



Comprehensive School Safety Plan

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A meeting for public input was held on

Plan approved by the Placer Academy Schools Board of Directors
on

Plan approved by the Rocklin Unified School District Board of Trustees
on

This document is available for public inspection during regular business hours at
Placer Academy Charter and online at www.placeracademy.org.

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1. Safety Planning Committee

Placer Academy Charter Comprehensive School Safety Plan - Signature Page 2018

The undersigned members of the Harvest Ridge Placer Academy Safety Planning Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

| | |
|--|---------------|
| _____ Jill Godtland, Executive Director | _____ Date |
| _____ Sheri Baldrige, School Secretary | _____ Date |
| _____ Mike Hilmen, Board of Directors | _____ Date |
| _____ Daina Visek, Teacher | _____ Date |
| _____ Jeanne Blake, Teacher | _____ Date |
| _____ Brooke Kimbrough, Parent | _____ Date |

2. Law Enforcement Contact

Officer Wendy Smith of the Rocklin Police Department served as a member of the School Safety Committee to represent local law enforcement in the development of the Comprehensive School Safety Plan.

3a. Assessment of Current Status of School Crime On and Off Campus

Crime Reporting (EC 32282.(a))

Incidents of crime are dealt with efficiently. The Placer County Sheriff Department or the Rocklin Police Department is contacted as necessary.

There were 2 incidents of reported crime these past 5 months for PAC – Upper Academy Campus (January 2018 – May 2018) and 2 incidents of reported crime these past 5 months for PAC – Main Campus (January 2018 – May 2018).

3b. Strategies and Programs Providing/Maintaining School Safety

Social Environment: People and Programs

Goal: To ensure students physical and emotional safety by maintaining a positive school culture. Areas addressed within this goal are:

- Nurturing socio-emotional growth
- Prevention through education and awareness
- Efficient communication
- Maintaining a network of support
- Providing consistent and fair discipline

Areas of Success and Desired Change:

PAC takes pride in offering students and parents a safe and positive environment for learning and playing. Our teachers and staff are supportive and recognize the need to have a positive and effective way to deal with discipline as it relates to drug education, Internet safety, harassment, and bullying. We are committed to developing a safe school environment for all students. We wish to increase awareness of all staff and community members to encourage positive choices and discourage harassment and bullying.

In order to continue nurturing socio-emotional growth for our students, PAC has will continue the culture of Growth Mindset on our campus this year. When students believe they can get smarter, they understand that effort makes them stronger.

Students will be provided opportunities to strengthen their growth mindset throughout the school year.

The teachers and administration continue to make increased communication a priority. PAC implements the use of electronic weekly school updates, email distribution lists by class and for the entire school through Google Apps for Education, use of the Learning Management System, Schoology, improved teacher websites in the lower grades, and weekly/monthly teacher updates. We continue to work to provide a more informative and user-friendly school website to help keep PAC families updated and informed.

The school site works with the Rocklin Police Department to handle the emergent and preventative needs of the school.

Successes of HRP in 2017/18:

- Key staff were trained on Aeries, the student information system used by the school & District
- Continued the character program "Be Heroic"
- Student incentives provided for character education program
- Provided Teaching Pro-Social Skills program for identified students through Lighthouse Counseling
- Provided social skills curriculum in 4th grade
- Provided ongoing health lessons to students in grades k-8
- Refined discipline procedures with referrals to provide clear communication for students and parents
- Training for staff regarding bullying and playground safety
- Established monthly professional development with emphasis on growth mindset
- Trained majority of staff and aides on Non-Violent Crisis Intervention practices
- Implemented Remind 101 for parent updates and emergency communication
- Provided tuberculosis clearance for parents as per Ed Code to facilitate parent involvement on campus
- Continued weekly family update
- Obtained new janitorial services

Ongoing Objectives:

- Effectively continue to utilize Schoology in grades 6-8 and provide additional training
- Monthly "Be HEROIC" Assemblies and character program revised and refined
- Monthly drills for fire, earthquake, evacuation, and lockdown conducted
- Continued weekly communication through regular emails and updates to the website
- Review and revise Student/Parent Handbook annually.
- Educate students, staff, and parents on topics of bullying and harassment (definitions, trends, and consequences) and Internet Safety.
- Provide character education assemblies for all students.

- Continue to develop/support student mentoring and buddies between grade levels.
- Make CPR and First Aid training available for staff every other year.
- Continue to require parent sign-in and volunteer badges before proceeding to classrooms.
- Maintain timely and accurate discipline data in Aeries and in office.
- Continue to offer a parent fingerprint/tuberculosis clearance night annually in fall and offer timely and specific feedback on status.
- Update master parent cleared list regularly to include fingerprints, TB, and parent drivers. Provide to teachers to ensure all volunteers are cleared.
- Use Health Teacher website for lessons and resources to address social/emotional growth and support for students.

Persons Responsible: Executive Director, teachers, custodial, and classified staff

Timeline: August 1, 2018 to December 31, 2018

Physical Environment (Facility)

Goal: Maintain classrooms, grounds, and school facilities safe, clean, inviting, and comfortable places to meet and learn.

Areas of Success and Desired Change:

It is our desire to maintain safe, clean, and inviting campuses for all. We do recognize that cleanliness as an integral part of the emotional and physical health of our students and staff. It is also our desire to increase student pride and ownership in the campus.

We are committed to improving the physical surroundings and safety of both campuses for all who use them.

Our teachers and staff are supportive and recognize the need to have an effective communication plan in the event of an emergency. They are committed to providing a safe environment that includes developing a safe and easily understood emergency procedure plan. We wish to increase the awareness of all staff and community members to know exactly what to do in an emergency situation. We have diligently met with emergency personnel to improve our procedures and have conducted regular emergency evacuation drills. The school recognizes the need to communicate regularly regarding secondary evacuation sites and emergency procedures for parents regarding early release and lock down.

Work Completed Main Campus:

- Updated emergency binders and backpacks for each classroom and office to

- be removed with teacher during an emergency
- Increased aide support and time to improve supervision/safety at lunch
- Completed successful drills within the allotted time period
- Scheduled all emergency drills for school year
- Completed weed abatement around the perimeter of the fence and back classrooms
- Made repairs to classrooms and common areas as needed
- Inspected, updated, repaired, and maintained HVAC unit
- Provided reading area for playground
- Installed window coverings for lockdown purposes on classroom doors
- Installed new turf on the playground
- Provided new carpet throughout the entire building
- Created 2 special services rooms for students

Work Completed Upper Academy Campus:

- Updated emergency binders and backpacks for each classroom and office to be removed with teacher during an emergency
- Increased aide support and time to improve supervision/safety at lunch
- Completed successful drills within the allotted time period
- Scheduled all emergency drills for school year
- Installed playground fence
- New paint added to all classrooms
- Made repairs to classrooms and common areas as needed
- Inspected, updated, repaired, and maintained HVAC unit
- Provided reading area for playground
- Provided window tinting to all classrooms
- Provided new carpet throughout the entire building
- Installed new emergency release locks on all doors

Ongoing Objectives:

- Conduct ongoing maintenance as needed to ensure a safe, effective, and attractive facility
- Design efficient and safe storage of supplies and equipment
- Increase student effort and accountability to maintain a clean and safe campus
- Review emergency procedures with staff and practice evacuation drills with students present (fire, earthquake, hazardous materials, lockdown, etc.)
- On a regular basis, provide an inspection by Executive Director or designee of facility, playgrounds, and equipment
- Regularly update classroom/facility emergency clipboards with room #, current rosters, color cards, emergency phone numbers, and duty flow chart
- Work with parent and community volunteers to improve campus appearance on a regular basis
- Identify and lease a new facility to accommodate growth of school program
- Create “calm” spaces on the playground

Persons Responsible: Executive Director, teachers, custodial, classified staff, and parent volunteers.

Timeline: August 1 to December 31, 2018

4. Safety Planning Committee: Review of Procedures for Complying with School Safety Laws

The Safety Planning Committee has reviewed strategies and programs providing and maintaining school safety at Placer Academy Charter. See above (3b).

5. COMPREHENSIVE SCHOOL SAFETY PLAN

5a: Child Abuse Reporting Procedures

Child Abuse Reporting

32282. (2) (A) Child abuse reporting procedures consistent with Article 2.5(commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

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 49001)

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; teacher's 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 nurse or health care provider; 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. (Penal Code 11166)

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)

Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Executive Director as soon as possible after the initial telephone report to the appropriate agency. When so notified, the

Executive Director shall inform the Superintendent or designee. The Executive Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the Executive Director. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the Executive Director or Superintendent or designee without his/her signature or name.

He/she may provide or mail a copy of the written report to the Executive Director or Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

For Mandated Reporters

- If you are a mandated reporter you must call 916-872-6549 or Toll Free at 866-293-1940 to initiate your report.
- Additionally, you must also send a written report within 36 hours of the telephone report.
- The written report must be on the State of California's "Suspected Child Abuse Report" form found at: http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf (this form may only be printed and manually filled out) or at: http://www.ag.ca.gov/childabuse/pdf/8572_instruct.pdf.
- Submit the Suspected Child Abuse Report in one of the following ways.
 - Mail: Family and Children's Services 1000 Sunset Blvd. Ste. 140, Rocklin, CA 95765
 - Fax: 916-787-8915
 - Email: pc_scar@placer.ca.gov (see specific directions below)

To electronically fill out and email form

- Open form: SCAR Suspected Child Abuse Report.doc ; save to your hard drive, complete form and save.
- To submit completed form, Email to: pc_scar@placer.ca.gov, attach and send form.
- Should you choose to send your report via e-mail, to address confidentiality you must include the following language in your e-mail.
 - CONFIDENTIALITY NOTICE: This communication contains legally privileged and confidential information sent solely for the use of the intended recipient. If you are not the intended recipient of this communication,

you are not authorized to use it in any manner, except to immediately destroy it and notify the sender.

- Please call 916-872-6549 or Toll Free at 866-293-1940 if you have any questions regarding the reporting of child abuse.
- Intake Staff are available 24 hours a day to speak with you.
(<http://www.placer.ca.gov/departments/hhs/children/child-protective-services>)

Training

Training of mandated reporters shall include child abuse and neglect identification mandated reporting. (Penal Code 11165.7) Policies are reviewed at the beginning of each school year.

Victim Interviews

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Executive Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to 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 Executive Director 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)

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, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

The Superintendent or designee shall also notify all employees that:

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

Placer Academy Charter staff utilize an online training program to train staff on the laws, policies, and procedures required of school employees as mandated reporters. School administrators are also available to assist staff in the process of making a report of Suspected Child Abuse or Neglect. (BP 5141.4 Child Abuse Reporting)

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

| | | | | | | | | | | |
|--|--|---|---|--|---|-----------------------------------|---|-----------------------|-----|-----------|
| A. REPORTING PARTY | NAME OF MANDATED REPORTER | | TITLE | | MANDATED REPORTER CATEGORY | | | | | |
| | REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS | | | Street | City | Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO | | | |
| | REPORTER'S TELEPHONE (DAYTIME) () | | SIGNATURE | | TODAY'S DATE | | | | | |
| B. REPORT NOTIFICATION | <input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION | | AGENCY | | | | | | | |
| | <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services) | | | | | | | | | |
| | ADDRESS | | | Street | City | Zip | DATE/TIME OF PHONE CALL | | | |
| OFFICIAL CONTACTED - TITLE | | | | | TELEPHONE () | | | | | |
| C. VICTIM <small>One report per victim</small> | NAME (LAST, FIRST, MIDDLE) | | | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY | | | | |
| | ADDRESS | | | Street | City | Zip | TELEPHONE () | | | |
| | PRESENT LOCATION OF VICTIM | | | SCHOOL | CLASS | GRADE | | | | |
| | <input type="checkbox"/> YES <input type="checkbox"/> NO | PHYSICALLY DISABLED? | <input type="checkbox"/> YES <input type="checkbox"/> NO | DEVELOPMENTALLY DISABLED? | OTHER DISABILITY (SPECIFY) | | | | | |
| | IN FOSTER CARE? | | | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: | | | PRIMARY LANGUAGE SPOKEN IN HOME | | | |
| | <input type="checkbox"/> YES <input type="checkbox"/> NO | <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND | <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLIGENCE | | | TYPE OF ABUSE (CHECK ONE OR MORE) | | | | |
| <input type="checkbox"/> NO | <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME | | <input type="checkbox"/> OTHER (SPECIFY) | | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK | | | | | |
| RELATIONSHIP TO SUSPECT | | | PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO | | | | | | | |
| D. INVOLVED PARTIES | <small>VICTIMS/SIBLINGS</small> | | | | | | | | | |
| | 1. NAME | | BIRTHDATE | SEX | ETHNICITY | NAME | | BIRTHDATE | SEX | ETHNICITY |
| | 2. _____ | | 3. _____ | | 4. _____ | | | | | |
| | NAME (LAST, FIRST, MIDDLE) | | | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY | | | | |
| | ADDRESS | | | Street | City | Zip | HOME PHONE () | BUSINESS PHONE () | | |
| | NAME (LAST, FIRST, MIDDLE) | | | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY | | | | |
| | ADDRESS | | | Street | City | Zip | HOME PHONE () | BUSINESS PHONE () | | |
| | SUSPECT'S NAME (LAST, FIRST, MIDDLE) | | | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY | | | | |
| | ADDRESS | | | Street | City | Zip | TELEPHONE () | | | |
| | OTHER RELEVANT INFORMATION | | | | | | | | | |
| E. INCIDENT INFORMATION | IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____ | | | | | | | | | |
| | DATE / TIME OF INCIDENT | | | | PLACE OF INCIDENT | | | | | |
| | NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect) | | | | | | | | | |

DEFINITIONS AND INSTRUCTIONS ON REVERSE

SS 8572 (Rev. 12/02)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

| | | | | | |
|-------------------|--------------------|--------------|---------------------|-------------------|---------------------------|
| 1 Alaskan Native | 6 Caribbean | 11 Guamanian | 16 Korean | 22 Polynesian | 27 White-Armenian |
| 2 American Indian | 7 Central American | 12 Hawaiian | 17 Laotian | 23 Samoan | 28 White-Central American |
| 3 Asian Indian | 8 Chinese | 13 Hispanic | 18 Mexican | 24 South American | 29 White-European |
| 4 Black | 9 Ethiopian | 14 Hmong | 19 Other Asian | 25 Vietnamese | 30 White-Middle Eastern |
| 5 Cambodian | 10 Filipino | 15 Japanese | 21 Other Pac Islndr | 26 White | 31 White-Romanian |

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

5b: Disaster Procedures, Routine and Emergency
(Including Adaptation for Pupils with Disabilities)

PAC Disaster Plan

Rocklin Unified School District – Administrative Regulation 4112.3

All public employees are disaster service workers. As such, before beginning employment with the District, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies that result in conditions of disaster or extreme peril to life, property and resources, all District employees are subject to disaster service activities as assigned to them by their supervisors or by law. (Government Code 3100-3102)

Government Code – 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law. (Amended by Stats. 1971, Ch. 38.)

FOR IMMEDIATE HELP ON LIFE AND DEATH SITUATIONS, CALL 911

THE FOLLOWING NUMBERS ARE CRITICAL TO THE SAFETY OF YOUR STUDENTS AND EMPLOYEES:

| | | |
|--|-----------------------|--|
| Executive Director | Jill Godtland | 916-259-1688 work 952-451-2518 cell |
| School Secretary | Sheri Baldrige | 916-259-1688 work 408-561-6423 cell |
| Board of Directors, President | Mike Hilmen | 916-320-1086 cell |
| Superintendent | Roger Stock | 916-624-2428 |
| Rocklin Unified District Office | | 916-624-2428 |
| Facility Maintenance | BJ Harlan | 916-996-1471 |

Rocklin Police Department (916) 625-5400

Rocklin Fire Department (916) 625-5300

ONLY THE EXECUTIVE DIRECTOR OR HIS/HER DESIGNEE HAS THE AUTHORITY TO CLOSE A SCHOOL IN AN EMERGENCY SITUATION.

GENERAL EMERGENCY GUIDELINES

Placer Academy Charter has established guidelines to ensure the care, welfare, safety and security of all staff and students during an emergency. Staff will be assigned specific duties to ensure that all students and visitors follow these guidelines, and are expected to follow the direction of those who have been placed in charge of specific functions relating to the emergency. Staff are expected to follow the directions of uniformed responders (law enforcement, fire, etc.) at all times.

IN CASE OF AN EMERGENCY

Start-Up Actions:

- Assess type and scope of emergency
- Notify appropriate outside agencies as appropriate
- Determine threat to human life and structures
- Implement appropriate desired action from staff
- Obtain equipment and supplies as necessary
- Direct or assist rescue operations, as required

Operational Duties:

- Continue to monitor and assess total situation
- Check with staff for periodic updates
- Reassign staff as needed
- Remind school site/staff volunteers to refer all questions from media, students, parents or general public to the administrator or designee
- Ensure announcements and other information are translated into other languages as needed
- Consider areas with additional security/safety needs
- Plan regular breaks for all staff and volunteers. Take care of caregivers
- Release staff/volunteers as appropriate
- Remain on site and in charge until relieved or incident concludes
- Compose an announcement to go out to all families relating to the emergency using Remind 101
- Disburse supplies and equipment as needed
- Conserve usable water supply if needed
- Secure unsafe areas
- Keep a continuous written record of crisis with timelines
- Locate student and/or staff emergency cards and records and documents
- Provide for the safety of all essential records and documents
- Attend telephone, monitor radio emergency frequency broadcasts
- Control main shutoff valves for gas, water, and electricity and determine if hazards have resulted from broken or downed utility lines
- Disburse first aid supplies throughout site as appropriate
- Administer first aid
- Supervise administration of first aid by those who are trained
- Arrange first aid and medical supplies
- Keep a written record of who received treatment, the type of injury and the severity of the injury

Closing Down the Emergency Event:

- Authorize culmination of emergency response activities/staff as appropriate
- Ensure that any open actions not yet completed will be taken care of after culmination
- Ensure the return of all equipment and reusable supplies
- Ensure that all reports and other relevant documents are completed
- Send a final update to all staff

SCHOOL CRITICAL INCIDENT RECOVERY

- 1) The following steps will be used to close out an incident.
 - a. Appoint a responsible close out **OIC - Use ICS**
 - b. Closing of outer perimeter to inner as security device-Maintain Scene Integrity - Log all who enter and leave.
 - c. Photos/Video of school scene prior
 - d. Everyone check out (sign in/out rosters) - Thru staging area
 - e. Follow-up person for neighborhood briefing and thank you
 - f. Team for estimation of damages-call out of Risk Management Staff
 - g. Damage forms-for District liability
 - h. 1st Report of Injury forms
 - i. Workers Comp Forms
 - j. Clean up of all areas used
 - k. Designate or confirm who writes the After Incident Report- Admin OIC
- 2) Arrange for Post Traumatic Stress Debriefings – Students and Staff
- 3) Announce Date, Time, and Location for After Action Critique

COMMUNICATING OUR PLAN

- Staff will review all emergency procedures and classroom and/or office evacuation plans at the beginning of each year, and after any updates to the plan are made.
- Updated emergency procedures and evacuation maps will be posted in each classroom or building.
- Parents will receive information regarding parent pick up procedures and communication in the event of a crisis or evacuation.
- During an emergency~
 - o Staff will be made aware of the crisis immediately through the “all call” system from the school office
 - o 911 will be contacted and made aware of crisis by staff
 - o District will be contacted and made aware of crisis by office staff
 - o Media will be contacted by District Office staff
 - o Parents will be communicated to via phone calls/Remind 101 (if possible), email, news releases, and media reports
 - o Incident Command System (ICS) will be initiated when crisis takes place

EMERGENCY DATA BACK-UP PLAN

Data that is critical to Placer Academy Charter and its classrooms may be lost in the event of a disaster. The Executive Director/Registrar/Secretary are responsible for ensuring student, employee, financial, and other relevant Placer Academy Charter data will be backed-up for retrieval purposes in the event of an emergency.

The Superintendent shall be trained in disaster relief procedures so as to be prepared to execute the appropriate Emergency Plan, including the disbursement of any disaster relief monies, should an emergency occur which requires that the school be used as an Emergency Shelter.

MEDIA RELEASE POLICY

The public has the right and need to know important information related to emergencies at the school site as soon as it is available for release. The Executive Director or designee acts as the official spokesperson for Placer Academy Charter in any emergency situation. If the situation includes community responders they will work jointly with the designated staff as the official spokesperson for the incident. News media can play a key role in assisting the school by releasing emergency/disaster related information to the staff, general public and parents. Information released must be consistent, accurate, and timely. The school will consult with legal counsel if appropriate before releasing any information.

CRISIS RESPONSE CABINET

The school's crisis response cabinet is located in the school office cabinets at PAC and is clearly marked.

| Front Office Emergency Cabinet | |
|---|--|
| <ul style="list-style-type: none">● Medical Trauma Kit● First Aid Kit● CPR Mask Infant/Adult● Emergency Vests● Megaphone● Radio● Diabetic Glucose Tubes-4● Extra Batteries (D,AA)● Emergency Water● Emergency Snacks● Flashlights● Towels● Aerial photo of school and grounds● Student attendance rosters with | <ul style="list-style-type: none">● List of students with special medical needs● Copy of school safety plan and emergency flip book● Staff directory● Community resources directory● Copies of student emergency cards● Building system information (turning off fire alarm, water, sprinklers, gas, electricity)● Sample letter statements for use in notifying faculty, students and parents about crisis● Student sign out sheet |

| | |
|--|--|
| <ul style="list-style-type: none"> contact info ● Markers, pens, legal pad ● Photos of students and staff | |
|--|--|

CAMPUS LOCKDOWN KITS

Lockdown kits are located in each classroom, and contain items to be used for a 24-48 hour period.

| Emergency Lockdown Classroom Kit Red Plastic Bucket | Additional Classroom Lockdown Kit Items Storage Tote |
|---|--|
| <ul style="list-style-type: none"> ● 30-3600 Calorie Food Bars ● 30-4.225 oz. Water Pouches ● 3-Emergency Blankets ● 50-Moist Towelettes ● 1-Roll Toilet Paper ● 2-Tissue Packs ● 1-Pump LED Light ● 1-AM/FM Radio with Batteries ● 1-Duct Tape 10 yd. ● 2-12 Hour Light Sticks ● 1-Plastic Whistle ● 2-Pair Vinyl Gloves ● 12-Sanitation/Toilet Bags ● 2-Toilet Chemical Pouches ● 1-Snap-on Toilet Seat with Lid ● 1-5'x7' Tarp | <ul style="list-style-type: none"> ● 1-AM/FM Radio with batteries and AC/DC plug ● 1-Box 40 zip-lock bags gallon size ● 1-Classroom First Aid Kit ● 1-Mini Red Backpack with band-aids ● 1-Adult/Infant CPR Mask with latex gloves ● Towels ● Nutrition Bars ● Glucose Tubes ● Batteries for Radio ● Emergency Water |

EVACUATION PLAN

Placer Academy Charter has established a primary and secondary evacuation area, with a pre-planned system of site evacuation and transportation.

- Students will not be released to individuals other than parents without prior permission.
- Written release records will be kept to ensure every student release is documented, and the Principal or designee will be responsible for accounting for all students after the event.
- Once the event has been resolved, phones will continue to be staffed to answer any calls from parents who may have heard of the event and are calling in late or to locate their children.

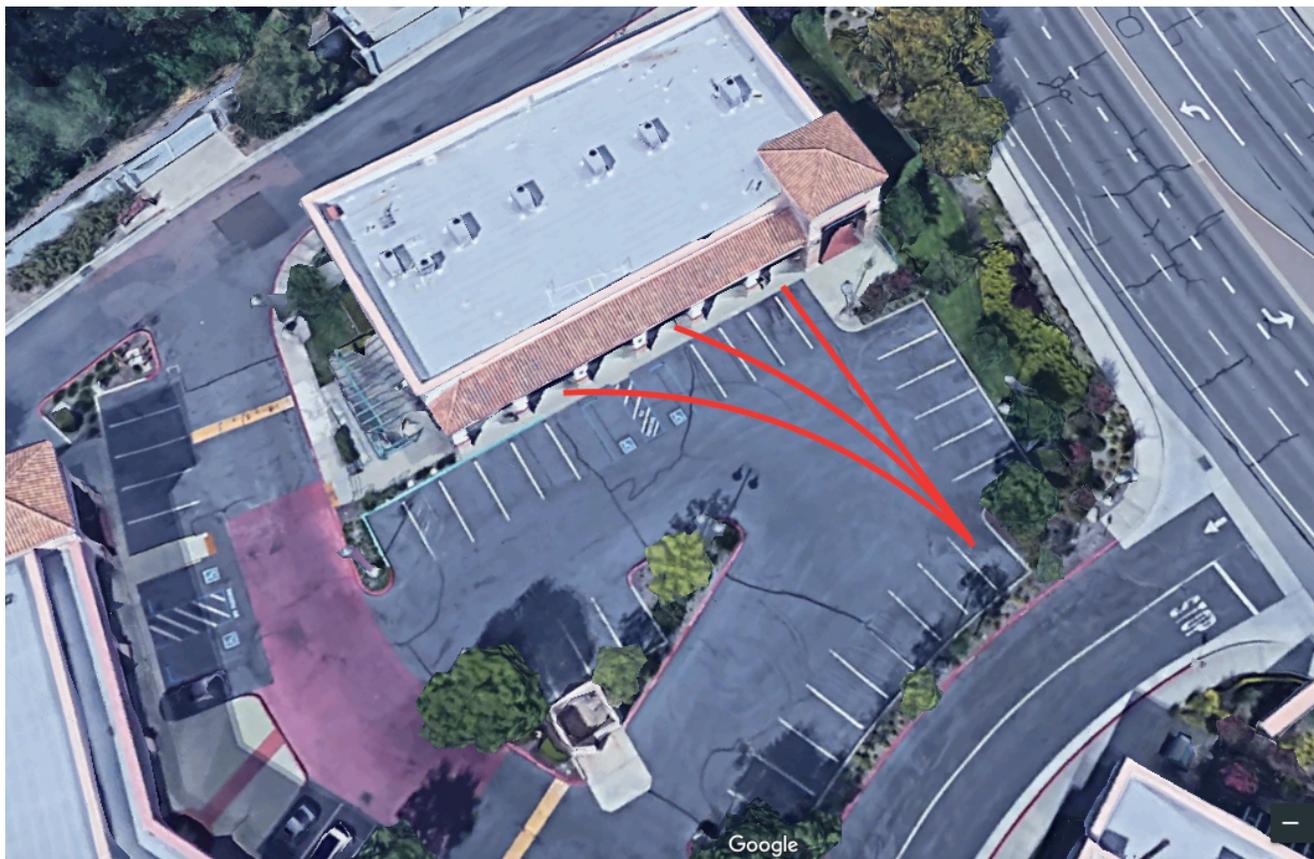
Placer Academy – Primary Academy Campus Evacuation Procedures



Red arrows indicate three exit doors in building.
Yellow rectangles indicate staging areas for each exit.
Teachers with their classes exit as follows:

- Art (Rm 14), Fratessa (Rm 15), Allan (Rm 2), Emerson (Rm 3), SPED (Rm 1), and Staff Room go out the side door on the street side of the building.
- Baker (Rm 5), Visek (Rm 4), Stokes (Rm 6), and Green (Rm 7) go out the front door.
- DeJersey (Rm 8), Fletcher (Rm 9), Brumfield (Rm 12), Williams (Rm 11), Spanish (Rm 13) and Alva (Rm 10) go out the back door leading to the playground.

Placer Academy – Upper Academy Campus Evacuation Procedures



Red lines indicate three exit doors in building. Teachers will exit with their classes and remain in the parking stall area until further instructions are given.

Teachers are to:

- Move students away from area of fire/danger
- If no alarms are sounding - pull the nearest fire alarm
- Evacuate students and self out of building
- Close doors and as you leave

Students are to:

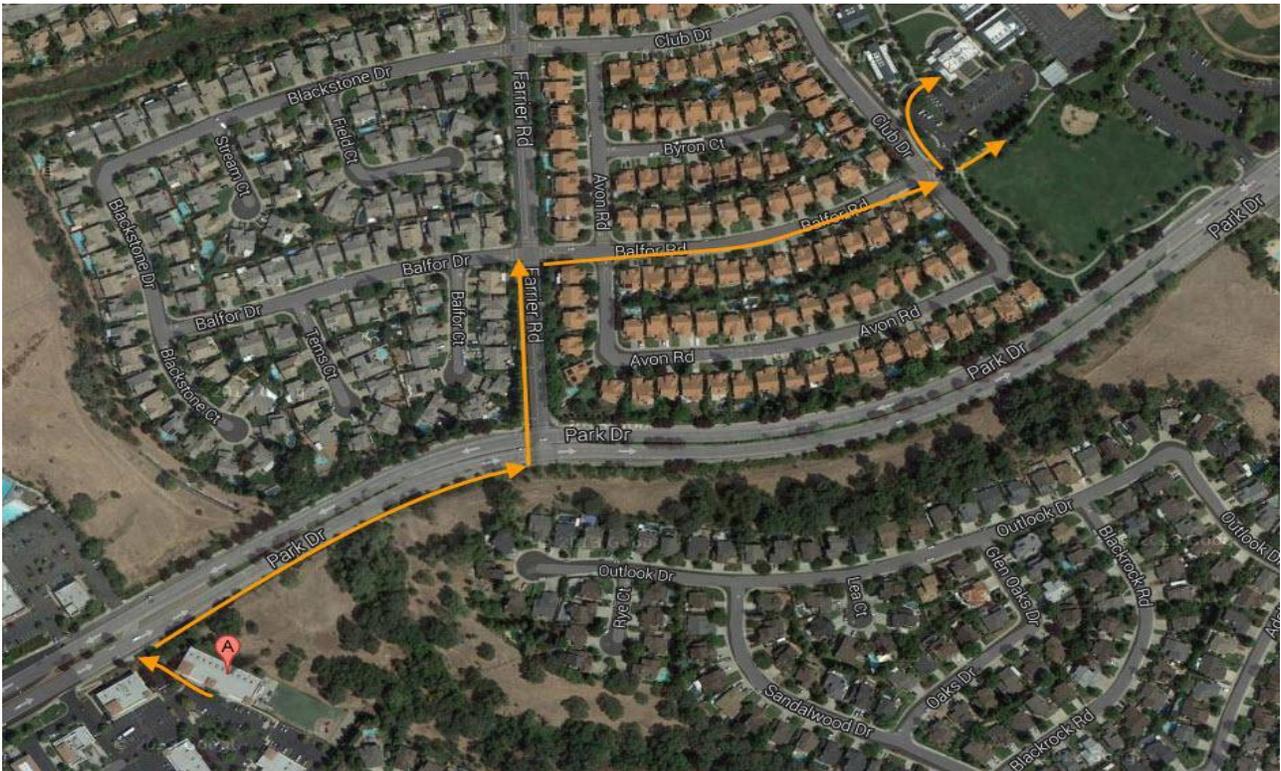
- Follow directions of their teacher and/or adult supervisor
- Remain quiet

Note: In the event of a chemical spill or gas leak on or off campus that will affect school or office site, move students and/or staff upwind or crosswind of the fumes or as directed by emergency coordinator.

Placer Academy Charter Off-Site Evacuation – Main Campus

Off Site evacuation due to hazmat or other unforeseen circumstances will relocate all staff and students to Twin Oaks Park or the Twin Oaks School cafeteria.

Twin Oaks School, 2835 Club Drive, Rocklin CA
(916) 624-4101



WALKING DIRECTIONS (for staff/students):

- Exit building to Park Drive
- Walk East to stop light at Fairview Road
- Cross Park Drive; Walk North one block to Balfor Road
- Cross Balfor Road; Walk East to Club Drive
- Cross Club Drive to:
 - Twin Oaks Park or
 - Twin Oaks School Cafeteria

Parent Pick Up Either:

- Twin Oaks School Cafeteria or,
- Twin Oaks Park parking

Placer Academy Off-Site Evacuation – Upper Academy Campus

Off Site evacuation due to hazmat or other unforeseen circumstances will relocate all staff and students to Twin Oaks Park or the Twin Oaks School cafeteria.

Twin Oaks School, 2835 Club Drive, Rocklin CA
(916) 624-4101



WALKING DIRECTIONS (for staff/students):

- Exit building to Park Drive
- Walk South on Park Ave
- Turn Right on Farrier Rd
- Turn second Right on Club Dr
 - Twin Oaks Park or
 - Twin Oaks School Cafeteria

Parent Pick Up Either:

- Twin Oaks School Cafeteria or,
- Twin Oaks Park parking

FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Executive Director or designee is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) to ensure that coverage and a plan is completed for each student

***Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

| Student: Room #: Teacher: | | |
|---|--|--|
| Designated Specialized Assistants: <i>(Identify two staff in this area)</i> | | |
| Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(Complete below)</i> | | |

5c: Earthquake Emergency Procedures

School Building Disaster Plan and Drop Procedure

School Building Disaster Plan: In the event of an earthquake, teachers are to tell their students:

“Earthquake, Drop, Get under your desks, and Cover.”

1. Students will then drop to the ground under their desks and cover their heads and necks.
2. The teachers will stay under their desks or stand in the doorframe whichever is safer.
3. Stay away from overhead fixtures, windows, skylights, filing cabinets and bookcases.
4. Students are to remain under their desks until the teacher gives students an all clear signal.
5. Render any aid you can, and call for medical or rescue assistance if necessary.
6. Students will either remain in the classroom or be escorted to their fire drill area by their teachers, depending on which area is determined to be the safest. The announcement will come from the office or with a runner in the event the intercom system is disabled.
7. Teachers will follow the procedure for a **fire drill** or **evacuation drill**.
8. Available staff, at the direction of Executive Director, shall turn off gas main valves ASAP.
9. Staff should survey and report damage to the Executive Director.
10. **REMEMBER** -- expect aftershocks, do not re-enter a building. Beware of falling debris or electrical wires, do not use the telephone unless for emergency assistance.

Drop Procedure Drill Schedule

Drop procedure drill is held once per school year.

TRAINING AND EXERCISE

Training and exercises are vital to determine the effectiveness of this Crisis Response Plan, ensure that the operational concepts outlined are sound and that personnel are adequately trained to carry out necessary functions during a disaster. In addition, such testing will provide a basis for the updating and revision of this plan and for the identification of inadequate resources.

- Drills should be clearly stated in plain English before the signal. Example: this is an Earthquake drill, or this is a Lockdown drill.
- Practice drills with law enforcement and fire personnel present.
- Report all concerns and issues to the office immediately following each drill.
- Practice both the primary and the secondary evacuation procedure.
- Practice using communication devices (walkie-talkies) between evacuation location and main buildings.
- Practice training drills with other designees in charge to simulate absence of the Executive Director.

- Written records of these activities must be made and retained for a minimum of three years.

The Superintendent shall be trained in disaster relief procedures so as to be prepared to execute the appropriate Emergency Plan, including the disbursement of any disaster relief monies, should an emergency occur which requires that the school be used as an Emergency Shelter.

5d: Procedures for Public Agency to Use Schools During an Emergency

Rocklin Unified School District - Board Policy 3516

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they need. (Education Code 32282)

5e: Policies and Procedures Leading to Suspension and/or Expulsion **Behavior Policy**

Student—Parent—School Agreement

Placer Academy Charter is committed to nurturing the whole student by cultivating high academic achievement and strong social development. By encouraging students to discover and pursue their interests, talents, and passions Placer Academy Charter and their community partners enable students to become self-motivated, competent, and lifelong learners of the 21st Century and active contributors to the community, while pursuing academic excellence. Our dynamic, collaborative learning model emphasizes experiential instruction, social, civic and environmental consciousness, and an awareness of each student's unique potential. Students are empowered to become positive contributors to society through partnerships with teachers, parents, peers, and within the community.

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, homework, and Independent Study assignments and meet deadlines
7. Respect public property and carefully use and return all materials and equipment
8. Come to class with 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 and Independent Study assignments
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.
8. Participate in volunteer opportunities that support students and the school

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. PAC has a procedure to address such issues. Formal complaint forms and procedures are available in the office and posted online.

General School Rules

| |
|---|
| PAC K-8 |
| 1. Be Honest 2. Be Engaged 3. Be Responsible 4. Be Organized 5. Be Innovative 6. Be Caring |

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 (teasing, put-downs, 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 a staff member grants permission. Students must keep cell phones/electronics in their backpacks and turned off during school hours.
7. Students will follow the directions of any campus supervisor or staff member the first time the directions are given.
8. Students will keep all language free from profanity and rude remarks.
9. Students will use all restrooms appropriately.
10. Students will walk quietly on all front sidewalks and stairs. Running is reserved for the playgrounds.
11. Students will not chew gum or bring to school.
12. Students will dress appropriately at all times.

Playground Rules

1. Keep control of your body at all times.
2. Rough contact sports are not allowed.
3. Keep control of all kicked or tossed equipment. (no high kicks above your head)
4. No climbing on trees or swings. No jumping or flipping off rocks.
5. You may only slide **DOWN** the slide.
6. Bark must stay on the ground and in the play structure area.
7. Be safe and responsible when using the play structure
8. Ask for permission from the teacher or yard duty to retrieve any lost balls or go inside building during recess or lunch.
9. To use equipment, choose from equipment containers. If you take the piece of equipment out, you are responsible to return it.
10. All equipment must be returned at the end of recess.
11. When the whistle blows **2 times, freeze** and hold all balls. When the whistle blows **1 time, WALK** to put equipment away, and **WALK** back to line up.
12. We include **ALL** in playground games and have a positive attitude when sharing equipment.

When Students Follow the Rules

- Students will receive praise and recognition.
- Students will earn classroom incentives and rewards.

When Students Choose Not to Follow the Rules

A Conduct Referral will be sent home.

Discipline MAY include but not be limited to:

- Conduct referral will be written
- Access to privileges may be restricted
- One or more recesses will be missed
- Work-detail may be assigned (community service).
- Parent conferences may be arranged and/or a behavior contract may be written.
- Suspension from school and Independent Study day(s) assigned

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 consequences that can include warnings, time out, calls to parents, conferencing, community service, and suspension from school.

Students may be referred directly to the Executive Director or designee for defiance or other serious offenses using referral.

Level 1: Warning

Teachers have established a warning discipline procedure to be taken prior to issuing a 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: Referral

Students who receive a referral might incur parent contact; possible part or whole day suspension with Independent Study assigned; behavior conference with teachers, parents, and student (Executive Director or designee may be present); determination as to whether or not a behavior contract will be established.

Level 3: Referral to administration for serious infraction or habitual referrals

Students who are referred to the Executive Director for a conference are subject to a phone call to parent/guardian, community service, loss of playground privileges, suspension, independent study, or expulsion from school.

Disciplinary Actions

Students involved in any act of misconduct listed as grounds for disciplinary action may lose recess privileges, perform community service, receive suspension with Independent Study assigned, or be expelled from school. These penalties are imposed only when other means of correction fail to bring about proper conduct. However, a student may be suspended or expelled upon a first offense for violations of Education Code, Section 48900, 48915 or whenever it is determined that the student's presence in school causes danger to persons or property or threatens to disrupt the instructional process.

Definition of Infractions

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

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

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, an 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.

Cheating - Dishonesty on a test or school related assignment.

Cyber Bullying - Bullying that uses technology

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

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

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

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.

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

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.

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

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

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.

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.

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

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

Inappropriate Bus Conduct - Not following bus rules.

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

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

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 which 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.

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

Tardiness - Arriving late to school or in classes after 8:10 am at the Primary Academy campus or 8:25 am at the Upper Academy campus.

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.

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

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

PAC Discipline Consequence Chart

The following chart indicates the types of disciplinary action that applies to each type of misbehavior. In each instance, a minimum and a maximum action is stated, as well as a suggested action for the first occurrence and one for repeated occurrences. 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 indicated, the person responsible for enforcing discipline may override these guidelines as appropriate. Restitution may be required for any costs incurred by the school. Penalty may include one or more of the listed actions.

*Depends on grade level. Harsher consequences set for 6th-8th grade offenses.

| OFFENSE | RANGE | FIRST OCCURRENCE | REPEATED OCCURRENCE |
|---------|-------|------------------|---------------------|
|---------|-------|------------------|---------------------|

| | | | |
|---|-----------|--|---|
| Arson (PC 450, 451) | Minimum | Suspension, Restitution, Contact Fire Marshall, Police Report | Expulsion/Restitution |
| | Maximum | Expulsion, Restitution | |
| Battery on School Staff (EC 48900 k, 44401) | Mandatory | Suspension/Police Report | Expulsion/Police Report |
| Bullying/Intimidation (BP 5131, 5137, EC 48900 r, 48900.4) | Minimum | Warning, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Service | Formal Conference, In-House Suspension, Suspension, Police Report Formal Reprimand/Expulsion, Police Report |
| | Maximum | Suspension/Formal Reprimand/Expulsion, Police Report | |
| Bus Conduct (AR, BP 5131, a-e) | Minimum | Informal/Formal Conference, (See Placer Hills Policies), Suspension, Expulsion, Formal Reprimand | Informal/Formal Conference, In-House Suspension, Suspension, (See Placer Hills Policies), Suspension, Expulsion, Formal Reprimand |
| | Maximum | Loss of Bus Privileges, Suspension or Formal Reprimand | Loss of Bus Privileges, Suspension, Formal Reprimand, Expulsion |
| Cheating on Test or School Related Assignment, Plagiarizing (EC 35291, 48900) | Minimum | Informal/Formal Conference, No Credit or Assignment | *Detention, Informal/Formal Conference, In-House Supervision, Suspension |
| | Maximum | Formal Conference/In-House Suspension, Detention, No Credit on Assignment | Suspension |
| Cyberbullying (EC 32261, 48900) | Minimum | Detention, In-House Suspension, Non-Privileged, Parent Conference, Police Report | Formal Reprimand, Suspension, Police Report |
| | Maximum | Suspension/Formal Reprimand/Expulsion, Police Report | Formal Reprimand/Expulsion, Police Report |
| Deliberate False Fire Alarm (EC 48900 k) | Minimum | Formal Conference, Detention, In-House Suspension | Suspension, Fire Marshal, Formal Reprimand or Expulsion |
| | Maximum | Suspension, Fire Marshal, Formal Reprimand or Expulsion | Suspension, Fire Marshal, Formal Reprimand or Expulsion |
| Destruction of Property (School or personal) (EC 48900 f) | Minimum * | Formal Conference, Parent Notification, Restitution, In-house Suspension, etc. | Formal Conference, Restitution/Suspension |
| | Maximum | Suspension, Restitution, Police Report, Formal Reprimand | Restitution, Formal Reprimand or Expulsion, Police Report |
| Disruption/Defiance/Disobedience (EC 48900 k) | Minimum | Warning, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Service | Formal Conference, In-House Suspension, Suspension |
| | Maximum | Suspension/Formal Reprimand/Expulsion | Formal Reprimand/Expulsion |
| Dress Code Violation (EC 35183, AR 5132) | Minimum | Informal/Formal Conference, Detention | Detention, Formal Conference, In-House Suspension |
| | Maximum | In-House Suspension | Suspension |
| Drugs/Alcohol/Paraphernalia (EC 48900 c,d,j) | Minimum * | In-House Suspension, Detention, Formal Conference, Formal Reprimand, Police Report | Suspension, Formal Reprimand or Expulsion, Police Report |
| | Maximum † | Suspension, Formal Reprimand or Expulsion, Police Report | Suspension, Formal Reprimand or Expulsion, Police Report |
| Electronic Devices (Possession/unauthorized use) (EC 48901.5) | Minimum | Take Away Device, Detention, In-house Suspension, Non-Privileged, Parent Conference, Community Service. | Take Away Device, Formal Conference, In-house Supervision, Detention, Suspension, |
| | Maximum | Take Away Device, In-house Suspension, Non-Privileged, Community Service | Take Away Device, Suspension |
| Explosive Devices/Bomb Threat (EC 48900 b) | Mandatory | Suspension and/or Expulsion and Police Report (Optional) | |
| Extortion/Robbery (EC 48900 e) | Minimum * | In-House Suspension, Detention, Formal Conference, Suspension, Formal Reprimand or Expulsion, Police Report, Restitution | Suspension, Formal Reprimand or Expulsion, Police Report, Restitution |
| | Maximum † | Suspension, Formal Reprimand or Expulsion | Suspension, Formal Reprimand or Expulsion, Police Report, Restitution |

| | | | |
|---|-----------|---|---|
| | | Police Report, Restitution | |
| Fighting/Assault/Threats (EC 48900 a(2), PC 241, 243, 245, 220) | Minimum | Informal/Formal Conference, In-House Suspension, Detention, Suspension | Formal Conference, In-house Suspension, Suspension |
| | Maximum | Suspension or Expulsion, Formal Reprimand, Police Report | Expulsion/Police Report |
| Forgery (EC 35291, 48900) | Minimum * | Informal/Formal conference, Parent Conference, Community Service, Detention | In-House Suspension, Suspension, Detention |
| | Maximum | In-House Suspension, Detention | Suspension, Expulsion, Police Report |
| Gambling (EC 48900) | Minimum * | Informal Conf., In-house Suspension, Detention | *Formal Conf., In-house Suspension |
| | Maximum | Suspension from School | Suspension from School |
| Gang Behavior/Attire (EC 35183, 35294.1) | Minimum | Notification of Parent, Confiscate Material | Formal Conference with Parent and Student/Suspension |
| | Maximum | Suspension | Formal Reprimand/Expulsion, Police Report |
| Harassment/Intimidation (EC 48900 a,o,u, 48900.4) | Minimum | Warnings, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Svc | Formal Conference, In-House Suspension, Suspension, Police Report |
| | Maximum | Suspension/Formal Reprimand/Expulsion, Police Report | Formal Reprimand/Expulsion, Police Report |
| Hate Crimes/Violence (EC 48900.3, 48900 t) | Minimum * | Formal Conference, Suspension, Police Report, Formal Reprimand | Formal Conference, Suspension, Formal Reprimand or Expulsion, Police Report |
| | Maximum * | Formal Reprimand or Expulsion, Police Report | Formal Reprimand, Expulsion, Police Rept |
| Hazing (EC 32050, 32051, 48900 a) | Minimum * | Informal Conference, Detention, In-home Suspension, Non-Privileged, Parent Conference, Community Service. | K-3 In-House Suspension, Detention 4-8 Suspension |
| | Maximum | K-3 In-house Suspension, 4-6 Suspension | Formal Reprimand, Expulsion |
| Leaving Campus/Class Without Proper Authorization (EC 35291, 48900) | Minimum | Informal/Formal Conference, Warning | In-House Suspension |
| | Maximum | In-House Suspension, Detention, Community Svc | Suspension, Community Service |
| Physical Contact (EC 48900 a(2), PC 241, 243, 245, 220) | Minimum | Informal/Formal Conference, In-House Suspension, Detention, Suspension | Formal Conference, In-house Suspension, Suspension |
| | Maximum | Suspension or Expulsion, Formal Reprimand, Police Report | Expulsion/Police Report |
| Profanity/Obscene Acts Immoral Acts/Verbal Abuse (EC 48900 i) | Minimum | Warnings, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Svc | * In-House Suspension, Detention, Formal Reprimand, Suspension |
| | Maximum | Suspension, Formal Reprimand | Suspension, Expulsion |
| Sexual Harassment (EC 212.5, BP, AR 5145.7 a f, 48900.2) | Minimum | Title IX Report, Warnings, Detention, In-House Suspension, Non-Privileged, Parent Conference, Community Service, etc. | Suspension/Title IX, Police Report |
| | Maximum | Suspension, Formal Reprimand, Expulsion, Title IX Report | Formal Reprimand, Expulsion, Title IX Report, Police Report |
| Smoking/Tobacco Products (EC 48900 h, EC 51260) | Minimum | In-House Suspension and Notification of Parent | In-House Suspension, Police Report |
| | Maximum | Suspension | Suspension, Police Report |
| Theft (EC 48900 e) | Minimum * | Detention, In-House Suspension, Formal Conference, Suspension, Restitution, Police Report. | In-House Suspension, Formal Reprimand, Police Report, Restitution |
| | Maximum | In-house suspension, Suspension, Formal Reprimand or Expulsion, Restitution, Police Report | Suspension, Formal Reprimand or Expulsion, Police Report, Restitution |
| Unexcused Absence/Truancy (EC 48260, 48200) | Minimum | Principal Letter, Detention | Home Visits, Principal Letter, Truancy Letters, SART |

| | | | |
|--|-----------|---|--|
| | Maximum | Detention, In-House Suspension | Refer to Child Welfare & Attendance (CWA); SARB; CWA refer to Dist. Atty |
| Weapons/Injurious Objects Replica Firearm (EC 48900 b, m) | Minimum * | In-House Suspension, Detention, Police Report (Optional), Formal Conference | Suspension, Formal Reprimand or Expulsion, Police Report (Optional) |
| | Maximum | Suspension, Formal Reprimand or Expulsion, Police Report (Brandishing knife or gun) | Suspension, Formal Reprimand or Expulsion, Police Report (Optional) |

For offenses not included, the administrator or designee will utilize one or more of the following disciplinary measures depending on the nature of the offense: 1) conference with pupil; recess restriction; 2) parent conference; 3) notification of parent by telephone, letter, home visit; 4) detention, Saturday School, class suspension, in-house supervision; 5) suspension; 6) expulsion.

Disciplinary Actions

Community Service - A student may perform community service on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (EC 48900.6, AR 5144 a)

Suspension From School* - At Home Suspension requires that students remain off campus for the duration of the suspension, with completion of Independent Study required. Parents and students are notified of suspension duration and due process procedures.

***Students who are suspended from school may not return after school hours to attend extra-curricular or athletic events during their suspension.**

Withholding Records - Willful misconduct that result in school district property being defaced or otherwise damaged will result in suspension and records being withheld until restitution is made. Liability of the parents is not to exceed \$10,000 (Ed Code 48904).

Your Rights-Due Process for Suspension/Expulsion

The above section has explained the major disciplinary problem areas and the actions that will result for those students who make inappropriate choices. All students are entitled to due process. This means there are certain procedures, which school officials must follow prior to taking appropriate disciplinary action. There are also procedures that students must follow if they do not agree with the school's actions or wish to file a complaint.

Hopefully, students will never be in a situation where they need the protection of due process. If, however, a student does become involved in a situation in which a suspension or expulsion might result, both the student and his/her parents will be given a more detailed description of the due process procedures and will receive instruction regarding the procedure. The following summary is only to acquaint students and parents that such a procedure exists.

Disruptive or disrespectful behavior will not be tolerated at Placer Academy Charter. Suspension may occur on the first offense for the following Education Code violations:

- 1) Fighting
- 2) Defiant behavior toward an adult
- 3) Possession of knives, weapons, or sharp instruments (or look-a-like weapons)
- 4) Possession of cigarettes, matches or lighters
- 5) Theft or vandalism
- 6) Threats or harassment (both physical and verbal)
- 7) Sexual harassment
- 8) Hate crimes
- 9) Health code violations
- 10) Bullying, including electronic
- 11) Selling or arranging to sell prescription drugs
- 12) Obscene acts or vulgarity

The Executive Director or designee has the right to suspend a student for a period of up to five days. In cases of this type, an informal hearing between the Executive Director or his/her designee, the student, and any other appropriate persons will be conducted. If, after the hearing is completed the Executive Director or designee decides that a suspension is necessary, it will become effective immediately. The Executive Director or designee will attempt to notify parents by telephone, and will send a copy of the suspension notice to the parents.

The Executive Director or designee has the right to recommend to the District that a student would be expelled (expulsion). In cases of this type, the hearing will be conducted before a panel of Placer County Administrators.

5f: Procedures to Notify Teachers of Dangerous Pupils

The Executive Director or designee shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger to the classroom. EC 32282(C)

5g: Policy Prohibiting Discrimination, Harassment, Intimidation, Bullying

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 Executive Director/Principal, or any other employee.

Policies relating to Sexual Harassment, Discrimination, and the complaint procedures are located on the school and District website. For more information, contact the site administration at **916-259-1688**.

All incidents of harassment and bullying shall be fully investigated in such a manner as to maintain appropriate confidentiality. A record of the investigation is to be kept which includes findings and remedial actions taken.

Harassment or bullying of students or staff, including, but not limited to, cyber bullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption, in accordance with the section entitled "Bullying/Cyber Bullying" below:

Cyber Bullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyber Bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. (CEC 32261 and BP 5145.2)

5h: School Site Dress Code Including Prohibition of "Gang-Related" Apparel

When students feel good about their appearance, they are more receptive to learning. The school is the children's place of business, and student dress, hairstyle, and color should be appropriate for school activities. 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:

1. Clothing must be clean, neat, and fit properly, being neither too tight nor excessively loose. Clothing which shows undergarments or exposes private body parts is not acceptable. All pants must be fitted at the waist and/or hips, must stay up without the use of a belt, and must be hemmed. No pants may sag, drag, or bag. Pajama pants are not acceptable. Shorts and skirts must be as long as the tips of the fingers when the arm is hanging loosely at the side. All shirts must be long enough to be tucked in and remain tucked in with normal movement. (Shirts do not have to be tucked in.) See-through or fishnet fabrics, halter tops, off the shoulder or low cut tops, tank tops less than 2" across the shoulders, bare shoulders, spaghetti straps, and bare midriffs (even when hands are raised) are prohibited.
2. Shoes must be worn at all times. Sandals must have heel straps. Backless shoes or sandals are not acceptable.
3. Athletic shoes are required for physical education.

4. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

5. No article of clothing, jewelry, or decoration may be worn or displayed that promotes drugs, alcohol, sexual conduct or innuendos, violence, gangs, racial, ethnic or religious prejudice, or vulgarity.

6. Unnatural hair colors such as blue, green, pink, and purple that cause a disruption to the educational process are not acceptable.

5i: Safe Ingress and Egress Policies for Pupils, Parents, and Employees

Arrival & Dismissal-Main Campus

Before School Procedures:

Students are encouraged to arrive with time to put their backpacks and personal belongings away before classes begin promptly at 8:10 am. Students should not be dropped off prior to 7:55 am. If there are special circumstances requiring an early drop off, arrangements should be made in advance with the student's teacher.

Please follow the following directions:

- When entering the parking area, please use the recommended entrances as marked on the map on either Park or Sunset.
- Do NOT drive BEHIND Rocklin Physical Therapy in the morning.
- You may pull forward in front of the school at 7:55 am.
- Avoid driving "in front" of other businesses - where other business patrons enter and exit the business.
- Please do not park in front of the school between 7:30 - 8:15.
- Please continue to pull as far forward as possible to help reduce the traffic congestion on the street.
- Staff will help unload any/all children from their designated spot. Please do NOT open the trunk, load students on the left or confer with teachers/parents.

If you choose to park your car and walk in to retrieve your student, please park only in the spots by the Rocklin Pediatric Dental Office and Pho Cali.

- Please ALWAYS use the designated crosswalk and follow the crossing guard's directions.
- Students are NOT allowed to walk from the parked car to the school without parental accompaniment.

Once the student arrives at school, they must remain on campus (in fenced playground or in classroom) and not go out into the parking area without adult permission and supervision.

Students who arrive after the 8:10 am starting time will need to check in at the office before moving on to class. Late arrivals are disruptive to the classroom and promptness is appreciated. Excessive tardiness may result in a conference with parents, student, teacher, and administrator to strategize solutions for the remainder of the school year.

Upon arrival, students will walk to their classroom by using the main entrance. Kids should hang their backpacks on a hook outside their classrooms, put their lunches in the lunch bin, and hand in their important papers and/or homework to the appropriate bin. Students should enter the classroom respectfully and begin their morning work.

After School Procedures:

At 3:00 pm, all students will be in front of the school by grade level/class for pick-up. Please follow the following directions:

- When entering the parking area, please use the recommended entrances as marked on the map on either Park or Sunset.
- The line of cars that forms as drivers pick up their children should extend "**behind**" **the building that houses Rocklin Physical Therapy**. Cars should not enter the line by driving in front of Rocklin Physical Therapy. **Please see the yellow arrows for traffic flow**. The **Red** "X" shows areas to avoid between 2:55 - 3:10.
- You may pull forward in front of the school at 3:00, when the students are walking out from the building.
- When in the line of cars always *stay to the right*. Note: it is legal to "creep/crawl" or temporarily be "parked" in a fire lane red zone as long as you stay in the car.
- Avoid driving "in front" of other businesses - where other business patrons enter and exit the business.
- Please do not park in front of the school between 2:30-3:00. The children line up in the parking stalls and need them clear for pick up.
- Please continue to pull as far forward as possible to help reduce the traffic congestion on the street.
- Staff will help load any/all children from their designated spot. Please do NOT open the trunk, load students on the left or confer with teachers/parents.

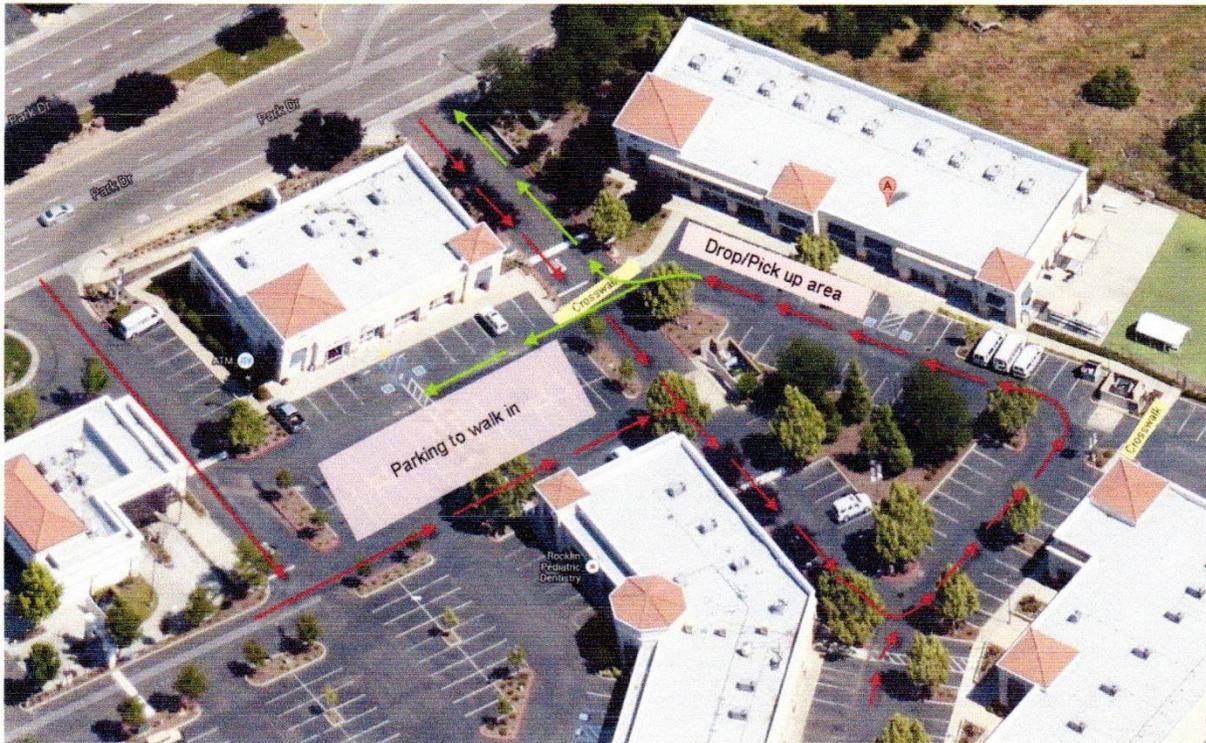
Remember: single file, counter-clockwise direction, parents stay in car and students enter the right side of vehicle.

We ask that all drivers are vigilant, courteous, and patient as you enter and exit the parking areas. Our ability to safely load students in/out of the car will become increasingly efficient over time, especially with your support.

If you choose to park your car and walk in to retrieve your student, please park only in the spots by the Rocklin Pediatric Dental Office and Pho Cali.

- Please ALWAYS use the designated crosswalk and follow the crossing guard's directions.
- Students are NOT allowed to walk to the parked cars. Parents must walk in to pick them up.

Lastly, if you are having somebody other than yourself pick up your children, please call the office ahead of time so the staff is aware and can inform your children.



Arrival & Dismissal – Upper Academy

Before School Procedures:

Students are encouraged to arrive with time to put their backpacks and personal belongings away before classes begin promptly at 8:25 am. Students should not be dropped off prior to 8:00 am. If there are special circumstances requiring an early drop off, arrangements should be made in advance with the student's teacher.

Please follow the following directions:

- When entering the parking area, please use the recommended entrances as marked on the map on either Park or Stanford Ranch.
- Please park in designated spots as notated on the map.
- Please ALWAYS use the designated crosswalk and follow the crossing guard's directions.
- Students are NOT allowed to walk from the parked car to the school without parental accompaniment.

Once the student arrives at school, they must remain on campus (in classroom) and not go out into the parking area without adult permission and supervision.

Students who arrive after the 8:25 am starting time will need to check in at the office before moving on to class. Late arrivals are disruptive to the classroom and promptness is appreciated. Excessive tardiness may result in a conference with

parents, student, teacher, and administrator to strategize solutions for the remainder of the school year.

Upon arrival, students will walk to their classroom. Students should enter the classroom respectfully and begin their morning work.

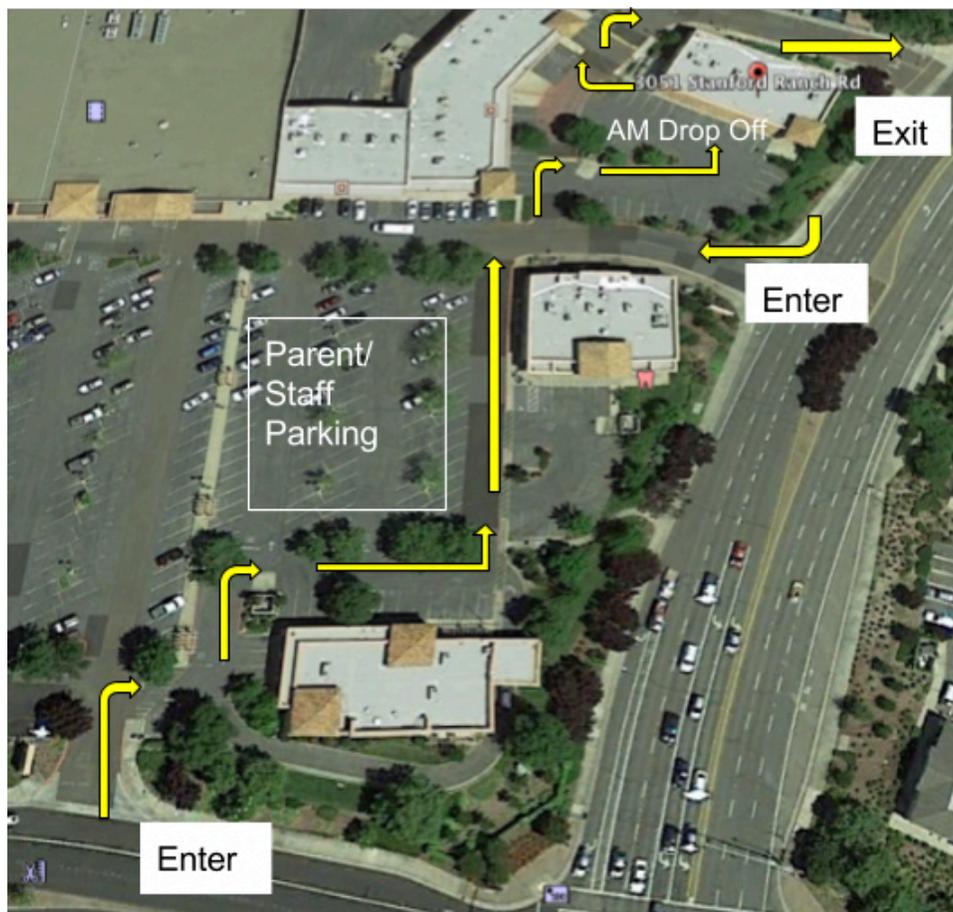
After School Procedures:

At 3:15 pm, all students will be in front of the school by grade level/class for pick-up. Please follow the following directions:

- When entering the parking area, please use the recommended entrances as marked on the map on either Park or Stanford Ranch.
- Please park only in the designated spots as notated on the map.
- Please ALWAYS use the designated crosswalk and follow the crossing guard's directions.
- Students are NOT allowed to walk to the parked cars. Parents must walk in to pick them up.

We ask that all drivers are vigilant, courteous, and patient as you enter and exit the parking areas. Our ability to safely load students in/out of the car will become increasingly efficient over time, especially with your support.

Lastly, if you are having somebody other than yourself pick up your children, please call the office ahead of time so the staff is aware and can inform your children.



5j: Procedure Leading to a Safe and Orderly Environment

On October 6, 1997, Senate Bill 187, chapter 736, was signed into law. This bill, referred to as the Comprehensive School Safety Plan, provides that each district and county office of education is responsible for the overall writing and development of comprehensive school safety plans for its schools operating kindergarten and any of grades 1 to 12. (EC 32281. (2))

The focus of the Safety Plan is to assess and implement procedures that promote students' safety while attending Harvest Ridge Placer Academy.

MISSION: Placer Academy Charter: Where enrichment opportunities and positive relationships challenge and inspire students to be compassionate, engaged, problem-solvers.

VISION: Placer Academy Charter encourages students to meet academic challenges with openness, enthusiasm and a willingness to solve problems creatively. Our school uses the Core Knowledge® curriculum. An integral part of our learning process will have our school community learning how to ask questions, solve problems and make thoughtful decisions. A climate of expectation and success is encouraged, and all pupils are helped to set realistic targets and then given every assistance in achieving them. Our goal is to facilitate the development of self-confidence and to provide our students with the academic foundation necessary for them to reach their true potential and enjoy a successful experience in higher education.

5k: Access Procedures for Visitors

PAC requires all visitors, parents, and volunteers to sign-in and wear volunteer badges before proceeding to classrooms. A master parent cleared fingerprint list is regularly updated and provided to teachers to ensure all volunteers are cleared. If an intruder is considered an immediate threat, the following lockdown procedure will be followed:

Lockdown Procedures

A Lockdown Order is given if there is an outside danger or intruder on campus or known to be coming on campus, which poses an immediate threat to the safety and wellbeing of the staff and students.

- 1) An announcement will come over the intercom, stating, "This is a lockdown."
- 2) Lock or secure all room doors with students and guests inside
- 3) Students, staff, and guests not in a room will report to the closest classroom with adult supervision.
- 4) Turn off lights/cover windows.

- 5) Barricade door with furniture
- 6) Duck and cover. Keep all people away from windows.
- 7) Remain as quiet as possible.
- 8) Power down all cell phones and have students leave face down on desks.
- 9) Turn off any unnecessary equipment except teacher computer
- 10) Teachers will not open the doors under any circumstances for anyone (including someone at the classroom door announcing they are law enforcement). Classroom doors will be opened by an administrator, or opened by a member of law enforcement who is in possession of a key. The administrator or member of law enforcement will announce that the lockdown is over.
- 11) Use email and/or text message as primary communication
- 12) Administration will contact parents and give official statements to teachers to convey to students and parents.
- 13) If problem continues beyond regular dismissal time, staff and/or students will be instructed to remain inside until further notice and Remind 101 will be used to notify parents of instructions and procedures for picking up their children.

5l: Rules and Procedures on School Discipline: See 5e, p. 24

5m: Crisis Response Plan

The following plan will be used in a critical incident to swiftly handle an emergency event until emergency responders arrive.

- 1) LOCATE / ISOLATE / EVACUATE
 - a. Determine the exact location of the problem
 - b. Isolate that location so that no one else unintentionally enters the danger area
 - c. Evacuate anyone injured, then anyone who is in a potential danger zone
- 2) DECLARE AN MCI (Mass Casualty Incident) If five or more people are seriously injured, report an MCI to 911 authorities.
 - a. NUMBER OF INJURED-make sure to give an accurate count to responders so that they can send appropriate resources
- 3) Use CRITICAL INCIDENT CHECKLIST located in Emergency Preparedness Quick Reference Guide to organize actions for the emergency.
- 4) USE THE INCIDENT COMMAND SYSTEM
 - a. Advise all emergency responders and school personnel the exact location and nature of the emergency
 - b. INNER PERIMETER –TEAM LEADER establishes the inner perimeter around the event to keep innocent people from moving into the emergency area.

- c. OUTER PERIMETER – TEAM LEADER establishes the outer perimeter around the event (streets, parking lot, school boundaries, etc.) to keep unessential personnel out of the area until the emergency is under control.
 - d. DETERMINE INJURIES AND EVAC – TEAM LEADER will determine how many and extent of injuries, and coordinate evacuation of injured people.
 - e. LINE OF FIRE/DANGER AREA EVAC -- TEAM LEADER will establish line of fire/danger area and coordinate evacuation of injured people.
 - f. REPEAT / UPDATE INCIDENT INFORMATION AND DESCRIPTION TO ALL STAFF
 - g. NAME A STAGING AREA IF NECESSARY-Can be on campus or at evacuation point
 - h. CALL OUT OF OTHER DISTRICT RESOURCES – Administration, Teachers, Maintenance, Physical Plant, Custodial, Outside Contractors, etc.
 - i. FIRE DEPARTMENT / AMBULANCE STANDBY – NOTIFY BATTALION CHIEF TO Command Post (CP) FOR BRIEFING, AND ALLOW Battalion Chief TO ESTABLISH AND DEPLOY FIRE RESOURCES
 - j. ESTABLISH AN Emergency Operations Center (EOC) LOCATION – Consider unified command operations with responding emergency personnel
 - k. NOTIFY ALLIED AGENCIES AS NECESSARY – PD's, FD's, SO's, State, Nearby Schools or School Districts, etc. -- School District Administration
 - l. CREATE A LOG – CONSIDER IMPLEMENTING THE REUNIFICATION PLAN
 - m. FILL OUT ICS / UNIFIED COMMAND DIAGRAM AND CRITICAL INCIDENT INFORMATION SHEET AND DISTRIBUTE (located in Emergency Flip Book)
 - n. MUTUAL AID DECISION - **LIAISON OFFICER IN CHARGE (OIC)** IF NEEDED
 - o. SIGN-IN / SIGN-OUT ROSTERS FOR ALL ASSIGNED – **LOGISTICS OIC**
 - p. A/V Unit CALL-OUT FOR DOCUMENTATION
 - q. WHO IS PRIMARY REPORT WRITER (consider **ADMIN OIC**)
- 5) HOLD SCHEDULED MEETINGS WITH ALL ICS STAFF, UNIFIED COMMAND AND THE OFFICERS IN CHARGE AS NECESSARY.
- a. STUDENT AND STAFF COUNSELING ASSISTANCE
 - b. APPOINT A MEDICAL LIAISON PERSON - If Large Number of Injured
 - c. UPDATES TO PRESS EVERY 30 MIN – ADJUST AS NECESSARY
 - d. UPDATES TO ALL STAFF AS FREQUENT AS POSSIBLE – 15/20 Min
 - e. PREPARE FOR THE NEXT SHIFT – **PLANNING OFFICER IN CHARGE w/ LOGISTICS OFFICER IN CHARGE**

PLAN REVIEW CYCLE

The Placer Academy Schools Board of Directors and Executive Director are responsible for ensuring this Crisis Response Plan is kept current. The following review cycle will be implemented:

- By March 1 of each year review and update all aspects of the Crisis Response Plan. This review will include legislative updates, updates of relevant

operational procedures, a review of practical applications, and updates of informational materials to all staff.

- By September 1 of each year update telephone lists, faxes, emails, personnel rosters, resource lists and physical plant changes affecting the implementation of the Crisis Response Plan.
- At least once per year, by November 30:
 - Ensure that all staff have an updated personal emergency information card on file with the office.
 - Ensure that all staff have an updated emergency staff contact list.
 - Schedule one or more training exercises. Training is critical to ensuring the continued viability of the plan.
 - Ensure that changes to this plan are made and distributed immediately.

5n: Hate Crime Reporting Procedures and Policies

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Executive Director. Upon receiving such a complaint, the Executive Director shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

6. Roles and Responsibilities of Police/Sheriff Officers on Campus

Police/Sheriff officers' roles and responsibilities PAC are defined throughout this Comprehensive School Safety Plan as special circumstances arise. Local police/sheriff officers are not ordinarily on the school sites but are contacted in emergency situations. School Resource Officers occasionally visit school sites to check in and/or provide safety training for students.

7. HAZMAT Procedures

Minor/Local Hazmat Incident in a Building

If a chemical is reacting in any way, is generating gas or fumes, represents a fire hazard, or is toxic:

1. Evacuate the students from the building, direct students to the nearest safe area, UPWIND from the incident or classroom
2. If you can: Shut off Building HVAC – Heating Ventilation and Air - Conditioning
3. Call 911 or Notify Administration immediately who will notify 911 for Fire Department / Hazmat response
4. Follow Shelter in Place procedure listed below if instructed to do so by School

Authority / Incident Commander

MAJOR / AREA WIDE / HAZMAT INCIDENT

If a spill occurs off campus that could affect our school, the Campus Authority/Incident Commander will make a decision to Shelter in Place or Evacuate depending upon information received. Follow the Shelter in Place-Hazmat procedures below if requested to do so:

1. Close and Lock all Windows and Doors – Open the Shelter in Place Kit
2. Tape any Cracks in Doors and Windows – Wet Towels as Air Filters
3. Wait for the ALL CLEAR – DO NOT GO OUTSIDE UNTIL TOLD

8. Verification of Annual Evaluation and Revision by March 1.

- See Placer Academy Charter Comprehensive School Safety Plan - Signature Page, page 3.

9. District Office/County Office of Education Approval:

- See Board minutes of the Rocklin Unified School District and the Placer County Office of Education.

10. Verification of Presentation of School Safety Plan to Public at a School Site:

- See Placer Academy Schools Board of Directors minutes.

11. Appendices

- A. Requirements for a Comprehensive School Safety Plan
- B. Emergency Preparedness Quick Reference Guide

APPENDIX A

| Requirements for a Comprehensive School Safety Plan | Requirement Met | Comments |
|--|-----------------|----------|
| <p>1. Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.</p> | | |
| <p>2. SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.</p> | | |
| <p>3. The Comprehensive School Safety Plan includes, but is not limited to:</p> <p style="padding-left: 20px;">a. An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information:</p> <ul style="list-style-type: none"> • Local law enforcement crime data • Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System • Behavior Referrals • Attendance rates/School Attendance Review Board data • California Healthy Kids Survey data • School Improvement Plan • Property Damage data <p style="padding-left: 20px;">b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.</p> | | |
| <p>4. The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.</p> | | |
| <p>5. The Comprehensive School Safety Plan must include all of the following:</p> | | |
| <ul style="list-style-type: none"> • Child Abuse Reporting procedures | | |
| <ul style="list-style-type: none"> • Disaster procedures, routine and emergency, including adaptations for pupils with disabilities. | | |

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| <ul style="list-style-type: none"> ● Earthquake emergency procedures that include: <ol style="list-style-type: none"> 1. A school building disaster plan 2. A drop procedure 3. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools 4. Protective measures to be taken before, during, and after an earthquake 5. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system | | |
| <ul style="list-style-type: none"> ● Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency that affects public health or welfare. | | |
| <ul style="list-style-type: none"> ● Policies and procedures that lead to suspension and/or expulsion. | | |
| <ul style="list-style-type: none"> ● Procedures to notify teachers of dangerous pupils. | | |
| <ul style="list-style-type: none"> ● Policy prohibiting discrimination, harassment, intimidation, and bullying. | | |
| <ul style="list-style-type: none"> ● Provisions of any school site dress code, including prohibition of "gang-related" apparel. | | |
| <ul style="list-style-type: none"> ● Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus. | | |
| <ul style="list-style-type: none"> ● Procedures that create a safe and orderly environment conducive to learning at the school. | | |
| <ul style="list-style-type: none"> ● Access to the school campus (visitors). | | |
| <ul style="list-style-type: none"> ● The rules and procedures on school discipline. | | |
| <ul style="list-style-type: none"> ● Crisis Response Plan. | | |
| <ul style="list-style-type: none"> ● Hate crime reporting procedures and policies. | | |
| <p>6. The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.</p> | | |
| <p>7. The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.</p> | | |
| <p>8. The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.</p> | | |

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| <p>9. The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.</p> | | |
| <p>10. The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.</p> | | |