

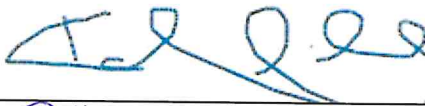
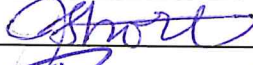

Comprehensive School Safety Plan

2020-21 School Year

School: Rising Sun Montessori School
CDS Code: 09 61838 0129965
District: RISING SUN MONTESSORI SCHOOL
Address:

Date of Adoption: 2/9/2020
Date of Update: 2/9/2021
Date of Review:
 - with Staff 8/10/2020
 - with Law Enforcement 7/27/2020
 - with Fire Authority 8/8/2020

Approved by:

Name	Title	Signature	Date
Karl Zierhut	Head of School		2/9/2021
Jenn Short	Administrative Assistant		2/9/2021
Ken Wenham	Chair of Board, Rising Sun Montessori		2-9-2021

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

Components of the Comprehensive School Safety Plan (EC 32281)

Rising Sun Montessori School Safety Committee

COVID Preparedness Plan
School-Wide reopening Plan
Fire Plan
Earthquake Plan
Lockdown Plan
Facility Inspection/Repair Plan

Assessment of School Safety

Rising Sun coordinates with local fire, law enforcement and County Health Departments to ensure that all facilities are in proper working order to mitigate risks from fire, crime and Covid-19. In addition, weekly, monthly and annual facility inspections are conducted by Emergency Monitoring Systems, Administration, and Administrative Designees.

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

School Site Council, made up of principal, teacher, parent designees and outside professionals work to ensure an annual plan is updated and implemented. Law enforcement, fire and EMS are all involved in the assessment and formulation of this plan. Local Fire and Law enforcement agencies are notified of any changes. In addition, internal student information systems are used to monitor student disciplines, attendance rates, and annual suspension and expulsion rates. RSMS has participated in the California Healthy Kids Survey and also maintains a Schoolwide Improvement Plan. RSMS is also kept informed by local law enforcement of any concerns regarding civil unrest, local crime rates and local property damage information. This information is communicated to members of the SSC as it is brought to the attention of the Head of School. Teachers and staff members are also made aware of any relevant information regarding changes to Fire, Crime and C-19 related data at semi-monthly staff meetings. Board members are also informed of any updates and changes at our regularly scheduled board of directors meetings.

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

Annual Child Abuse Reporting training is mandated for all new and returning Administration, teachers and support staff. All employees who undertake this training receive a certificate of completion which is kept in their employee files. These trainings take place within 30 days of their hire date, as mandated by law.

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

Disaster Plan (See Appendix C-F)

The Head of School will conduct fire drills on campus from time to time. The route of egress and alternate routes will be posted in each classroom and in each building. Students and staff will be instructed on the procedures to follow.

In the event that the school must be evacuated for an emergency, whether by natural disaster or otherwise, teachers and students will go to a temporary relocation site. Your child's teacher will call you to inform you of the evacuation and give you instructions on where to reunite with your child.

Public Agency Use of School Buildings for Emergency Shelters

Rising Sun has been in contact with County Officials to offer the use of RSMS facilities as needed for emergency use. During this past summer, RSMS offered the use of our facility for use by the County as a child care facility for first responders during the C-19 Shelter in Place orders by both the federal and state governments. RSMS also participates in the mutual aid agreement, as defined in Section 8561, and related mutual aid systems such as those used in law enforcement, fire service, and coroners operations. Incident command for site-based emergencies is under the Head of School until the scene is secured and overtaken by local fire, law or EMS as needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Certain offenses may result in immediate suspension (up to 5 days) or expulsion from Rising Sun, at the recommendation of the Head of School. The Head of School's suspension, expulsion or other disciplinary action is final, and not appealable. on the procedures for suspension and expulsion may be found in the RSMS Charter and are available in the front office upon request.

. Students may be suspended or expelled for violating any one of the enumerated offenses found in the RSMS Charter:

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clause.

Parents/guardians will be notified consistent with the Charter Procedures when their child is suspended and/or recommended for expulsion.

Weapons and Dangerous Substances:

No weapons of any kind may be brought to the school; real or imaginary. This includes the parking lots and surrounding areas of the school. We are required by law to take immediate and strong action should a student bring weapons to school. This consists of, but is not limited to, all knives, including pocket knives, daggers, martial art weapons, guns, air guns, replica guns, ammunition, incendiary devices and fireworks.

Parents are asked to discuss this with their children in an age-appropriate manner to help them understand the seriousness of these items. Parents/guardians are ultimately responsible for the child bringing such items to school and will be called immediately to pick up their child should he/she be discovered to have a dangerous object. School officials have the right to search student backpacks, or other containers if the possession of a weapon or dangerous substance is suspected.

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

Security of our facilities is of utmost importance to the school, and constant vigilance is asked and expected of all employees. Specifically, this includes ensuring that the following parameters are observed at all times.

? During regular working hours, employees are able to enter and leave the building without a key.

? The Administrative Office will provide you with a key to access all locked, non-private doors that you have a business need to enter.

? Lock all the Doors—Classroom exterior doors will remain closed and locked during instructional time. At night, if you are the last Rising Sun employee to leave, you must remember to lock all the exterior building doors. Also, check to see that all the lights, computers, and monitors are turned off.

? Visitors—All parents and visitors must check in at the school office before entering the buildings. Please direct visitors and parents to the office for visitor badges. Please send them back to the office for a visitor badge if they do not have one.

? Challenging Any Unknown Person—If you notice anyone on school property who you are not familiar with, it is your responsibility to ensure that they are, indeed, supposed to be here. Better to be safe and challenge a prospective family or vendor than to ignore a potential threat. Our employees and families should respect the fact that we take security seriously.

However, do not place yourself (or anyone else) in harm's way. If you encounter belligerence or sense any danger, please call the police immediately.

VISITORS

There should be no visitors without visitor badges in the hallways or elsewhere on campus. All visitors must sign in at the school office before gaining access to a classroom. ALL visitors (including volunteers, chaperones and field trip drivers) MUST have a cleared livescan fingerprint and clear TB test on file in the office BEFORE they can participate in the classroom with students.

Parents may come on to the campus to drop their children off but their length of stay should be brief. Please remind parents if they are on campus for a conference or meeting they need to check in with the office. The office will contact the appropriate teacher, administrator, or staff member. Anyone requesting to visit a classroom (developmental specialists, district faculty, school psychologists, etc.) must also sign in at the office.

If a teacher has scheduled a visitor in their classroom, the Administrative Office must be notified prior to the visitor's arrival and receive approval for the visit from the Head of School. The visitor must still check in at the office, and receive a visitor's badge before arriving in the classroom in which they were invited.

There is an expectation that all faculty and staff will approach any visitors they do not recognize (and/or do not have a visitor badge on) and ask them how they can help them.

Visitors seen on campus without a badge must be escorted to the school office for check in confirmation.

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

Anti-Harassment Policy and Complaint Procedure

Objective

Rising Sun Montessori School strives to create and maintain a work environment in which people are treated with dignity, decency and respect. The environment of the company should be characterized by mutual trust and the absence of intimidation, oppression and exploitation. Rising Sun Montessori School will not tolerate unlawful discrimination or harassment of any kind. Through enforcement of this policy and by education of employees, Rising Sun Montessori School will seek to prevent, correct and discipline behavior that violates this policy.

All employees, regardless of their positions, are covered by and are expected to comply with this policy and to take appropriate measures to ensure that prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee who violates this policy. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, suspension, or termination of employment.

Managers and supervisors who knowingly allow or tolerate discrimination, harassment or retaliation, including the failure to immediately report such misconduct to the Head of School or the Rising Sun Board of Directors are in violation of this policy and subject to discipline.

Prohibited Conduct Under This Policy

Rising Sun, in compliance with all applicable federal, state and local anti-discrimination and harassment laws and regulations, enforces this policy in accordance with the following definitions and guidelines:

Discrimination

It is a violation of Rising Sun Montessori's policy to discriminate in the provision of employment opportunities, benefits or privileges; to create discriminatory work conditions; or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability status, sex, sexual orientation, gender identity or expression, genetic information or marital status.

Discrimination of this kind may also be strictly prohibited by a variety of federal, state and local laws, including Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967 and the Americans with Disabilities Act of 1990. This policy is intended to comply with the prohibitions stated in these anti-discrimination laws.

Discrimination in violation of this policy will be subject to disciplinary measures up to and including termination.

Harassment

Rising Sun Montessori School prohibits harassment of any kind, including sexual harassment, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce an employee, co-worker, or any person working for or on behalf of Rising Sun Montessori.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes comments that are offensive or unwelcome regarding a person's national origin, race, color, religion, age, sex, sexual orientation, pregnancy, appearance, disability, gender identity or expression, marital status or other protected status, including epithets, slurs and negative stereotyping.
- Nonverbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of national origin, race, color, religion, age, gender, sexual orientation, pregnancy, appearance, disability, sexual identity, marital status or other protected status.

Sexual harassment

Sexual harassment is a form of unlawful employment discrimination under Title VII of the Civil Rights Act of 1964 and is prohibited under Rising Sun's anti-harassment policy. According to the Equal Employment Opportunity Commission (EEOC), sexual harassment is defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature ... when ... submission to or rejection of such conduct is used as the basis for employment decisions ... or such conduct has the purpose or effect of ... creating an intimidating, hostile or offensive working environment."

Sexual harassment occurs when unsolicited and unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature:

- Is made explicitly or implicitly a term or condition of employment.
- Is used as a basis for an employment decision.

- Unreasonably interferes with an employee’s work performance or creates an intimidating, hostile or otherwise offensive environment.

Sexual harassment may take different forms. The following examples of sexual harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal sexual harassment includes innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, lewd remarks and threats; requests for any type of sexual favor (this includes repeated, unwelcome requests for dates); and verbal abuse or “kidding” that is oriented toward a prohibitive form of harassment, including that which is sexual in nature and unwelcome.
- Nonverbal sexual harassment includes the distribution, display or discussion of any written or graphic material, including calendars, posters and cartoons that are sexually suggestive or show hostility toward an individual or group because of sex; suggestive or insulting sounds; leering; staring; whistling; obscene gestures; content in letters, notes, facsimiles, e-mails, photos, text messages, tweets and Internet postings; or other forms of communication that are sexual in nature and offensive.
- Physical sexual harassment includes unwelcome, unwanted physical contact, including touching, tickling, pinching, patting, brushing up against, hugging, cornering, kissing, fondling, and forced sexual intercourse or assault.

Courteous, mutually respectful, pleasant, non-coercive interactions between employees that are appropriate in the workplace and acceptable to and welcomed by both parties are not considered to be harassment, including sexual harassment.

Consensual Romantic or Sexual Relationships

Rising Sun Montessori School strongly discourages romantic or sexual relationships between a manager or other supervisory employee and an employee who reports directly or indirectly to that person, because such relationships tend to create compromising conflicts of interest or the appearance of such conflicts. In addition, such a relationship may give rise to the perception by others that there is favoritism or bias in employment decisions affecting the staff employee. Moreover, given the uneven balance of power within such relationships, consent by the staff member is suspect and may be viewed by others, or at a later date by the staff member, as having been given as the result of coercion or intimidation. The atmosphere created by such appearances of bias, favoritism, intimidation, coercion or exploitation undermines the spirit of trust and mutual respect that is essential to a healthy work environment. If there is such a relationship, the parties need to be aware that one or both may be moved to a different department or other actions may be taken.

If any employee of Rising Sun Montessori School enters into a consensual relationship that is romantic or sexual in nature with an employee who reports directly or indirectly to that employee, or if one of the parties is in a supervisory capacity in the same department in which the other party works, the parties must notify the Head of School or other appropriate corporate officer, such as the President of the Board of Directors for Rising Sun. Because of potential issues regarding quid pro quo harassment, Rising Sun Montessori School has made such reporting mandatory. This requirement does not apply to employees who do not work in the same department or to parties where neither one supervises or otherwise manages responsibilities over the other.

Once the relationship is made known to Rising Sun, the company will review the situation with Head of School and Board of Directors in light of all the facts (reporting relationship between the parties, effect on co-workers, job titles of the parties, etc.) and will determine whether one or both parties need to be moved to another job or department. If it is determined that one party must be moved, and there are jobs in other departments available for both, the parties may decide who will be the one to apply for a new position. If the parties cannot amicably come to a decision, or the party is not chosen for the position applied for, the Head of School and Board of Directors will decide which party will be moved. That decision will be based on which move will be least disruptive to the organization as a whole. If no other jobs are available for either party, the parties will be given the option of terminating their relationship or resigning.

Retaliation

No hardship, loss, benefit or penalty may be imposed on an employee in response to:

- Filing or responding to a bona fide complaint of discrimination or harassment.
- Appearing as a witness in the investigation of a complaint.
- Serving as an investigator of a complaint.

Lodging a bona fide complaint will in no way be used against the employee or have an adverse impact on the individual's employment status. However, filing groundless or malicious complaints is an abuse of this policy and will be treated as a violation.

Any person who is found to have violated this aspect of the policy will be subject to discipline up to and including termination of employment.

Confidentiality

All complaints and investigations are treated confidentially to the extent possible, and information is disclosed strictly on a need-to-know basis. The identity of the complainant is usually revealed to the parties involved during the investigation, and the Head of School will take adequate steps to ensure that the complainant is protected from retaliation during and after the investigation. All information pertaining to a complaint or investigation under this policy will be maintained in secure files within the Head of School.

Complaint procedure

Rising Sun Montessori School has established the following procedure for lodging a complaint of harassment, discrimination or retaliation. The company will treat all aspects of the procedure confidentially to the extent reasonably possible.

1. Complaints should be submitted as soon as possible after an incident has occurred, preferably in writing. The Head of School may assist the complainant in completing a written statement or, in the event an employee refuses to provide information in writing, the Head of School will dictate the verbal complaint.
2. Upon receiving a complaint or being advised by a supervisor or manager that violation of this policy may be occurring, the Head of School will notify Board of Directors and review the complaint with the company's legal counsel.
3. The Head of School will initiate an investigation to determine whether there is a reasonable basis for believing that the alleged violation of this policy occurred.
4. If necessary, the complainant and the respondent will be separated during the course of the investigation, either through internal transfer or administrative leave.
5. During the investigation, the Head of School, together with legal counsel or other management employees, will interview the complainant, the respondent and any witnesses to determine whether the alleged conduct occurred.
6. Upon conclusion of an investigation, the Head of School or other person conducting the investigation will submit a written report of his or her findings to the company. If it is determined that a violation of this policy has occurred, the Head of School will recommend appropriate disciplinary action. The appropriate action will depend on the following factors:
 - a) the severity, frequency and pervasiveness of the conduct;
 - b) prior complaints made by the complainant;
 - c) prior complaints made against the respondent; and
 - d) the quality of the evidence (e.g., firsthand knowledge, credible corroboration).

If the investigation is inconclusive or if it is determined that there has been no violation of policy but potentially problematic conduct may have occurred, the Head of School may recommend appropriate preventive action.

7. Board of Directors will review the investigative report and any statements submitted by the complainant or respondent, discuss results of the investigation with the Head of School and other management staff as appropriate, and decide what action, if any, will be taken.
8. Once a final decision is made by Board of Directors, the Head of School will meet with the complainant and the respondent separately and notify them of the findings of the investigation. If disciplinary action is to be taken, the respondent will be informed of the nature of the discipline and how it will be executed.

Alternative legal remedies

Nothing in this policy may prevent the complainant or the respondent from pursuing formal legal remedies or resolution through local, state or federal agencies or the courts.

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

RSMS will follow the dress code policy in effect for the Buckeye Union School District...as follows:

Students should give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate, including clothing that provides appropriate sun protection. Students' dress and grooming must not present a health or safety hazard to themselves or others or a distraction that would interfere with the education process. A student who violates the dress code may be subject to disciplinary action.

The development of attitudes and behavior patterns in dress and grooming should be a part of each student's total educational experience. School clothing is, in some degree, a reflection of one's attitude about self and school. We try to maintain a professional, friendly atmosphere in which teachers can teach and students can learn. Students are expected to attend school in clean, neat clothing. Dress, hair style, or makeup that is distracting in nature or interferes with the study habits of students in the class or school shall not be acceptable. The following guidelines are intended to define appropriate student attire and personal grooming.

1. Shoes must be worn at all times. Backless shoes, "wheelies", or shoes with wedges or heels higher than 1 inch are not permitted.
2. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or which advocate racial, ethnic or religious prejudice, incite violence or the use of drugs or alcohol, deemed to be gang related, or considered inappropriate.
3. Hats may only be worn outside and with the brim facing forward. Head coverings may be worn for religious reasons.
4. Clothes shall be sufficient to conceal undergarments and upper torso at all times. See-through or fish-net fabrics, halter tops, tops with straps less than 1" wide, off-the-shoulder, low cut, bare midriff or bareback tops, crop tops, and half shirts, skirts or shorts shorter than mid-thigh are prohibited. Mid-thigh is generally defined as the point where fingertips touch when a student is standing upright with arms straight down. Revealing trousers or shorts worn too low are not allowed. Holes, rips, or tears in pants should not expose skin above the knee.
5. Hair shall be clean and neatly groomed and may not distract the learning environment. Hair may not be sprayed by any coloring that would drip when wet.
6. Shorts and other appropriate undergarments shall be worn under dresses and blouses for the sake of modesty and while participating in PE or playing on equipment.
7. Sunglasses may be worn out to recess unless they are deemed a distraction or a problem of any kind. They must be put away when in the classroom.
8. Other articles or apparel which may be considered objectionable or dangerous may be prohibited by the Head of School.

Students wearing inappropriate attire or footwear will be sent to the office and will be asked to call their parent or guardian. Students will be given the opportunity to change into appropriate clothing, if available at the school site, or request the parent to bring a change of clothing or footwear. Students will return to class upon meeting dress code standards.

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

Transitional Kindergarten and Kindergarten

1. Entrance to school for TK/K students will be through their exterior classroom doors, being temperature checked as they walk in. Students are asked to leave approximately two-arms-length between them as they wait.

2. Start Time: 8:45 am, drop off as early as 8:31 am.

3. Parents may not wait with their students on school property. Sunflower class can drop off on Hillsdale Circle, and Leo class may drop off at the playground or drive through.

4. Pick up time is 12:30 pm. Students will have had both lunch and recess prior to pick up.

5. Pick up location is Hillsdale Circle for Sunflower and the front drive through for Leo class. Students will be released to parents when eye contact is made.

Lower Elementary, Grades 1-3

1. Entrance to school will be on the West end of the 4940 building, on either side, depending on your teacher's classroom. Seashell class will line up outside the southwest door, Andromeda will line up outside the northwest door.

2. Start time: 8:30 am, drop off as early as 8:16.

3. Parents are not permitted to congregate on the school site. Parents are encouraged to drop off either in the 4958 parking lot or on Hillsdale Circle.

4. Pick up time is 1:15 pm. Students will have had both lunch and recess prior to pick up.

5. Pickup location is same as drop off. Students will be released when eye contact is made.

Upper Elementary and Middle School

1. Entrance to campus is through the main gate by the 4958 parking lot. School entrance will be on West end of 4940 building, with Phoenix class on the southwest corner and Taurus on the northwest corner.

2. Start time: 8:30 am, drop off as early as 8:16.

3. Parents are not permitted to congregate on the school site. Parents are encouraged to drop off in the 4958 parking lot.

4. Pick up time is 1:30 pm. Students will have had both lunch and recess prior to pick up.

5. Pickup location is same as drop off. Students will be released to meet their parent independently unless parent specifies that they want supervised pickup.

California Law (Effective 01/01/2012):

- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
- Children under the age of 8 who are 4'9" or taller may be secured by a safety belt in the back seat.
- Children who are 8 years and over shall be properly secured in an appropriate child passenger restraint system or safety belt.
- Passengers who are 16 years of age and over are subject to California's Mandatory Seat Belt law.

Buckling up is the single most effective thing you can do to protect yourself in a crash. Also, seat belts are the best defense against impaired, aggressive, and distracted drivers.

Rising Sun Montessori School regards the health, safety, and emotional well-being of its students to be of the highest priority. The following are ways we can ALL ensure high standards of safety are maintained:

1. Driveways and Parking Lot: Students are NEVER permitted to play in the vehicle area. When you are arriving or leaving with your child, please make sure they do not run out into the parking lot ahead of you—because of their size many vehicles cannot see them! When chatting with friends, please have your child stay in close proximity to you so you may provide direct supervision of them any time after the 15 minute dismissal time ends. (See #5 below)

2. Car Seat Law: If we see any child in a vehicle without a car seat, we are required to have the child stay at the school until a car seat is provided. Please be sure to provide the appropriate restraint system for your child based on the California State Car Seat Law.

3. Unattended Children in Cars: Children under 12 years old may not be left unattended in a vehicle at any time. If RSMS staff witness a child left unattended in a vehicle, the parent will be located immediately and asked to accompany the child. If the parent is not immediately reached, law enforcement will be notified.

4. Non-Passenger Vehicles: Children are prohibited from being transported on school property in non-passenger vehicles (ie: motorcycles).

5. Supervision of Children: Parents are responsible for providing direct, visual supervision of their own children and/or any children who are their guests at Rising Sun, at any time that those children are not officially in the care of staff or teachers. Children may not be on the playground, in the parking lot, or in a school building, without a parent/guardian. Rising Sun teachers and staff are not permitted to accept responsibility for the supervision of any children before 8:15am or after 3:15pm. At RSMS sponsored community events, on or off campus, even when teachers are present; parents are 100% responsible for the supervision of, and liable for the actions of, their children and/or guests.

6. Visitors: All visitors MUST report to the office to sign in and obtain a visitor’s pass. Visitors must wear their pass easily visible to the staff. Teachers will stop people on campus that do not look familiar and ask if they have been to the office to gain permission to be on school grounds.

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

Component:

Rising Sun Montessori School has adopted the following standards for students, to promote consistency and provide an environment that will support their successful learning.

Element:

- Effective classroom management

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff Training	Semi-monthly staff meetings		Karl Zierhut	
Staff Mentoring	ongoing staff meetings with mentor teachers		Karl Zierhut	
Classroom Observations	Each Classroom Observed for student engagement, environment and climate		Karl Zierhut	

Component:

Element:

- Uniform, school-wide and clear expectations for behavior

Opportunity for Improvement:

Suspension Rate from 2018-19

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease Suspension Rate	Teachers trained in alternative discipline		Robin Zierhut	

Component:

Promotion of Student-Centered Conflict resolution

Element:

- Consistently enforced, inevitable, predictable, escalating consequences for actions that are hurtful to others
- Structured opportunities for aggressive youth to reflect on, and learn from their behavior

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Rising Sun Montessori School Student Conduct Code

Proper behavior is expected at Rising Sun Montessori School, and each student is held accountable for his/her own behavior. Students whose behavior is considered inappropriate and/or disruptive will be subject to the disciplinary policies outlined in this section of the handbook.

Rising Sun Montessori School’s Doctrine of Respect

Rising Sun Montessori School believes that RESPECT is not only a right of each individual member of the community, but is the foundation of all our interactions and behaviors. It is the intent of Rising Sun Montessori School to provide a safe environment in which everyone—students and staff—can work, learn, and play together comfortably and productively.

To that end, any demonstration of disrespect toward the Rising Sun School community (e.g. staff, students, or school) when on Rising Sun grounds, or when away from the Rising Sun Montessori grounds as part of a RSMS event, will result in consequences that match the nature and severity of the infraction. Note that during off-campus events the Rising Sun Montessori School community is considered to include the context within which the Rising Sun Montessori group is functioning and those individuals with whom Rising Sun Montessori’s students are interacting during the course of that event. The consequences of disrespectful behavior could range from a disciplinary note, to attending recess detention, in-school suspension, out-of-school suspension, or expulsion.

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

It is a violation of Rising Sun Montessori's policy to discriminate in the provision of employment opportunities, benefits or privileges; to create discriminatory work conditions; or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability status, sex, sexual orientation, gender identity or expression, genetic information or marital status.

Rising Sun Montessori School has established the following procedure for lodging a complaint of harassment, discrimination or retaliation. The company will treat all aspects of the procedure confidentially to the extent reasonably possible.

1. Complaints should be submitted as soon as possible after an incident has occurred, preferably in writing. The Head of School may assist the complainant in completing a written statement or, in the event an employee refuses to provide information in writing, the Head of School will dictate the verbal complaint.
2. Upon receiving a complaint or being advised by a supervisor or manager that violation of this policy may be occurring, the Head of School will notify Board of Directors and review the complaint with the company's legal counsel.
3. The Head of School will initiate an investigation to determine whether there is a reasonable basis for believing that the alleged violation of this policy occurred.
4. If necessary, the complainant and the respondent will be separated during the course of the investigation, either through internal transfer or administrative leave.
5. During the investigation, the Head of School, together with legal counsel or other management employees, will interview the complainant, the respondent and any witnesses to determine whether the alleged conduct occurred.
6. Upon conclusion of an investigation, the Head of School or other person conducting the investigation will submit a written report of his or her findings to the company. If it is determined that a violation of this policy has occurred, the Head of School will recommend appropriate disciplinary action. The appropriate action will depend on the following factors:
 - a) the severity, frequency and pervasiveness of the conduct;
 - b) prior complaints made by the complainant;
 - c) prior complaints made against the respondent; and
 - d) the quality of the evidence (e.g., firsthand knowledge, credible corroboration).

If the investigation is inconclusive or if it is determined that there has been no violation of policy but potentially problematic conduct may have occurred, the Head of School may recommend appropriate preventive action.

7. Board of Directors will review the investigative report and any statements submitted by the complainant or respondent, discuss results of the investigation with the Head of School and other management staff as appropriate, and decide what action, if any, will be taken.
8. Once a final decision is made by Board of Directors, the Head of School will meet with the complainant and the respondent separately and notify them of the findings of the investigation. If disciplinary action is to be taken, the respondent will be informed of the nature of the discipline and how it will be executed.

(J) Procedures to Prepare for Active Shooters

Each staff member is trained in our Active Shooter Response Procedures twice a year. Initial training occurs in the fall, and a follow up training occurs in late winter/early spring. RSMS also consults with local law enforcement on several occasions each year to determine what changes, if necessary are needed to our site-specific plan. All staff are trained in how to respond to lockdown orders, whether they are indoors or outdoors, as well as how to direct students to the "fastest/safest" escape route from danger. Hard lockdowns are practiced by each classroom teacher and procedures are evaluated and areas improvement are identified. For security reasons, the specifics of these plans are kept from the general public.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Each year, parents and other stakeholders are informed of the need for awareness around bullying and cyber-bullying. There have been parent education nights and starting in 4th grade, parents and students are educated in how to identify, prevent and resolve bullying and cyber-bullying acts perpetrated by and toward their students. In addition to these trainings and ongoing communication with parents, the RSMS family handbook outlines policies for identifying, preventing and making school leadership aware of these issues in an effort to support a school-wide culture and climate of acceptance and learning.

The offenses which can result in suspension or expulsion are highlighted below:

- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

In addition, RSMS families agree to a "safe use of technology" contract which reads as follows:

Rising Sun has created and adopted a Technology Use Policy and Agreement Form to ensure that students' access to, and use of the Internet is consistent with the educational goals and purposes of RSMS and in compliance with Children's Internet Protection Act (CIPA). RSMS sets forth student responsibilities and duties when accessing and using the Internet through RSMS equipment and resource network maintained by RSMS. RSMS has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with RSMS equipment and resource networks. RSMS stresses that an inappropriate use does not always mean that the use in itself is "bad" or illegal, but only that the use does not further the educational goals and purposes of RSMS. Students are reminded that their use of RSMS equipment and resource networks reflect upon RSMS, and students should guide their activities accordingly.

- School officials retain reasonable discretion to apply this and related School policies to determine when a proper or improper use exists and what sanctions, if any, may apply.
- The School and its staff take all reasonable measures to guide, monitor, and protect students in their use of the School's technology resources, including the use of software filters to screen unwanted materials. However, parents/guardians are primarily responsible for instructing their children in the proper values governing the use of such resources. Parents/guardians should communicate to their children an understanding of responsible and safe use of these resources and monitor their children's use of such resources at home or anywhere outside the School's jurisdiction.
- School technology is to be used for educational, organizational, and communication purposes directly related to the School's educational mission and program. Unless otherwise prohibited, personal or incidental use of School technology resources are permitted if such use complies with these policies, is reasonably limited, and does not interfere or threaten with the School's operational and educational objectives.

Student Use Policy

- Be polite. Do not write or send abusive messages. Use appropriate language.
- Be respectful. Do not view or modify other's work/data; to include student folders and work books. Treat the equipment with care.
- Be trustworthy. Do not alter the computer, screensaver, sounds, settings, etc.
- Use of the computer is for classroom research only as supervised by the teacher.

Prohibited Uses of School Technology

- Personal use – no emailing, no social networking sites like Facebook, YouTube, or blogs, etc.
- Disclosing personal identifying information about themselves or others
- Using technology to access prohibited materials (i.e. vulgar, offense, inflammatory language, material, or images, including sexually explicit materials, language or pictures)
- Trying to access school files, or "hacking" into other systems and materials where authorization is not permitted
- Games/gaming is not allowed.
- Downloading software or attachments without prior authorization
- Using email, social media sites or other avenues to engage in "cyberbullying" activities

Resources for Parents

A resource parents may find valuable when talking to their children about internet safety may be found at www.onguardonline.gov. Under the section Protect Kids Online, families can discuss areas such as:

- Kids, Parents, and Video Games
- Child Identity Theft
- Kids' Privacy
- Talk to Your Kids
- Kids and Socializing Online
- Cyberbullying
- Kids and Mobile Phones
- Kids: Texting and Sexting
- Kids and Computer Security
- Parental Controls

Safety Plan Review, Evaluation and Amendment Procedures

Annual safety plans are reviewed each fall, when outside professional services are consulted, such as CDPH, EDCDH, EDH Fire, and the EDCSO. Amendments are then brought to the board for review and evaluation prior to the adoption of the school-wide safety plan adoption.

Safety Plan Appendices

Emergency Contact Numbers

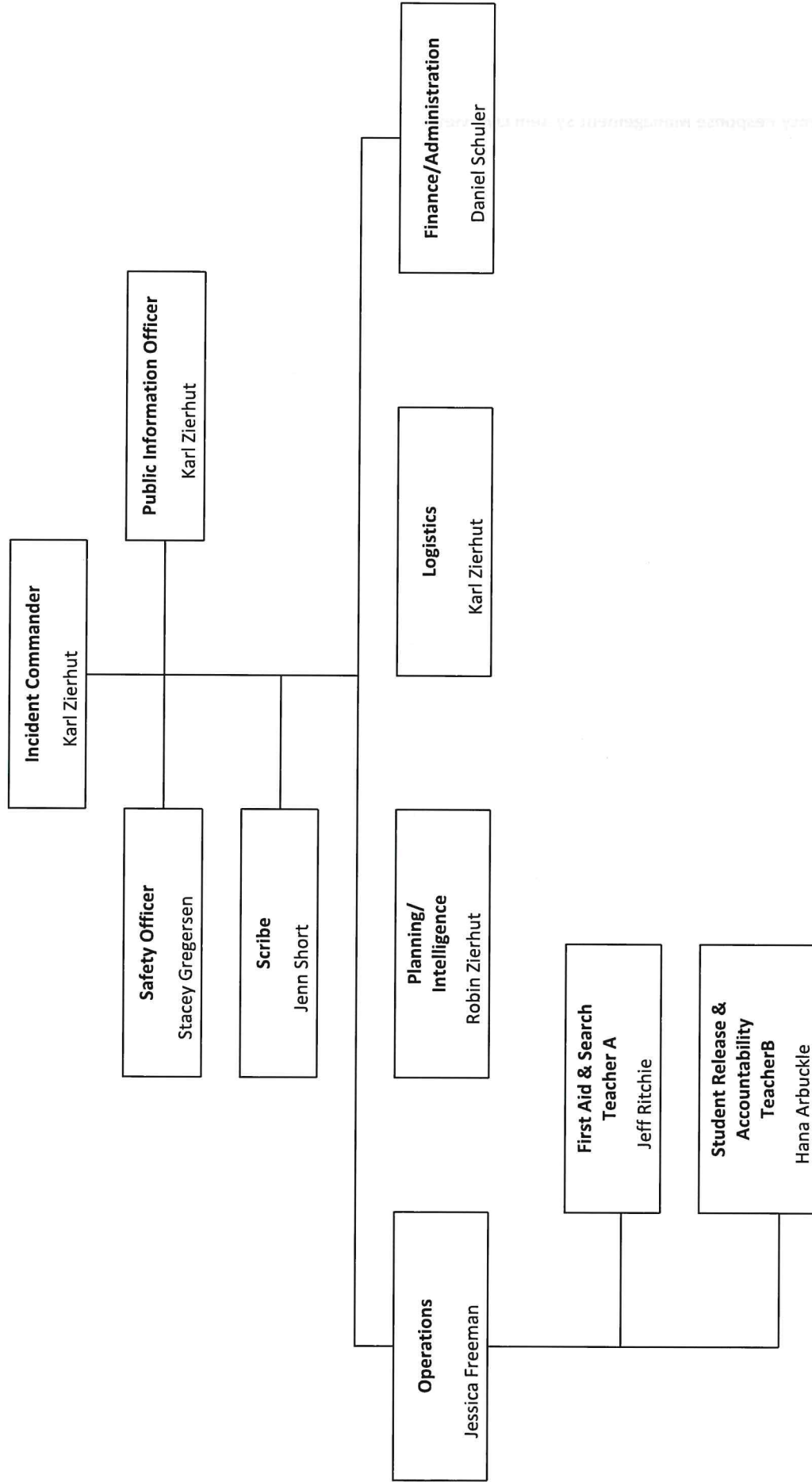
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	El Dorado County Sheriff	911	
Law Enforcement/Fire/Paramedic	El Dorado Hills Fire Department	911	
Law Enforcement/Fire/Paramedic	EDH Paramedics	911	
Public Utilities	PGE	(855) 849-3466 or 911	
Local Hospitals	Mercy Hospital Folsom	(916) 983-7400	
Local Hospitals	Marshall Medical Center	(530) 626-2678	
School District	BUSD	(916) 985-2183	
Emergency Services	California Department of Emergency Services	(916) 657-9494?	
Other	El Dorado County Public Health	(530) 621-6100	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Annual Adoption of School-wide Safety Plan	Annually in Winter	Board of Directors meeting, February of each year
Consultation with Emergency Personnel	Annually in Fall	August, 2020
Consultation with Fire Alarm Monitoring Company	Annually in Fall	August, 2020 prior to school year starting
Inspection of Fire detection, mitigation equipment, emergency egress	Annually in Fall	August 2020, prior to start of school year
Report to Board of Directors on Findings	Annually in Fall	September 2020
Meeting with Parent Committee	Annually in Winter	November/December 2020
Board meeting for review and approval of Annual Safety Plan	Annually in Winter	February 2021

Rising Sun Montessori School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Fire, animal, vehicle (including aircraft), human (including dangerous person), utility (electrical or natural gas), chemical, water (including contamination or flooding)

Step Two: Identify the Level of Emergency

Level One: Immediate evacuation

Level Two: Hard Lockdown

Level Three: Soft Lockdown

Level Four: Early/unplanned student release (ie loss of power to school)

Step Three: Determine the Immediate Response Action

Contact EMS

Initiate evacuation from building

Initiate lockdown inside building (hard or soft)

Set up command center

Ensure communications with EMS/Parents/Stakeholders/Media

Step Four: Communicate the Appropriate Response Action

Utilize school-wide communication device as appropriate to situation

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft Crash

In the event of an explosion or crash, the blast will be the initial signal of the emergency. If early warning is available, the Principal will

notify the classrooms. Immediately after an explosion or crash the following procedures shall be followed:

1. If possible, DUCK AND COVER under a desk or table. Move away from windows, doors, and shelves.
2. Following an explosion or crash, notify administration or if administrator is not available, obtain outside line, then phone "911".
3. The alarm bell will sound, and students and staff will evacuate or stay in the buildings, depending on the circumstances. Teachers will escort their students to the designated assembly area and take attendance. Teachers may be asked to report any attendance discrepancies to the administration, depending on the nature of explosion.
4. Do not reenter any building or classroom, until authorized by the Principal, or designee and the fire department.

Animal Disturbance

Initiate Soft Lockdown

Contact Fire Department or County Animal Control as appropriate

Armed Assault on Campus

Certain details of this plan are kept from public for security reasons

A continuous verbal announcement, "The school is in lockdown" will initiate a lockdown. Do not dismiss class and secure doors and windows.

2. Ignore all other bells and notifications. If a fire bell sounds during a lockdown, you are to remain in your room or secured location until advised

what to do via E-mail, text, telephone, or public address system. Do not automatically evacuate until you receive specific instructions.

3. Command Staff or Campus Security Director should shut off main bell system to prevent unwanted bells from sounding.

4. Notify police, call 911. Advise police if you know the location, description or identity of the threat, or if you need medical direction for a victim.

5. Notify Superintendent or designated District EOC.

6. Lock the doors, turn off lights, close the blinds, and stay out of sight. Do not open a door after a lockdown initiation under any circumstances.

7. Students, staff, or visitors found outside of classrooms during a lockdown initiation are to find the nearest shelter available. They are to remain under the supervision of the staff member in this location until it has been determined it is safe to leave.

8. Do not attempt to restrain a student who runs outside.

9. Remain seated on the floor and out of sight during the lockdown.

10. Silently take roll and account for students and staff. Notify Command Staff (via E-mail, text, or phone) of any missing persons or persons who were swept in from the outside.

11. Communication during the lockdown will take place via text or E-mail. Continue to monitor your texts or e-mail. Once the school is secured, a text or e-mail will be sent giving information relative to the situation. For extended lockdowns, regular texts or E-mails will be sent to staff members by the principal or designee to provide updates or to let you know that there is no updated information at this time. NOTE: When dialing 911, the school's black digital Cisco phones inform Burbank police dispatch of your exact building and room location.

12. Until specific directions are given, students should not use cell phones to place calls, send texts, or access the Internet. All cell phones must be silenced. If the lockdown lasts for an extended period of time, directions will be given to teachers by e-mail, text, or phone as to how cell phones or other communication devices may be used by students.

13. The door to your room may be opened by administration or emergency responders to put in students/visitors who are caught out in the hallways during the lock down.

14. The lockdown will be lifted when judged to be safe by the police department, district personnel, or the Incident Commander. At that time, a school wide announcement will be made, or authorized personnel will go door-to-door, with a master key, and notify each classroom individually.

PLEASE NOTE: Lockdowns may last for several hours. Create "relief stations" for students and staff

Biological or Chemical Release

In the event of a chemical, hazardous material, or biological attack it is highly unlikely that the dangerous materials will be detectable by

sight, smell, or taste. The Principal or designee will notify classrooms and teachers in the event of such an emergency. Immediately after

knowledge of exposure the following procedures shall be followed:

1. If a hazardous material incident, a chemical material incident, or a biological weapons incident occurs, STAY INDOORS. Do not attempt to evacuate the buildings.
2. SHUT ALL DOORS AND WINDOWS. Use duct tape (from emergency bags) to seal off all seams on the doors and windows.
3. CONTACT ADMINISTRATOR OR CLERICAL ASSISTANT WHO WILL CONTACT APPROPRIATE MAINTENANCE TO TURN OFF THE HEATER/AIR CONDITIONERS.
4. Remain in the sealed rooms and follow all instructions given by the Principal, or designee, and Burbank Fire/Police Departments until the emergency is over.

Bomb Threat/ Threat Of violence

Immediately after receiving a bomb threat the following procedures shall be followed:

1. If a bomb threat is called to the school, make every attempt to keep the caller on the phone as long as possible to gain information. Try to determine the sex and age of the caller. Try to have the caller tell you the exact location of the bomb and the time of threatened detonation.
2. The Command Staff will immediately notify the District EOC, who has the immediate responsibility to notify the Police Department.
3. The Police Department may not send units to the school at this point, but will automatically notify the Fire Department to stand by.
4. If the location of the suspicious object is not known, STUDENTS WILL REMAIN IN THE CLASSROOMS. Teachers should move students to the center of the room. If possible, have the students stay low and take cover under a sturdy object (desk).
5. The Principal, in conjunction with law enforcement, will make the decision to evacuate the buildings.
6. SWEEP TEAM: Staff will be asked to volunteer for the Sweep Team. Sweep Team members will report to the Incident Command Post.
 - a. Sweep Team members will be paired up and assigned a region of the campus to search.
 - b. Principal will coordinate with police to supervise Sweep Teams.
 - c. Upon completion of sweep of assigned areas, sweep team should report back to Incident Command Post to report "all clear" of their area.
7. Students and staff will return to the buildings only when they have been cleared by law enforcement and the Principal or designee

Bus Disaster

Rising Sun Montessori School does not utilize bus transportation

Disorderly Conduct

Contact 911

School Administration will remain with threat as appropriate to monitor situation

Initiate soft lockdown procedures

Initiate emergency response to ensure student and staff safety and for appropriate communication with parents, as well as student release to families when safe and appropriate

Earthquake

Prior to Earthquake

1. Please discuss all our emergency procedures with students as soon as possible.
2. Maintain evacuation backpack, bucket and clipboard in a visible & easily accessible location adjacent to the evacuation exit.

3. Know your evacuation route and ensure evacuation maps are posted at exit(s).
4. Participate in practice drills and maintain knowledge of emergency procedures.
5. Ensure tall furnishings are secured to the walls to prevent them from falling on individuals and potentially obstructing exits or walk paths.
6. Do not store unsecured heavy items above 72 inches.
7. Maintain exits free from obstructions.

During an Earthquake

1. The teacher or other staff member will shout the command, "Drop!"
2. The students are to "Drop, Cover and Hold."
3. If inside the school building students and school employees shall:
 - Get under equipment (desks, tables, etc.) where available.
 - Drop to your knees with your back to the windows and your knees together.
 - Clasp both hands firmly around the legs of a table or a desk; if this equipment is not available clasp your hands firmly behind your neck.
 - Remain in this position until a staff member says the emergency is over.
 - Once the shaking has stopped, initiate an evacuation.
4. If students and staff are outside of the school building during an Earthquake:
 - Move away from building, overhead electrical wires and stay away from objects that might fall during an Earthquake.
 - Drop to your knees and clasp your hands firmly behind your neck to protect your head.
 - Wait for shocks to subside.

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After an Earthquake

1. Evaluate the classroom situation.

2. If safe, have students line up outside of the classroom.
3. Leave the lights as they were prior to the earthquake. Do not turn them on or off, especially in rooms where natural gas lines exist.
4. Leave doors opened and unlocked so that the search & rescue teams can check rooms for missing students.

Explosion or Risk Of Explosion

Explosion or Risk of Explosion

In the event of an explosion or crash, the blast will be the initial signal of the emergency. If early warning is available, the Principal will

notify the classrooms. Immediately after an explosion or crash the following procedures shall be followed:

1. If possible, DUCK AND COVER under a desk or table. Move away from windows, doors, and shelves.
2. Following an explosion or crash, notify administration or if administrator is not available, obtain outside line, then phone "911".
3. The alarm bell will sound, and students and staff will evacuate or stay in the buildings, depending on the circumstances. Teachers will escort their students to their designated location and take attendance. Teachers may be asked to report any attendance discrepancies to the administration, depending on the nature of explosion.
4. Do not reenter any building or classroom, until authorized by the Principal, or designee and the fire department.

Fire in Surrounding Area

Contact 911

Initiate Emergency Response Plan

Shelter in Place or Evacuate to designated safe areas dependent on situation

Shut off all external ventilation

Close all doors and windows as appropriate

Have students sit or lay on floors of classrooms

Fire on School Grounds

Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are clearly posted by the exits in each classroom. For the protection of all occupants of the building, in case of a fire or disaster, the following evacuation procedures have been established:

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal established can include "A possible fire has been reported in the building, please exit the building."
2. Order a verbal evacuation if the fire alarm does not sound.
3. Call 911.
4. Notify the Superintendent.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In case of FIRE ONLY, close the doors upon evacuating.
10. Teachers will take their roll books and emergency bags to the evacuation site, take roll, and complete an attendance report. Teachers will submit report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director.
11. If an emergency evacuation occurs when you are in the corridors, join the nearest class in leaving the building and then report to your designated Evacuation Area.
12. If an exit is barricaded, then the next nearest exit should be used.
13. The Utilities Team shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
14. The Command Staff will take the student emergency forms to the Evacuation Area.

15. Notify students and staff if and when it is safe to return to the school site and/or building under the direction of the Fire Department and in consultation with the Superintendent or designee.
16. If it is unsafe to return to the building, students will be supervised and release procedures will be initiated.

Flooding

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

Incident Commander

1. Determine if evacuation is required.
2. Notify District Superintendent or District Office of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
3. Instruct on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars.
4. Post a notice on the office door stating where the school has relocated and inform the District Office.
5. Monitor local radio and television stations for flood information.
6. Notify District Superintendent of school status and action taken.
7. Delegate a search team if students or staff have been determined to be missing.
8. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Staff:

1. If warranted, evacuate students using evacuation plan.
2. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
3. Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established Emergency Evacuation Routes marked on the maps posted in every classroom and office.
4. Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.
5. Teachers will submit report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Director.
6. If students or staff have been determined to be missing, a search & rescue team will conduct their duties.
7. Follow the Student Request and Release Procedures if school dismissal is warranted by the District Office.

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the Superintendent or designee. Do not return to school building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

Contact PGE

Initiate Emergency Response, including monitoring of classrooms for safety (temperature, lighting, etc)

Once a determination has been made regarding the timing of the return of services (dependent on the utility) parents will be notified via mobile applications that school is being dismissed early

Set up alternate dismissal points, as appropriate

Motor Vehicle Crash

During a motor vehicle crash on local streets:

? Call the site administrators

? Clear the area of other students and staff.

? Return to or stay in classrooms/safe building wait for instructions to be Announced.

? Announcements will be made weather to evacuate or shelter in place if evacuation is necessary secondary location is to be used

Pandemic

Rising Sun Montessori School is in regular contact with the El Dorado County Public Health Department and the CDPH for guidance on the current and any future Pandemics. School-wide reopening plans, specific to Covid-19 as well as a Covid Prevention Plan are Board Approved plans which are specific to the C-19 virus and are available on our website. RSMS expects to follow similar guidance from State and County officials should a similar event take place in the future.

Psychological Trauma

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

? First – Clear the air

? Second – Process emotions

? Third – Evaluation and resources

Possible Reactions in Students:

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

In addition, at home parents may see:

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

Reactions in Teachers:

1. Increased irritability and impatience with students and staff (decreased tolerance of minor student infractions- remember, they are trying to cope, too)
2. Difficulty planning classroom activities and lessons
3. Decreased concentration
4. Worries and fears that answers or responses to students could make things worse for them
5. Worries about re-occurrence and repercussions
6. Increased concern about school violence (e.g., hypersensitivity)
7. Feelings of discomfort with intense emotions, such as anger and fear
8. Denial that the traumatic event may impact the students

Guidelines for Teachers

Reinforce ideas of safety and security. This may be needed multiple times, particularly in response to changes/loud sounds/or other events that may remind the students of the tragedy. After any classroom discussion of the event, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or having a moment of quiet reflection. Listen to and tolerate your students retelling of events, as well as playing out the events. Maintain a predictable class schedule and rules to provide support and consistency

for the students. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings about the tragedy. This may need to be done in multiple classes; however, set limits on scary or hurtful talk (e.g., specific threats of retribution). Encourage the students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting the feelings, listening carefully, and reminding the students that these are normal reactions (any of these feelings are okay) following a very scary event. Discuss students' perceptions of media descriptions of events. Information focused on safety will be important. For example, school staff and first responders (e.g., the firefighters, military, police, doctors) are all working together to make us safe (give examples). Review of school safety rules may also be helpful.

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

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

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

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

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

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

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

Suspected Contamination of Food or Water

Isolate area

Contact County Health Department

Contact El Dorado Irrigation District

Arrange for appropriate remedies such as removal of product, cleaning of facilities, and procurement of alternate sources for supply and distribution as appropriate

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff,

which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

Tactical Responses to Criminal Incidents

Security of our facilities is of utmost importance to the school, and constant vigilance is asked and expected of all employees. Specifically, this includes ensuring that the following parameters are observed at all times.

During regular working hours, employees are able to enter and leave the building without a key.

The Administrative Office will provide you with a key to access all locked, non-private doors that you have a business need to enter. Lock all the Doors—Classroom exterior doors will remain closed and locked during instructional time. At night, if you are the last Rising Sun employee to leave, you must remember to lock all the exterior building doors. Also, check to see that all the lights, computers, and monitors are turned off.

Visitors—All parents and visitors must check in at the school office before entering the buildings. Please direct visitors and parents to the office for visitor badges. Please send them back to the office for a visitor badge if they do not have one.

Challenging Any Unknown Person—If you notice anyone on school property who you are not familiar with, it is your responsibility to ensure that they are, indeed, supposed to be here. Better to be safe and challenge a prospective family or vendor than to ignore a potential threat. Our employees and families should respect the fact that we take security seriously.

However, do not place yourself (or anyone else) in harm's way. If you encounter belligerence or sense any danger, please call the police immediately.

Unlawful Demonstration or Walkout

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff

or students for the purpose of protest or demonstration. Upon indication that an unlawful

demonstration or walkout is about to begin, personnel should immediately notify the

administrator or designee. The administrator or designee will initiate the Shelter-in-Place action.

If students leave the campus, the

administrator or designee will designate appropriate staff members to accompany them. These

staff members will attempt to guide and control the actions of students while offsite. The

administrator or designee should proceed in good judgment on the basis of police or other legal

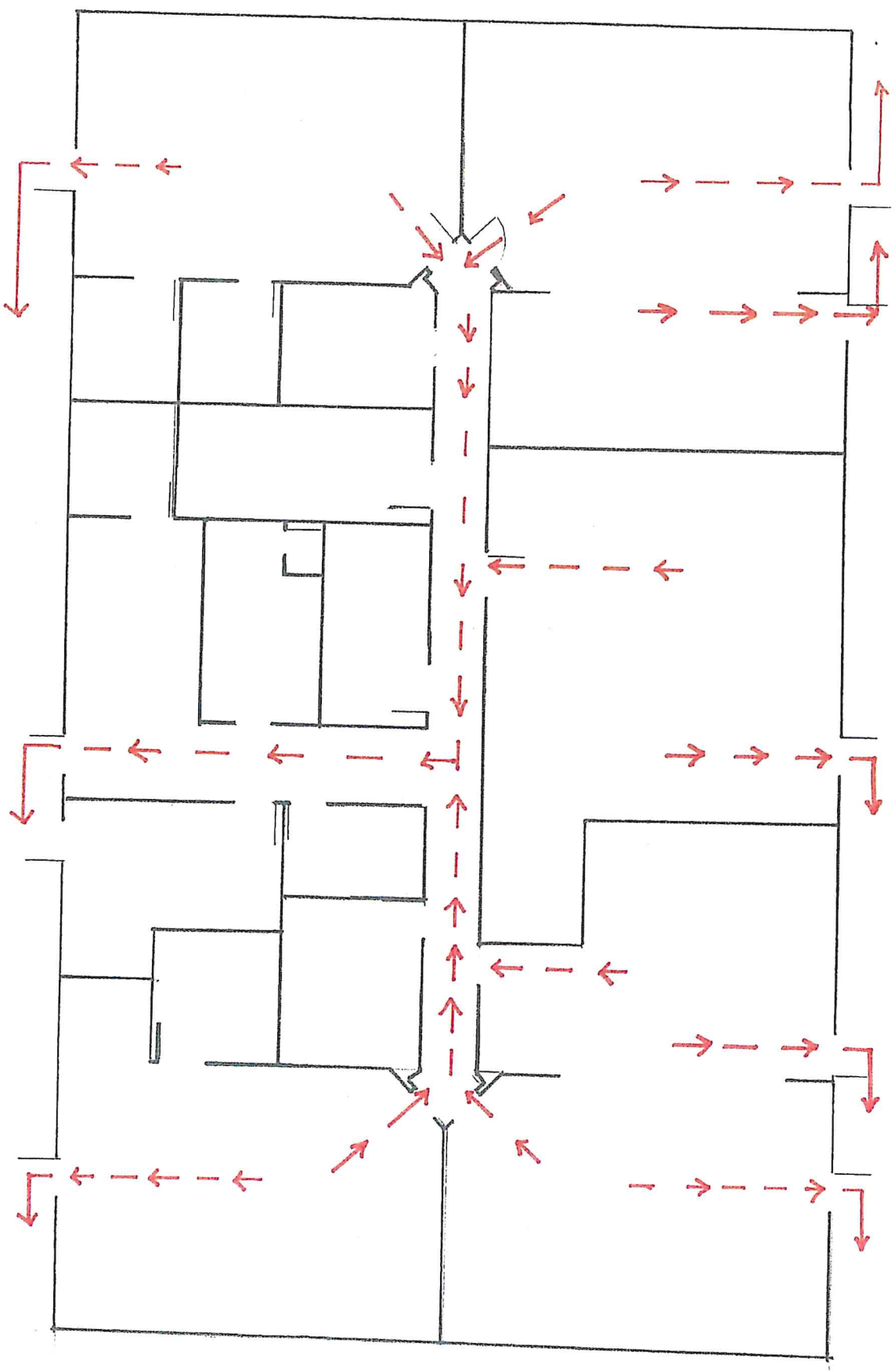
advice, in taking action to control and resolve the situation.

Principal stays on site to supervise students

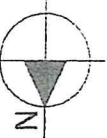
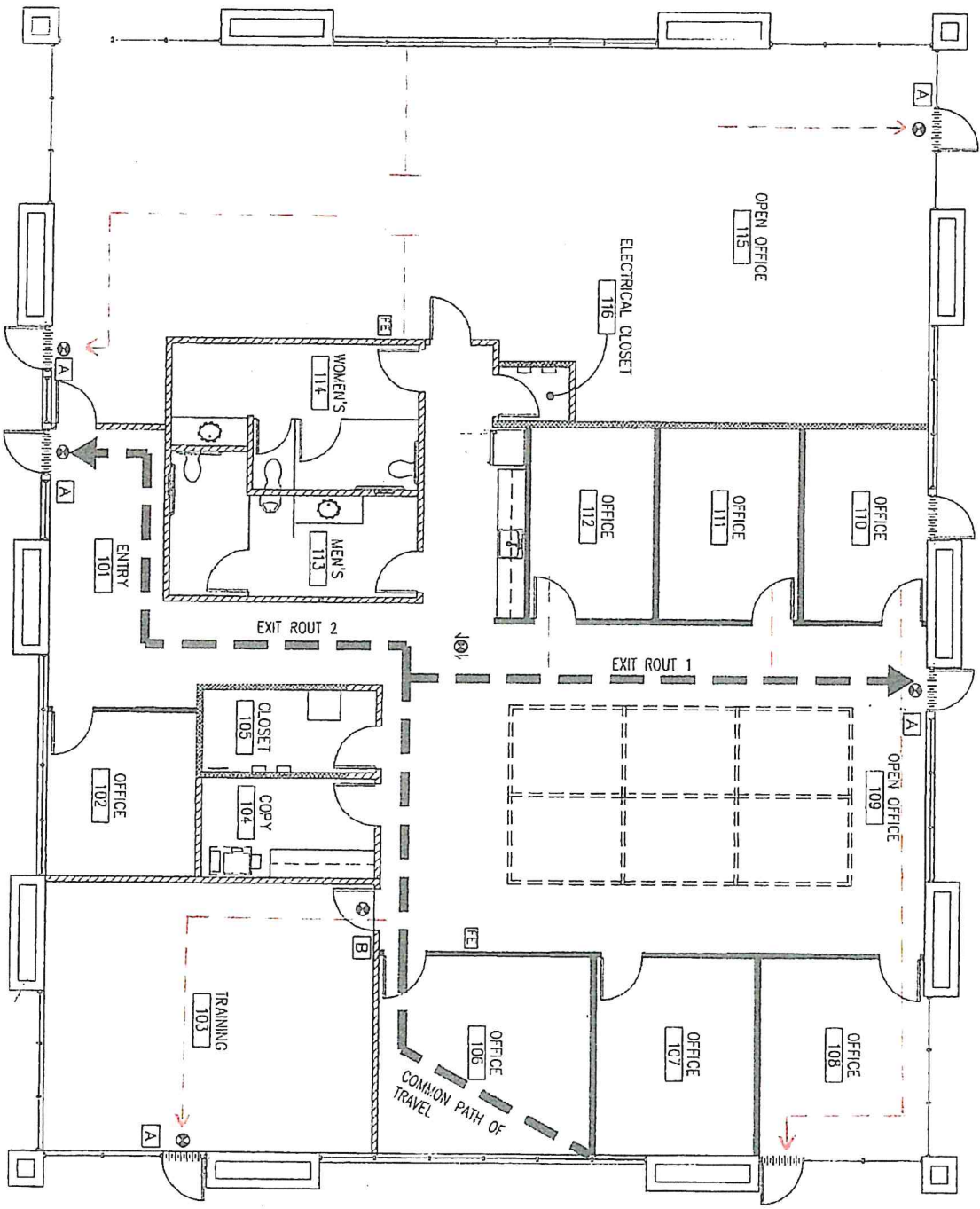
- Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent? Do your parents know you are leaving campus and will be unsupervised?
- School staff (teachers and/or available assistants) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

FIRE EVACUATION PLAN



4958 ROBERT J. MATHEWS PKWY



SCALE: 1/8" = 1'-0"

EXIT PLAN

