the victim's student record the school's circumstances and response to any reports of bullying, harassment, or intimidation, regardless of the outcome. These incidents may reveal a real or perceived loss or wrong/grievance.

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

### **Mitigation Strategies**

1. Incorporate the following in Acceptable Use of Technology policies and agreements: *“Users of the Newcastle Elementary School District network must be aware that information accessed, created, sent, received, or stored on network or its school sites are the property of the Newcastle Elementary School District. Account users do not have any right to or expectation of privacy regarding such materials. Newcastle*

*Elementary School District reserves the right to monitor all traffic on the Newcastle Elementary School District network."*

2. Incorporate in all school site Comprehensive School Safety Plans active assailant resources.
3. Train all school employees in Options-Based Responses (A.L.I.C.E) to Active Assailant Situations.
4. Conduct the following drills with design input or observation feedback from a law enforcement or safety professional:
  - At least one lockdown drill annually on each school campus.
  - At least one drill annually on each school campus to practice reunification procedures.
  - At least one district drill annually to practice offsite evacuation and reunification procedures.
5. To assist occupants in identifying their exact location in an emergency, label the interior of every room, classroom, bathroom, and common area with the room number or name.

### **Targeted School Violence Response Strategies**

1. Adopt the School Response Protocol from **Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence** that begins on the following page of the recommendations for schools.
2. If during the school threat assessment, it is believed the individual currently poses a danger to themselves or others, consider available external mental health services such as the Student Study Team (SST).
3. In instances where a longer-term assessment of risk is necessary, schools should consider engaging the services of a psychologist who specializes in threat assessment and threat management to serve as an external consultant, particularly under the following circumstances:



- The school site team is uncertain how to proceed with a juvenile who makes or poses a threat and would benefit from expert consultation on the threat assessment and threat management process. Ensure the enlisted professional has experience working with juveniles and understands the juvenile justice system.
- The individual making or posing a threat is an adult or does not attend the school. School site teams are not equipped to assess and manage cases involving adults or non-students.
- When psychiatric records must be accessed to avert a serious threat to health or safety as authorized by 45 CFR 164.512(j)

### **Recovery Strategies**

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

### **Targeted School Violence Protocol**

Establish a School Threat Assessment Team. It is important to remember individuals can pose a threat without verbally articulating one. Oftentimes, these threats come to light through a behavior or series of behaviors observed by others.

While the team composition for this model can be adapted to meet the staffing patterns of each school, school threat assessment teams are typically composed of personnel from each school site who work in the following roles:

- School site administrator
- School psychologist
- School counselor or school social worker

- School resource officer or juvenile service officer

# Five Steps in Student Threat Assessment

## **Step 1: Evaluate the threat.**

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

## **Step 2: Attempt to resolve the threat as transient.**

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

## **Step 3: Respond to a substantive threat.**

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

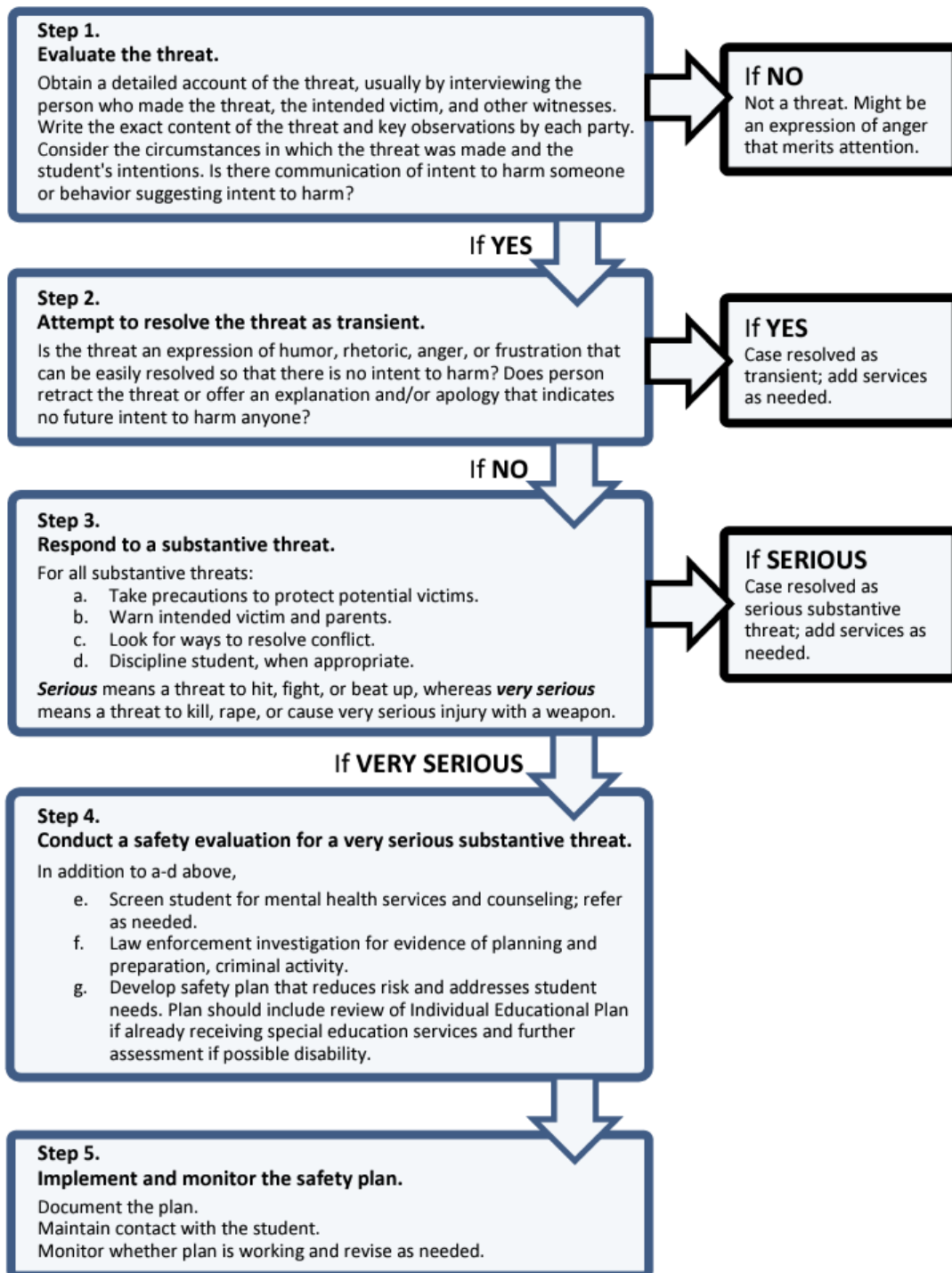
**Step 4: Conduct a safety evaluation for a very serious substantive threat.**

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

**Step 5: Implement and monitor the safety plan.**

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

# School Threat Assessment Decision Tree



## **Threats Posed by Students**

1. If imminent danger is present, the school administrator or a school staff member will call 911 immediately.
2. If the identity of the person posing or making the threat is known, school staff may request a Student Study Team (SST) be dispatched.
3. All threats or concerning behavior will be reported to a school site administrator. In all cases, the school administrator will attempt to get a written account from the student who made or posed a threat and any witnesses.
4. The school administrator will follow the five-step decision-making process described above. ***NOTE: The school administrator will document in the student's discipline record information on all threats made by a student (including transient threats and substantive threats that are serious) and the school's response.***
5. If the school administrator determines that a threat is "very serious" (a substantive threat to cause serious injury or death), the school administrator will activate the school site threat assessment team and brief the team on the facts.
6. As part of the school's investigation, the school administrator will determine if a search of the student's possessions is appropriate. Parental consent and/or notification is not required. Start by asking the student's permission. If the student refuses, the search must be supported by reasonable suspicion that a school rule or law has been violated and that the search will uncover evidence of that violation.
  - Prior to authorizing a search, the school administrator will document the threat and the purpose of the search, making a clear connection between the suspected violation and the scope of the search. More specifically:

- Is there reasonable suspicion that the search will reveal evidence that the student has violated the law or a school rule?
  - Is the extent of the search reasonably related to the suspected infraction? School policies, consent, or exigent circumstances may determine reasonableness.
  - Is the search not “excessively intrusive” in light of the student’s age, sex, and the nature of the infraction?
  - The scope of the search is limited to the evidence sought.
- 7.** The site threat assessment team conducts a comprehensive safety evaluation. The student may be suspended pending the completion of the evaluation. Expulsion may also be recommended. It is important to note that threat assessment is separate and distinct from discipline. Disciplinary consequences for threats are appropriate if the behavior is sufficiently disruptive and/or violates school rules and education code.
  - 8.** The site administrator will summarize the evaluation and threat management plan in a Safety Evaluation Report.
  - 9.** The site administrator will act as case coordinator for all students with a threat management plan. The site administrator will convene the site threat assessment team monthly to review student progress and modify threat management plans as needed. Modifications will be documented as addendums to the Safety Evaluation Report.
  - 10.** The site administrator will convene the school site threat assessment team whenever he/she suspects the threat management plan is inadequate to ensure safety.
  - 11.** If the student moves to a new school, the site administrator will contact the school administrator at the new school to review the Safety Evaluation Report and to share updates on the student’s threat management plan. When possible, this contact will take place before the student enrolls in the new school. The school administrator will

provide a copy of the Safety Evaluation Report and Mental Health Assessment Report as a part of this contact.

### **Threats Posed by Adults or Unidentified Parties**

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

### **Characterizing Threats in Public Communications**

Schools will avoid characterizing articulated threats as "lacking credibility." In communications designed to reassure, schools should emphasize their partnership with law enforcement and the determination that students are safe to attend school. For example:

*"We take every threat seriously and work closely with our law enforcement partners to ensure that our schools are safe for students. We have been in close contact with the [name of law enforcement agency] throughout the course of this investigation and have been assured that it is safe to operate our schools and that our students are not in danger."*

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

### **Communicating with Victims**



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

### **School Threat Assessment Team (Stat)**

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

# Investigative Questions

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

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

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

The following is a list of possible questions an investigator might ask in order to obtain relevant background information that can help to assess a person:

## **Victim Questions:**

- Who is the intended or actual victim(s)?
- Is the victim seen as an individual or representing the group the subject hates?
- Do you feel you were targeted as an individual, a group, or something you identify/associate with?
- What is their relationship to the suspect?
- How would you characterize the relationship (friends, acquaintances, classmates)?
- How long have you known the suspect?

- How well do you know them?
- What possible grievance might the suspect have with the victim?
- Any prior incidents/cases between the two parties?
- Was a weapon involved or mentioned in the threat?
- Were there direct threats made to the victim?
- Were the threats of death or violence inferred?
- How were the threats communicated? (In Person, Phone, E-Mail, Letter, Etc.)
- If communicated through a third party, is the suspect aware of the relationship between the third party and the victim?
- Is the victim involved in something controversial?
- Does the victim have a history as a suspect?

#### **School Administrative Questions:**

- How are their grades? Attendance?
- What is their school/class schedule?
- Is this student a recent transfer?
- What is their discipline history?
- Do you have a copy of the cumulative file?
- Does the student have an IEP or 501 (c) plan? (which may trigger the need to establish PC 26)
- Any other service providers that assist with this student?
- Are there administrators/teachers with a background on this student?
- Does the student follow school rules? Are they respectful to staff?
- Are there any school disciplinary issues regarding the offending student as the aggressor?
- Are there any school disciplinary issues regarding the offending student as the subject of bullying or physical violence?
- How truthful have you found them to be during prior encounters?
- Do they demonstrate remorse or empathy appropriately? How?
- Do they seem to know the difference between right and wrong? How?  
(Ensure PC 26 is completed for any juvenile under the age of 14. Due to

WIC 625.6, which changed the Miranda rights for all individuals under the age of 18, do not establish PC 26 with a juvenile if they are in custody and subject to interrogation. Establish PC 26 through a parent, guardian, or school employee with sufficient knowledge of the juvenile)

- Have you searched anyone? What did you find?
- Do you have any witness statements?
- Do you have any evidence?
- Does the student have any aberrant behaviors, interests, or hobbies?
- Do you have any social media names, passwords, or accounts for the student?

### **Criminal History Questions:**

- Is the suspect known or believed to be a user of alcohol?
- Is the suspect known or believed to be a user of narcotics/drugs?
- Does the suspect have a history of violent crimes?
  - Violence at Home
  - Violence at School
  - Violence at Work
  - Violence Directed at Public Figures
  - Hostile/aggressive opinions or commentary expressed on social media
- Does the suspect have a history of aggressive, explosive, or assaultive behavior?
- Does the suspect have a history of problems with authority figures?
- Does the suspect have a history of targeted violence? (Harassing, Menacing, Protective Orders, Stalking)
- Does the suspect have a history of trauma?
- Have you checked with CPS for prior history?
- Any known fixations?
- Would you describe the subject as lonely or isolated?
- Does the suspect have a history of violating protective/restraining order?

### **Mental Health Questions:**

- Is there a history of mental health problems?
- Any history of suicidal or homicidal ideations?
- Any history of cutting, self-harm?
- Any prior suicide attempts? Documented?
- Are they currently under a doctor's care?
- Are they currently receiving mental health services?
  - If so, have you asked for the provider names and contact information?
- Who was their most recent doctor when they were under care?
- Are they taking any prescription medication(s)? If so, what?
- Are they taking any other medications? If so, what medication(s)?
- Are they medication compliant?
- Is there any history of animal abuse?
- Is there any history of fire starting?
- Any history of psychiatric hospitalizations?
- Any family history of mental health issues or hospitalizations?

**Fraternal Orders / Affiliations:**

- Do they belong to any organizations?
- Do they frequent websites with any violent extremists?
- Any symbols on property (notebooks, backpacks, room, etc.) of known hate groups?
- Any family members belong to such organizations?
- Is there evidence of affiliation with groups known to be connected to violence?
- Is there any indication of connection to "fringe" groups?
- Is there any observable interest in "fringe" groups or organizations?
- Are they a documented street gang member or associate?

**Weapons Questions:**

- Do they own any firearms? If so, what?
- Do they have access to firearms? (Who, where?)
  - If firearms in the home, how are they secured (eyes on check as well as running all occupants of home including adult siblings for guns registered to them. Note significant county increase in "ghost guns")
- Is hunting / shooting-sports-enthusiast a hobby of the family?
- Is there evidence of stockpiling or preparation?
- Is there any evidence of weapons modification?
- Have they ever experimented with explosives? To what extent?
- Is there any evidence they are making explosives?
- Do they possess any non-firearm weapons? (Type, number, collections, etc.)
- Do they have a history of carrying weapons?
- Do they have a fascination with weapons and killing?
- Do they have a fascination with the military? Which branch, why?
- Is there any on-line evidence of searches for weapons, manufacturing, and use?
- Is there any indication of use of weapons to train for killing or harming?
- Have they fired a gun before (been to gun range, practiced with parent/relative)?

**Relationship / Employment / Life Circumstances:**

- Are they currently in a relationship? With whom?
- How has their relationship been? Any issues or concerns?
- Have they suffered any recent breakups?
- How is family life? Are mother and father present? If not, who cares for subject?
- Any recent stressors? (relationship / peer, financial, divorces, death, illness, legal issues for family members, etc.)
- Where do they live?
- Does suspect have any social support?

- What social groups or networks do they have?
  - How do these help them, or harm them?
- Have there been any changes in life routine?
- Have they been in any kind of significant accident? Any head injury?
- Has there been any recent type of loss? (Status, Friendship, Job, Family Member)
- Has there been any significant failure? (Job, School)
- Has there been any significant rejection? (Relationships)
- Do they have any grievances or resentment you are aware of? (Economic, Family, Government, School, Person)

**Suspect Questions:**

- Tell me what happened?
- Did you make the threats?
- Why would someone think you did?
  - Do you have a problem with that person? What / Why?
- If you made the threats, can you tell me why?
- What did you think would happen when you made the comments?
  - What did you intend to happen?
  - How does that make you feel?
  - Did you think that would cause fear in the person who heard it?
  - If no, why not?
  - What would / could you do differently?
  - Would you be willing to write an apology letter?
  - If someone said that to you, how would you feel?
- Did you do anything or say anything that might have been misperceived?
- What would it take to forgive the person you are angry with?
- What are you grateful for?
- Do you have anyone in your life that you trust?
- Do you have a support system?

# School Threat Assessment Team (STAT) Sheet

Student Name: \_\_\_\_\_

Co-participants/suspects: \_\_\_\_\_

Victim's Name: \_\_\_\_\_

Suspect's relationship to victim(s):

\_\_\_\_ parents

\_\_\_\_ Unknown person

\_\_\_\_ dating relationship

\_\_\_\_ former dating relationship

\_\_\_\_ friend

\_\_\_\_ acquaintance

\_\_\_\_ school official

\_\_\_\_ relative

\_\_\_\_ teacher

\_\_\_\_ classmate

\_\_\_\_ other

**INCIDENT:** (Do not leave blank. Write either NA, None, or Unk).

Date of Incident:

Location of Incident:

How reported:

**1. FACTS OF THE INCIDENT:**

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**2. VEILED / SPECIFIC THREATS OF VIOLENCE:**

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**3. HOW THE THREAT WAS CONVEYED:**

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4. WAS VICTIM IN SUSTAINED FEAR:

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5. WHO WAS AWARE OR SAW / HEARD THE THREATS:

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6. ACTS OF VIOLENCE AGAINST VICTIM:

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7. FITS OF RAGE, DISPLAYS OF ANGER, EMOTIONAL OUTBURSTS BY SUSPECT:

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8. HISTORY OF VIOLENCE:

\_\_\_\_\_ Documented history (criminal history – see at

\_\_\_\_\_ Undocumented history

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9. ANNOYING / THREATENING TELEPHONE CALLS:

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10. PRIOR SCHOOL ATTENDED:

Name:

Date attended:

Address:

Name:

Date attended:

Address:

**12. SCHOOL DISCIPLINARY HISTORY:**

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Records Attached:

YES

NO

**13. CURRENTLY SUSPENDED OR EXPELLED DUE TO THREATENING CONDUCT:**

YES

NO

**14. SCHOOL SAFETY PLAN IN PLACE:**

YES

NO

UNKNOWN

**15. UNSOLICITED AND/OR THREATENING CORRESPONDENCE:**     YES             NO

**16. PROTECTIVE ORDER:**             YES             NO            DESCRIBE VIOLATIONS:

**17. SUBSTANCE ABUSE PROBLEMS:**     YES             NO

**18. ACTS OF VANDALISM:**             YES             NO

**19. FASCINATION WITH WEAPONS (guns, knives, photos, blogs):**     YES             NO

**20. FIREARMS – ACCESS TO WEAPONS- TRIPS TO GUN RANGE**     YES             NO

**21. THREATS OF SUICIDE OR MURDER / SUICIDE:**     YES             NO

**22. PRIOR 5150 HOLDS / DIAGNOSIS / MEDICATIONS:**     YES             NO

**23.** DESCRIBE KNOWN GRIEVANCES AGAINST TARGETED VICTIM OR LOCATION:

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**24.** DESCRIBE RECENT TRIGGERING EVENTS (illness, death, break up, bullying):

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**25.** ANY KNOWN PLANS / STEPS MADE TO CARRY OUT THREAT (articulated plan, giving away possessions, acquiring items to carry out threat):

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**26.** CHANGE IN BEHAVIOR AT SCHOOL:

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**27.** CHANGE IN ATTENDANCE AT SCHOOL:

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**28.** ARE PARENTS COOPERATIVE:

YES

NO

**29.** OTHER INFORMATION:

# Confidentiality, Safety, & Mental Health Laws

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

**SCHOOLS:** FERPA – An Educational Agency or Institution can disclose personally identifiable information from education records germane to health and safety emergencies. *Family Educational Rights and Privacy Act (FERPA) & Safety* **34 CFR PART 99** – FAMILY EDUCATIONAL RIGHTS AND PRIVACY

**Subpart D**—May an Educational Agency or Institution Disclose Personally Identifiable Information From Education Records?

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

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

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

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

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

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

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