

Comprehensive School Safety Plan

2025-2026 School Year

School: Hidden Valley Elementary School
CDS Code: 49 70912 6095459
District: Santa Rosa Elementary.
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Santa Rosa, CA 95404
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Approved by:

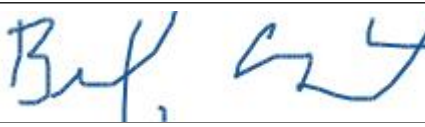
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Comprehensive School Safety Plan Purpose

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 Hidden Valley Main Office.

Safety Plan Vision

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and has high expectations for student conduct, responsible behavior and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Hidden Valley Elementary School Safety Committee

Brad Coscarelli
Principal
Parents & Staff
School Site Council
Lead Teachers
Kristin Colgrove
Office Manager
Leadership Team

Assessment of School Safety

School Safety Plan for Hidden Valley:

The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available in the office for parents. The plan is shared with staff during a school-wide staff meeting. We practice fire, earthquake and lockdown drills monthly. The Parent Faculty Organization (PFO) provides funding to update our school-wide emergency equipment and materials. Each classroom contains a class emergency bin on wheels and a backpack that is updated annually with emergency supplies. Each classroom also has a five gallon bucket to use as a bathroom if needed. We survey parents, students, and staff annually about safety concerns and any physical, social, and emotional issues that affect students. We also provide on-site mental health counseling services funded by our district. Staff and administrators monitor the school grounds for 15 minutes before and after school as well as at all recesses and lunchtimes. Teachers regularly review the rules for safe, responsible, respectful and kind behavior in school and on the playground referred to as BEST rules. We have implemented both the BestPlus School-wide expectations Program and the Toolbox Program at Hidden Valley over the last five years. These successful programs have supported our students and teachers in social/emotional and behavioral needs.

Based off of stakeholder surveys, these issues have been brought forth in the Hidden Valley SPSA: We have ongoing support from the district office and Board of Education in providing support personnel to Hidden Valley including our full time School Counselor, full time Family Engagement Facilitator, and full time Restorative Resource Specialist. Hidden Valley does not have a Student Engagement Activities person.

The current administration and supervision staff at Hidden Valley continues with a discipline plan for addressing behavioral issues on campus. The administration and all school staff continue to work diligently at building relationships within our entire school community, with a specific focus on building positive student to-student and student-to-staff relationships. We believe that through this work, we will see fewer behavior incidents overall, particularly in the area of classroom disruptions. Through restorative conferencing and mediation, we strive to help students gain an understanding of the impact of their behavior, and provide opportunities to repair the harm done to others or to the campus.

Creating a Comprehensive District Risk Assessment Team (DRAT) Plan -

Ensuring the safety of our schools involves multiple components, including physical security, emergency management, psychosocial intervention, and violence prevention efforts in the form of a risk assessment process. This process begins with establishing a comprehensive targeted violence prevention plan. The plan includes forming a multidisciplinary risk assessment team, establishing central reporting mechanisms, identifying risk factors, antecedents and behaviors of concern, defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders. It can also help schools mitigate threats from a variety of individuals, including students, employees, parents or themselves.

A fully integrated protocol, integrating Suicide Prevention with Risk Assessment can be found at this link:

SRCS District Risk Assessment Protocol or https://docs.google.com/document/d/1xsJWcdZ6_Sl_kE4PKSFHzn_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing

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

Multi-Tiered Systems of Support

BESTPlus Program

Toolbox Program

Safety Procedures

Restorative Practices: Restorative Resource Specialist and Classroom Circles

Noon Duty Supervision

Leadership

Hawk Feathers and Monthly Assemblies/Rewards

Be Your Best Hawk 15 Day Guide

Promoting School Safety

In focusing on improving school safety, the awareness for additional support and collaborative partnerships has become apparent. A few areas where the district and community have provided invaluable resources are in the following ways.

Support Staff at the Schools:

Counselors -
Psychologists -
Family Engagement Facilitators -
EL Specialists -
Restorative Specialists -

Support Staff at the District Level:

Behavior Therapists - assigned to sites to meet the needs of the students
Suicide Prevention Therapist - available when the need is present
Director of Mental Health - to train & facilitate/manage the district's resources

District and Community Safety Teams who meet on a regular basis:

District Behavior Threat Assessment Team (meets as needed to review students needing extra supports) - More detailed below
Safety Advisory Round Table (SART) meets monthly
Safe Routes to Schools (SRTS) meets monthly
The Santa Rosa Partnership Policy & Operations meet monthly
Santa Rosa Public Safety Working Meeting meets quarterly

District Behavior Threat Assessment Team

Ensuring the safety of our schools involves multiple components, including physical security, emergency management, psychosocial intervention, and violence prevention efforts in the form of a risk assessment process. This process begins with establishing a comprehensive targeted violence prevention plan. The plan includes forming a multidisciplinary risk assessment team, establishing central reporting mechanisms, identifying risk factors, antecedents and behaviors of concern, defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders. It can also help schools mitigate threats from a variety of individuals, including students, employees, parents or themselves. The team is available to meet on an as needed basis.

In partnership with the Sonoma County Office of Education, a protocol has been developed with a series of forms for conducting a Level 1 Assessment Team meeting. A Threat Assessment Flow Chart is included to visually guide the process. Furthermore, the guidelines and all the forms can be found in the Administrators/Co-Administrators Drive Safety folder. The process consists of completing and collecting interview forms, a Level 1 protocol form is filled, the team makes recommendations, the case is tracked and then is managed by the school administrator. In addition, the completed documents are sealed in the student's cume folder. In order to provide proper support, additional training will be provided by both SCOE's Safety Culture Department Team and SRCS Wellness & Engagement department.

SRCS Threat Assessment Flow Chart (CSSP) included as an attachment

Suicide Prevention with Risk Assessment Team and Staff

A fully integrated protocol, integrating this can be found at this link:

SRCS District Risk Assessment Protocol or https://docs.google.com/document/d/1xsJWcdZ6_Sl_kE4PKSFHzn_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing

Annual Safety Notifications

Firearm storage SB 906

As of 7/1/23, an annual notification that informs parents or guardians of California's child access prevention laws and laws relating to the safe storage of firearms is sent.

SB10 - Melanie's Law

Ongoing training in preventing and treating student opioid overdose (Narcan training)

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

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

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

Reporting Procedures

Complete Child Abuse reporting form. Call Children and Family Services immediately to verbally report. Failure to make a telephone report within 24 hours is a misdemeanor.

Calls made to either Child Protective Services (CPS) or the police must be documented.

Forward completed Child Abuse Report form within 36 hours.

Do not pass on the responsibility to report. However, you can/should consult with your supervisor.

If you have a reasonable suspicion, you then have a duty to check (reasonable suspicion creates a duty). If in doubt, file. The burden of proof is not with you. Children and Family Services will do the investigation. The law is designed to provide confidentiality to the reporter.

Child Abuse Reporting Forms, and phone numbers for the police and Child Protective Services, are available in the office and online.

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

Disaster Plan (See Appendix C-F)

Emergency Communication Signals:

Evacuate: Fire Siren

Lockdown: "lockdown" announced over telephone/intercom system

Duck, Cover, and Hold: Announced over telephone/intercom system

All-Clear: Announced over system.

BACK-UP (if bells don't work)

Inside

Evacuate/Lockdown/All-Clear: verbal signal via:

Telephone system, Walkie-Talkies or via an App over cellphones.

Outside

Evacuate/Lockdown/All-Clear: verbal signal via:

Bullhorns

walkie-talkies

cell phones

outside speaker

police car speaker

Police Only to signal all-clear; if present

Lockdown Procedures

Types of Crisis: Dangerous Intruder, Drive-by, Riot, Hostage Situation, Death, Bus Accident, Kidnapping or Confrontation of Groups of People

1. Signal "Lockdown" using the intercom system. All staff have the code to put the school into lockdown. (Teachers know to lock all classroom doors, close blinds and to turn on walkie talkie.)

2. Call 911

3. Principal notifies (or assigns designee to notify) campus supervisors, support staff, childcare, superintendent and assistant superintendent.
4. Set up the command center at the designated location.
5. Principal activates SEMS Plan (Standardized Emergency Management System), as needed
6. If students are in classrooms (Office Staff should lockdown in a safe area of office with computer):
 - a. Lock all doors and windows. Quickly scan outside for students walking by. Once doors are closed they remain closed.
 - b. Assemble students in one area on floor without backpacks or personal belongings
 - c. Close curtains or block visibility into classroom with paper, cardboard, plastic sheeting, etc.
 - d. Use the REMIND APP if needed to contact all staff.
 - e. Take roll and alert command center of any student not accounted for (telephone, intercom, walkie-talkie or e-mail).
 - f. Log on to email for updates and listen to telephone, intercom and/or walkie-talkie.
 - g. If evacuated, bring roll sheets. Office staff takes emergency cards on evacuation.

If students are not in classrooms:

- a. Go to the safest and closest area or room. DO NOT try to go to your classroom
- b. Continue with steps "a-g" above.
8. Follow the directions of law enforcement and/or other competent authority upon their arrival.
9. All Clear will be signaled by Principal. Only law enforcement can authorize an all clear. It may be hours later.
10. Principal debriefs staff, parents/community and students.
11. "Student Release Procedures" (only send students home before end of day if directed by Superintendent):
 - a. Use signs to designate "Request Student Pick-Up Area"
 - b. Use signs to direct parents how to line-up (e.g. alpha, grade levels, or room numbers).
 - c. Release younger students first.
 - d. Use "Student Emergency Release" forms to document each student release and use "Emergency Cards print-out to verify authorized adults who can pick-up student. (RETAIN RECORDS)
 - e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

Evacuation Procedures

Types of Crisis: Fire, Dam Rupture, Flood or Utility Failure

1. Signal "Evacuation" fire bell. Help students with disabilities. Close, but do not lock doors. Office staff takes student emergency cards to evacuation area.
2. Call 911.
3. Principal notifies (or assigns designee to notify) supervisors, support staff, on-campus childcare, superintendent
4. Principal activates SEMS Plan (Standardized Emergency Management System) as needed.

If students are in classrooms:

- a. Evacuate
- b. Close, but do not lock doors.
- c. Teacher takes roll sheets and office staff takes student emergency cards to evacuation area.
- d. Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie-talkie, telephone, or e-mail).

If students are not in classrooms:

- a. Reunite with students in evacuation area.
- b. Teacher takes roll and alerts command center of any student not accounted for (telephone, walkie-talkie, or runner).
6. Follow the directions of law enforcement and/or other competent authority upon their arrival. Have extra school maps available for law enforcement.
7. All Clear will be signaled by Principal.
8. Principal debriefs staff, parents/community and students.
9. "Student Release Procedures" (only send students home before end of day if directed by Superintendent);
 - a. Use signs to designate "Request Student Pick-Up Area"
 - b. Use signs to direct parents how to line-up (e.g. alpha, grade levels, or room numbers).
 - c. Release younger students first.

- d. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" - print-out to verify authorized adults who can pick-up student. (RETAIN RECORDS)
- e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

Duck, Cover and Hold Procedures

Types of Crisis: Earthquake, Windstorm, Tornado, or Explosion

1. Teacher signals "Duck, Cover and Hold". Help students with disabilities.
2. Call 911
3. Signal "Evacuation" fire bell, if necessary. Office staff takes emergency cards to evacuation site.
4. Principal notifies (or assigns designee to notify) campus supervisors, support staff, on-campus childcare, superintendent, and initiate district phone tree.
5. Principal activates SEMS Plan (Standardized Emergency Management System), as needed.

If students are in classrooms:

- a. Duck under a desk, cover head w/arms & hold leg of furniture. Turn face away from windows.
- b. Take roll and alert command center of any student not accounted for (telephone, walkie-talkie, e-mail).

If students are not in classrooms:

- a. Move away from buildings, equip., utility poles, signs, trees, etc.
- b. Reunite with students in evacuation area.
- c. Take roll and alert command center of any student not accounted for (telephone, walkie-talkie, e-mail).

- Follow the directions of law enforcement and/or other competent authority upon their arrival. Have extra school maps available for law enforcement.

- All Clear will be signaled by Principal.

- Principal debriefs staff, parents/community and students.

- "Student Release Procedures" (only send students home before end of day if directed by Superintendent);

- Use signs to designate "Request Student Pick-Up Area". Use signs to direct parents how to line-up (e.g. alpha, grade levels, or room numbers).

- Use "Student Emergency Release" form to document each student release and use "Emergency Cards" print-out to verify authorized adults who can pick-up student. (RETAIN RECORDS)

- Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

Alert Procedures

Types of Crisis: Chemical Accident, Hazardous Material Spill, Nuclear Attack, Aircraft Accident, Pesticide Exposure or Air Quality Advisory

1. Signal "Alert" over the telephone system, intercom, and/or cell phone. Tell what type of alert. Help students with disabilities.
2. Call 911
3. Signal "Evacuation" fire bell or "Shelter in Place", if necessary. If evacuation, teacher takes roll sheets and office staff takes emergency cards.

Follow the County and District protocols for an Air Quality Alert: Discontinue strenuous activities. If directed, stay inside.

a. Strenuous physical activities for all students and staff shall be discontinued and activities of a less strenuous physical nature should be substituted.

b. All students shall be required to remain inside in addition to avoiding all strenuous physical activities. Employees who are not involved in emergency responses to the episode should remain inside.

c. Should conditions worsen, take additional protective measures deemed necessary. The superintendent will issue further instructions as warranted.

4. Principal notifies (or assigns designee to notify) campus supervisors, support staff, on-campus childcare, superintendent

5. Principal activates SEMS Plan (Standardized Emergency Management System), as needed.

If students are not in classrooms:

- Bring students into the classrooms, if safe.

- Take roll & alert command center of any student not accounted for (telephone, intercom, walkie-talkie, email).

- Heating and ventilation systems may be shut down by Maintenance and Operations Department.
- Tape and/or towels may be used to seal doors, windows, and vents
- Follow the directions of law enforcement and/or other competent authority upon their arrival. Have extra school maps available for law enforcement.
- All Clear will be signaled by Principal.
- Principal debriefs staff, parents/community and students.
- "Student Release Procedures"(only send students home before end of day if directed by Superintendent);
- Use signs to designate "Request Student Pick-Up Area"
- Use signs to direct parents how to line-up (e.g. alpha, grade levels, or room numbers).
- Use "Student Emergency Release" form to document each student release and use "Emergency Cards" print-out to verify authorized adults who can pick-up student. (RETAIN RECORDS)

Adaptations for Students with Disabilities

Santa Rosa City Schools is working on adding additional safety measures for our Deaf and Hard of Hearing students and staff at Hidden Valley. This includes inside the bathrooms, out of the field and the playgrounds.

Public Agency Use of School Buildings for Emergency Shelters

Emergency Facility Use & Procedures

Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency. The district office is notified and an agreement is signed between both parties to formalize usage.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Student Due Process

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

Alternative to Suspensions/Options

All schools within the Santa Rosa City Schools District may establish a progressive discipline policy which may include, parent conference, detention, student study team, referral to support services staff, Restorative Practices, SARB/SART (School Attendance and Review Board/Team), etc.

Weapons and Drug and Alcohol Policies

Notification to Law Enforcement

Education Code 48902 - Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any acts of student assaults (Penal Code 245).

School officials shall notify law enforcement within 1 school day after suspension of the following student violations (Penal Codes 626.9 and 626.10):

Education Code 48900(c) Unlawfully possessed, used sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.

Education Code 48900(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcoholic beverage or intoxicant.

Parent Notification of Regulations

Students and parents/guardians will receive an "Annual Notice" of all rules and regulations related to discipline, suspension and expulsion. (Education Codes 35291.5, 48900.1 and 48980) Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

Suspension from School

(BP 5144.1 – See policies on the SRCS website)

A student may be suspended for any of the acts listed in Education Code if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s).

A student may be suspended or expelled for acts that are related to a school activity or attendance that occur at any time including but not limited to the following circumstances:

(Education Code 48900(r))

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

A student may be suspended if the Superintendent or the Principal of the school in which the student is enrolled determines that the student has:

48900(a)(1) caused, attempted to cause or threatened physical injury to another person

48900(a)(2) willfully used force or violence upon the person of another, except in self-defense

48900(b) possessed, sold, or otherwise furnished any firearm, knife, explosive or other “dangerous” object.

48900(c) unlawfully possessed, used, sold or otherwise furnished or been under the influence of an alcoholic beverage or any other controlled substance.

48900(d) unlawfully offered, arranged, or negotiated to sell such controlled substance or alcoholic beverage or an sell, intoxicant or any kind and did in fact deliver, or otherwise furnish to any person a different substance, or material and represented to them that the liquid, substance or material was a controlled substance, alcoholic beverage or intoxicant.

48900(e) committed or attempted to commit robbery or extortion

48900(f) caused, or attempted to cause damage to school property or private property

48900(g) stole, or attempted to steal school property or private property

48900(h) possessed or used tobacco or nicotine products, including but not limited to cigarettes

48900(i) committed an obscene act or engaged in habitual profanity or vulgarity

48900(j) unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia

48900(k) disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties

48900(l) knowingly received stolen school or private property

48900(m) possessed an imitation firearm

48900(n) committed or attempted to commit a sexual assault or battery as defined in enumerated sections of the penal code

48900(o) harassed, threatened, or intimidated a pupil who is a complaining witness either to prevent that pupil from being a witness or retaliating against that pupil for being a witness, or both.

48900(p) unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

48900(q) engaged in or attempted to engage in hazing

48900(r) engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act...directed specifically toward a pupil or school personnel

48900(t) 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 suffer suspension...not expulsion

48915(a)(1) causing serious physical injury to another person, except in self defense

48915(a)(2) possession of any knife or other dangerous object

48915(a)(3) unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana

48915(a)(4) robbery or extortion

48915(a)(5) assault or battery upon any school employee

48915(c)(1) possessing, selling or otherwise furnishing a firearm

48915(c)(2) brandishing a knife on another person

48915(c)(3) unlawfully selling a controlled substance

48915(c)(4) committing or attempting to commit a sexual assault or committing sexual battery

48915(c)(5) possession of an explosive

Additional Grounds for Suspension Grades 4-12 only

Creating a hostile school environment

Terrorist threats

Sexual Harassment

Hate Violence

Who May Suspend and for How Long?

Teachers may suspend a student from his/her class for up to 2 days. Unless a suspension letter is written up by the principal, this is not considered a formal suspension to be placed in the cumulative record.

Principals, Principal's Designee and/or the Superintendent may suspend a student up to 5 days at a time, for maximum of 20 days per year. This applies to general education students only.

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

SRCS BP 0450 – Philosophy, Goals, Objectives and Comprehensive Plans

Information regarding a dangerous student in violation of Penal Code Section 243 shall be given to school staff in a manner ensuring maximum confidentiality. This shall be communicated individually or at a staff meeting. As required by law, a record of students who have been suspended is kept on file in the office for teacher perusal. Education Code | EC 49079

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

NON-DISCRIMINATION IN DISTRICT

District programs, activities and employment shall be free from discrimination based on sex, race, color, religion, national origin, ancestry, ethnic group, sexual orientation, marital or parental status, physical or mental disability, section 504 disability or any other unlawful consideration. The District takes steps to assure that the lack of English will not be a barrier to admission and participation in district programs. (Title VI Civil Right Act of 1964 and Title IX Educ. Amendment Act of 1972)

BULLYING

Hidden Valley is committed to protecting its students and employees from bullying, harassment or discrimination for any reason and of any type. All students and employees are entitled to a safe, equitable and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated and shall be a cause for disciplinary action.

Our philosophy is one of a culture of health, wellness, safety, respect and excellence. We strive to train staff and students on intervention and instructional strategies on prevention, including violence prevention. We follow up when incidents are reported or occur.

“Bullying” is described as unwanted purposeful written, verbal, non-verbal, or physical behavior, including but not limited to any threatening, insulting or dehumanizing gesture, by an adult, student, or environment that causes long term damage, causes discomfort or humiliation, or unreasonably interferes with the individual’s school performance or participation.

Bullying may involve, but is not limited to:

- o Unwanted teasing
- o Threatening
- o Intimidating
- o Stalking
- o Cyber stalking
- o Cyber bullying
- o Physical Violence
- o Theft
- o Sexual, religious, or racial harassment
- o Public humiliation

STUDENT SEXUAL HARASSMENT

Definition: Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature has the purpose or effect of unreasonably interfering with an individual’s education or creating an intimidating, hostile, or offensive educational environment.

Examples: Making unsolicited written, verbal, physical and/or visual contact with sexual overtones such as:

1. Suggestive or obscene letters, notes, invitations, pictures, or objects.
2. Leering and other suggestive or lewd looks, expressions, or gestures.
3. Derogatory comments, slurs, jokes, or epithets.
4. Assault, touching, impeding or blocking movement.
5. Continuing to express sexual interest after being informed that the interest is unwelcome.
6. Making, threatening or implying reprisals following a negative response.

Confidentiality: Reasonable efforts will be made to keep a complaint and the results of the investigation confidential. Witnesses shall be informed that it is a violation of district policy to disclose the complaint, the nature and outcome of the investigation or the parties involved.

Disciplinary action: Students in grades 4 -12 are subject to disciplinary action. Interventions may include conferencing, warning, counseling, detention, school service. More serious infractions or chronic violations of the district’s sexual harassment policy may result in suspension or expulsion.

Retaliation prohibited: A student shall not be subject to retaliation or reprisal for filing a complaint. Every effort will be made by school personnel to insure non-retaliation and, if this policy is violated, appropriate disciplinary action will be taken.

Complaint procedures:

- Informal resolution: Students are encouraged to inform the student who is subjecting them to sexual harassment but are not required to do so.
- Formal complaint: If a student has tried but is unable to communicate directly with the person, or does not feel comfortable in doing so, a school staff member should be informed about the problem and this information passed on to the principal to investigate.

Review and procedures:

1. The principal shall review the complaint, whether it is by the student, parent, or referred by a staff member.
2. The principal will contact the parent of the aggrieved to ensure that they are aware of the complaint and the process that will ensue. A follow-up letter with a copy of the district's sexual harassment policy and complaint form will be mailed home.
3. The principal shall conduct an investigation and inform the student who is being accused of sexual harassment and that student's parents.
4. Upon completion of the investigation, the principal shall determine whether the harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or disciplinary action.
5. A closing letter will be sent to the parents of the aggrieved to apprise them of the findings of the investigation, and that action has been taken if there was sufficient evidence to verify the complaint.
6. The principal shall keep a written record of all interviews and contacts made in conducting the Investigation.
7. A copy of all written communications, including closing letters, shall be sent to the District Title IX officer.

Responsibilities of staff members:

1. All staff members who are responsible for students shall ensure that students are in an environment that is physically and emotionally safe.
2. Staff shall address any student actions which involve harassment, intimidation, threats, or aggressive conduct, whether it be verbal, non-verbal or physical. If the conduct appears to be sexual harassment as outlined previously, the situation should be brought to the attention of the principal.
3. Teachers will instruct students on conduct which reflects respect for others and shall reflect the school's written behavior standards. In grades 4-6, teachers will more specifically address sexual harassment as part of the health curriculum, a class meeting, special presentation or other instructional means which are appropriate to the maturity level of the students. They will be informed of the procedure for making a complaint, how it will be followed up, and the possible consequences for those who engage in sexual harassment.

K-3 Suggested Activities:

1. Student assembly at the beginning of the year emphasizing the need for respect for one another and that every student has a right to come to school and feel safe.
2. Students should be made aware of what is considered appropriate physical contact and what is not deemed appropriate in a school setting.
3. Encourage students that they should let their parents or staff member know if someone does not respect this right.

4-6 Suggested Activities:

1. Student assembly at the start of the year to address the need for respect and safety.
2. During the first quarter of the year, teachers will discuss with students the issues of harassment, in general, and weave in the specifics of sexual harassment. This may be done as part of a class meeting or a more formal curricular approach.
3. A peer theater group could be invited to present harassment and sexual harassment to a class or group and a follow-up discussion question and answer period. The use of appropriate videos on the topic may be used to initiate the discussion. Current events and other newsworthy items related to school safety or harassment in the workplace may be appropriate for older elementary students.

The coordinator/compliance officer(s) may be contacted at:

Title IX / Gender Equity / Sexual Harassment / Discrimination (All Students):

Stacy Desideri, Executive Director of Wellness & Engagement

Santa Rosa City Schools

110 Stony Point Road, Suite 105

Santa Rosa, CA 95401

(707) 890-3800 x 80413

sdesideri@srcs.k12.ca.us

Title IX / Sexual Harassment / Discrimination (All Employees):

Vicki Zands, Assistant Superintendent of Human Resources
Santa Rosa City Schools
110 Stony Point Road, Suite 100
Santa Rosa, CA 95401
(707) 890-3800 ext. 80602
vzands@srcs.k12.ca.us

Refer to district Policy and Administrative Regulation 5145.7

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

At the beginning of each school year, students and parents/guardians shall be informed in writing about the school dress code. A student who violates the school dress code shall be subject to appropriate restorative action. Board Policy 5132. Student clothing and property must not present a health or safety hazard or a distraction which would interfere with the educational process. In order for Hidden Valley School to provide a high level of safety and to keep a focus on learning we have adopted the guidelines below. Students who violate these guidelines will be subject to restorative action. Hidden Valley has changed their dress code policy to follow the district dress code below.

From the SRCS Information Handbook 2024-25, page 120:

Dress Code/Gang Apparel (EC §35183) (BP 5132 Dress and Grooming)

The Board of Education believes that appropriate student dress contributes to a productive learning environment, and that students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. At the beginning of each school year, students and parents/guardians shall be informed in writing about the school dress code. A student who violates the school dress code shall be subject to appropriate disciplinary action. When gangs constitute a danger to students, the Superintendent or designee may restrict student dress, as necessary, to comply with Board policy related to school safety and gang activity.

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

Goal: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Routines and schedules are in place to provide a safe teaching and learning environment. School and classroom expectations are established and practiced. Student expectations are clear. Hidden Valley implements the BEST (Building Effective Schools Together) program adopted by the district. School rules/ procedures are clearly communicated to parents via school meetings and the "Student/Parent Handbook."

Many of the streets near the school are busy, especially at the beginning and end of the school day. Crossing guards, provided by the district assist students, pedestrians and bicyclists at the cross walks in front of the school. Parents are given guidelines (via newsletters, meetings, handouts and phone calls) about safety procedures while dropping off and picking up their children at Hidden Valley. Safety rules are reviewed with the children at the beginning of school and again during the school year.

Visitors

All campus visitors, including parents are to report to the office. All visitors are required to wear a "Visitor's Pass." Signs are posted at entrances indicating that all visitors are to report to the office.

Releasing Children from School

Under no circumstances shall any child be released from the custody of school personnel unless, and until, such may be done safely. Any adult calling for a pupil at the school site will be required to identify himself to an assigned staff member before being permitted to take a pupil out of school.

A child may not be released to anyone other than a parent, guardian, or a person listed on the child's emergency card. A child may go home with someone other than those listed on the card if the child brings a note to the school. This note should be given to the office staff. If someone other than listed on the card arrives at the school to pick up a child, the child will not be released to that person unless the parent or guardian can be located to approve such release.

Parents are requested to send an email to the school if the child will be leaving from school early. Adults must report to the office, not the classroom. Children will be picked up in the office.

Bicycle Safety

Children in grade 3 through 6 may ride their bicycles to school. Bike helmets are required of all students using bicycles. Anyone using their bicycle in an unsafe manner will not be allowed to bring their bicycle to school. Bicycles are to be walked on sidewalks and on campus at all times. Bicyclists must walk their bicycles at crosswalks. Students are not allowed in the bicycle area during the school day. Locks and licenses are recommended.

The following bicycle safety rules should be understood by the students:

1. Be careful and alert at all times.
2. Obey all traffic rules and signs.
3. Ride in a single file.
4. Never weave in and out of traffic.
5. Never cut corners on left turns.
6. Always use arm signals when turning.
7. Always keep to the right side of the road or in bicycle lanes.
8. Never hang on to moving vehicles.
9. Always ride one on a bike.
10. Always walk your bicycle on the sidewalk when crowded or on the school grounds.
11. Always wear a helmet - it is the law.

School Bus Guidelines

Bus and van riders are expected to follow driver's directions at all times and be courteous to other passengers. Children issued citations are counseled by the principal and expected to bring back a copy of the citation signed by a parent the following day. Each year, parents receive a copy of the rules on the bus and at the bus stop as part of their application for a bus pass.

The district policy calls for a warning with the first citation. In some cases a student may be removed from the bus immediately if there is a serious disruption. A second citation results in a one-week bus suspension and a third one in a year results in a one-month bus suspension. A child is suspended from the bus for the remainder of the year with a fourth citation.

Volunteer Screening

Volunteers are screened on the Megan's Law website. Any volunteers left alone with children are fingerprinted first. The Santa Rosa City Schools District is has a new volunteer program called "Be A Mentor" regarding Volunteers. In addition to TB and Megan's Law, we now require proof of vaccination. Mandated Reporter Training and fingerprinting may also be required.

Child Safety Instructions

Students are regularly reminded about behaviors that will maximize their safety in public and going to and from school, especially in how to respond to strangers or potentially unsafe situations. These reminders may be given during an assembly or if there is information about suspicious activity in the community. In such cases, where appropriate, a written safety alert will be sent home to advise parents.

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

Component:

Component 1: People and Programs – Create a Caring and Connected School Climate

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objectives 1.1	<p>Related Activities: Provide leadership and character trait training for students through assemblies, student council, regular classroom lessons. BestPlus and Toolbox. Continue to promote “Hawk Feather” tickets, (all staff including noon duty supervisors, office staff, cafeteria staff, and custodians) Continue monthly awards assemblies to reward positive behaviors and school pride – families and community members are invited (principal and all staff)</p> <p>Budget: BestPlus/SPSA Staff training</p> <p>Evaluation: Ongoing</p>	Administration: Principal	Principal/ Teachers All staff including: Noon duty supervisors Office Staff, Counselor, Cafeteria Staff Custodians	
Objective 1.2	<p>Related Activities: Promote Restorative Practices at staff/parent/community meetings Staff professional development to learn to work with/deal with student behaviors resulting from various factors (principal to promote with all staff) Implement Counseling Services</p> <p>Evaluation: N/A</p>	Administration: Principal	Principal Staff	

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Hidden Valley Elementary School Student Conduct Code

(Pursuant to Education Code 35291.5, 48900, et. al)

Purpose:

The school rules and procedures were developed and adopted in accordance with California Education Code 35291.5. This documentation represents the collaborative efforts of teachers, parents and other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety.

Hidden Valley School supports a safe and positive learning environment. Students and staff participate in the Toolbox Program and Kimochi's. We have used a PBIS pedagogy. MTSS is in place, with Tier I and Tier II teams. When students follow school rules and procedures they are rewarded in a variety of ways.

At the beginning of the 24-25 school year HVES needed to dramatically change the Common Campus Safety Rules Book and the Hidden Valley Elementary School 2024-2025 Teaching Manual: Campus Expectations as per district recommendation.

When students fail to follow the school rules they will receive consequences/discipline which will vary depending on circumstances and age/grade of student. A student may receive warnings, detentions, parent contacts or referrals to the office.

A student may be suspended for any of the acts listed in Education Code if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s).

SRCS RULES FOR ALL SETTINGS

Be Safe ~ Responsible ~ Respectful

1. Attend school regularly.

2. Listen to school authorities.
3. Keep hands, feet, body and objects to self.
4. Use appropriate and kind language
5. Be on time and be prepared for class.
6. Treat others with respect, care, and consideration.
7. Follow all school, playground, etc. rules.

SEARCH AND SEIZURE

The District is making every effort to keep students safe on campus, as well as maintaining a drug free zone within the District.

As authorized by law and when necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or district property under their control, and may seize illegal, unsafe and prohibited items. The Board of Education requires that discretion, good judgment and common sense be exercised in all cases of search and seizure. Board Policy (BP) 5145.12 (Search and Seizure)

As of February 2011, the Board of Education modified Board Policy (BP) 5145.12 (Search and Seizure) and adopted the accompanying Administrative Regulation (AR) for Grades K-12. This BP/AR outlines:

- Individual Student Searches
- School officials may search individual students, their property and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school.
- Searches of Student Lockers/Desks
- The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis. Any items contained in a locker or desk shall be presumed to be the property of the student to whom the locker or desk was assigned.
- Use of Drug-Detection Dogs
- The District will partner with local law enforcement to have drug detection dogs at school sites, when deemed necessary by the school principal.
- School Principal must notify the Superintendent/Designee prior to the arrival of the contraband detection dog on a school campus.
- Contraband detection dogs may not sniff any individual student.

The District is making every effort to keep students safe on campus, as well as maintaining a drug free zone within the District.

Administrative Regulation (AR) 5145.12 (Search and Seizure)

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

1. The possibility of searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks
2. The district's contraband dog detection program
3. The possible use of metal detector scans

Board Policy (BP) 5145.12 (Search and Seizure)

As authorized by law and when necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or district property under their control, and may seize illegal, unsafe and prohibited items. The Board of Education requires that discretion, good judgment and common sense be exercised in all cases of search and seizure.

Individual Searches

School officials may search individual students, their property and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school.

Employees shall not conduct strip searches or body cavity searches of any student. (Ed Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search. (cf. 5145.11 - Questioning and Apprehension)

Student Lockers/Desks

The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis. Any items contained in a locker or desk shall be presumed to be the property of the student to whom the locker or desk was assigned.

From time to time, school officials may open and inspect student lockers or desks for general health and safety inspections, or for purposes of disposing abandoned property. Because lockers and desks are under the joint control of the student and the district, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk.

Use of Contraband Detection Dogs

When a school principal determines there is a need for the use of contraband detection dogs, s/he shall notify the Superintendent or designee prior to the contraband detection dog's arrival on the school site.

Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have individualized reasonable suspicion to search the item.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection. Regulation

SANTA ROSA CITY SCHOOLS

approved: February 9, 2011 Santa Rosa, California

Conduct Code Procedures

(J) Tactical Responses (See EOP, ANNEX B) (EC 32282(a)[2](J))

The law affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the school to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society.

A hate crime is defined in part, "any criminal act(s) or attempted criminal act(s) to cause physical injury, emotional suffering, or property damage where there is a reasonable cause to believe that the crime was motivated, in whole or in part, by the victim's race, ethnicity, religion, sexual orientation, or physical or mental disability."

A student may be suspended for a hate crime:(Education Code 489003) (20) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This subsection applies to students enrolled in any of grades 4 to 12, inclusive.

The coordinator/compliance officer(s) may be contacted at:

Title IX / Gender Equity / Sexual Harassment / Discrimination (All Students):

Stacy Desideri, Executive Director of Wellness & Engagement

Santa Rosa City Schools

110 Stony Point Road, Suite 105

Santa Rosa, CA 95401

(707) 890-3800 x 80413

sdesideri@srcs.k12.ca.us

Title IX / Sexual Harassment / Discrimination (All Employees):
Vicki Zands, Assistant Superintendent of Human Resources
Santa Rosa City Schools
110 Stony Point Road, Suite 100
Santa Rosa, CA 95401
(707) 890-3800 ext. 80602
vzands@srcs.k12.ca.us

(K) Procedures for Preventing Acts of Bullying and Cyber-bullying

Procedures for Preventing Acts of Cyber-bullying: Hidden Valley is committed to protecting its students, employees from cyber-bullying, bullying, harassment or discrimination for any reason and of any type. All students and employees are entitled to a safe equitable and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated and shall be a cause for disciplinary action.

Our philosophy is one of a culture of health, wellness, safety, respect and excellence. We strive to train staff and students on intervention and instructional strategies on prevention, including violence prevention. We follow up when incidents are reported or occur.

“Bullying” is described as unwanted purposeful written, verbal, non-verbal, or physical behavior, including but not limited to any threatening, insulting or dehumanizing gesture, by an adult, student, or environment that causes long term damage, causes discomfort or humiliation, or unreasonably interferes with the individual's school performance or participation.

Bullying may involve, but is not limited to: Unwanted teasing, Threatening, Intimidating, Stalking, Cyberstalking, Cyberbullying, Physical Violence, Theft, Sexual, religious, nor racial harassment, & Public humiliation.

Santa Rosa City Schools Board Policy Bullying

Reporting and Filing of Complaints

Any student, parent/guardian, or another individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

Uniform Complaint Procedures.

BP 5131.2 Students

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

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

(cf. 5131 - Conduct) (cf. 5136 - Gangs) (cf. 5145.3 - Nondiscrimination/Harassment) Comprehensive School Safety Plan
(cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with the involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils) (cf. 0450 - Comprehensive Safety Plan) (cf. 0460 - Local Control and Accountability Plan) (cf. 1220 - Citizen Advisory Committees) (cf. 1400 - Relations between Other Governmental Agencies and the Schools) (cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of the district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)

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

(cf. 6142.8 - Comprehensive Health Education) (cf. 6142.94 - History-Social Science Instruction) (cf. 6163.4 - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

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

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Comprehensive School Safety Plan

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

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

(Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

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

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

Hidden Valley follows the Emergency Response Actions called The Essential Five that schools throughout Sonoma County follow.

Continuity of Operations

Continuity of Operations Plan (COOP), ensures the continuation of the district and school's essential functions and provides uninterrupted services during emergencies of all-hazard types or any situation that may disrupt normal operations. This includes continuous training, leadership in safety positions and regular safety meetings to update and inform the district administration. This is especially important due to administrator and staff turnover every year at our schools.

Safety trainings are ongoing throughout the school year through the following:

- Regular attendance to trainings through sessions offered by SCOE and RESIG
- Monthly administrator training focusing on specific areas of communication, emergency protocols, safety protocols, medical training, etc.
- PD Days where specific sessions are dedicated to safety training such as Stop the Bleed, first aid, Narcan use, etc.
- Staff meetings to discuss and evaluate emergency drill performance
- Monthly District and Community Safety Team meetings such as Safety Advisory Round Table (SART) and Safe Routes to Schools (SRTS) to discuss and communicate safety needs and improvements around our school community
- Quarterly meetings with Santa Rosa Public Safety to collaborate and obtain knowledge of updated emergency and safety protocols with the local police and fire departments

Safety Plan Review, Evaluation and Amendment Procedures

The undersigned verify that the Comprehensive School Safety Plan for 2025-26 was reviewed and revised, as needed, and approved by the School Site Council as required by Education Code § 35294.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

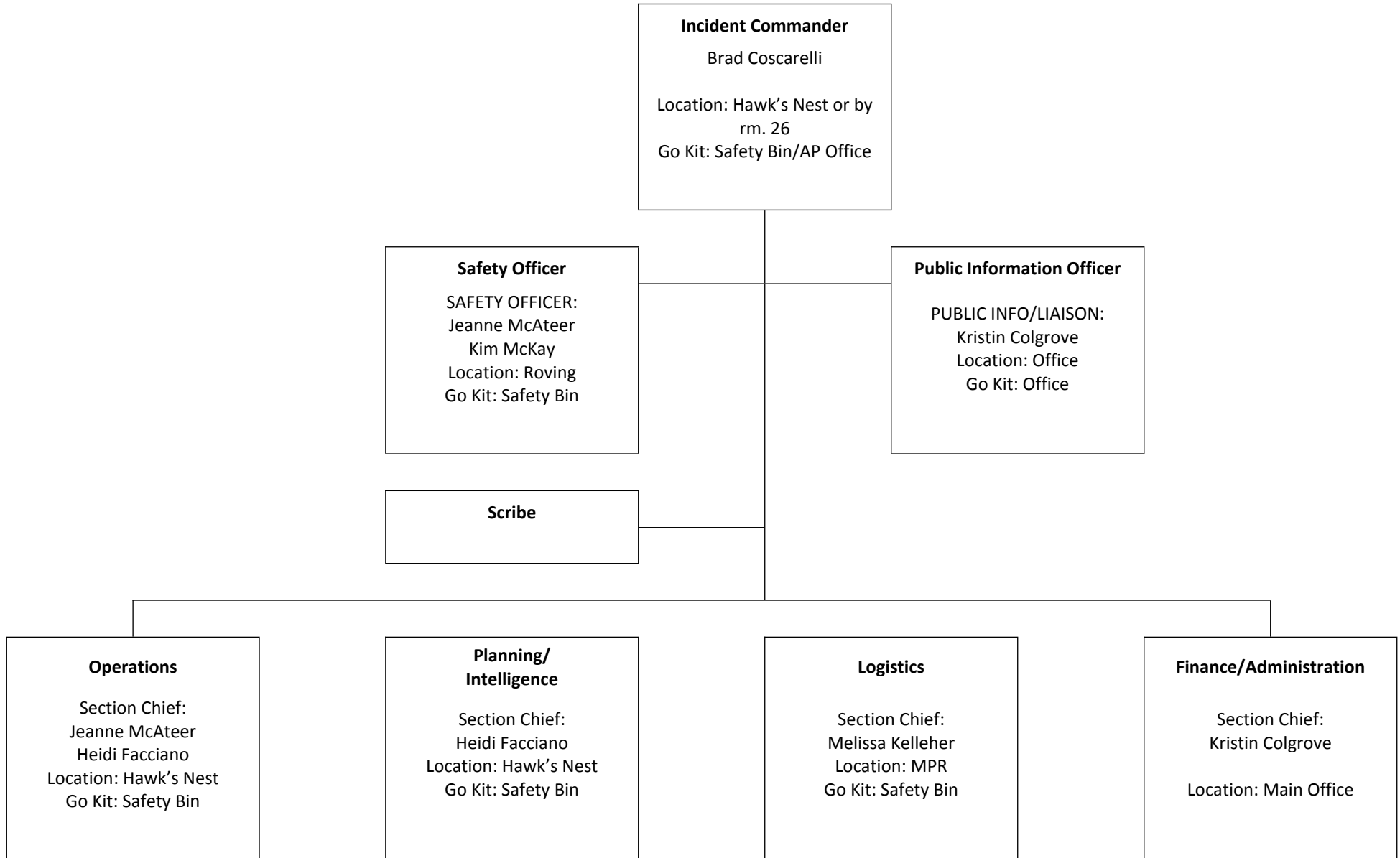
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic	SR Police Department (Non-Dispatch)	707-528-5222	Non-Emergency Dispatch
Local Hospitals	Memorial / Kaiser / Sutter Hospitals	525-5300/393-4000/576-4000	Local Hospitals
School District	Office of the Superintendent	707-890-3800 x 80101	Dr. Anna Trunnell
School District	SRCS District Communications Team Branch Director	707-890-3800 x 80301	Dr. Roderick Castro
Public Utilities	Pacific Gas & Electric Company	800-743-5002	Outages
Public Utilities	SR Utilities Dept. (Water)	707-543-4200	After Hours Emergency (707) 543-3805
Other	Animal Regulation, (Sonoma County)	707-565-7100	Animal Control

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 Updates (B) Disaster Procedures - Section: Disaster Plan Incident Command Staff Assignments & Responsibilities General Staff: Section Chief Assignments General Staff: Section Team Leader/Alternates/Team Members General Staff: Buddy Assignments Pre-designated Emergency Station Locations (E) Sexual Harassment Policies - Title IX Officer (as needed) (H) A Safe and Orderly School Environment Conducive to Learning (EC355294.2) - Component 1-3 Incident Command Team Responsibilities (SEMS) Staff Training Exercise Design Worksheet for Staff Training (Attachment N) Safety Plan Appendices Update responsible persons & their titles in Incident Command System Chart	Updated annually starting in March	SEMS/ICS chart/Emergency Action Plan
Maps/Schedules/list/form updates: Maps (as needed) Staff Release Order List Emergency Drill Schedule/Line-Up Areas Staff Emergency Contact - Medical Information	Updated annually starting in March	Emergency Action Plan

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
<p>Emergency Supplies (H) A Safe and Orderly School Environment Conducive to Learning (EC355294.2) - Component 3 Update Emergency Supplies inventory/Go Kits Replenish any missing supplies, dead batteries or expired items. Research new supplies</p> <p>Evacuation & Post-emergency Procedures Post emergency procedures by doors (LockDown, Emergency Numbers, Evacuation Map)</p> <p>Emergency Contacts Update individuals and contact information found on emergency contact charts. (B) Disaster Procedures - Section: Disaster Plan</p> <p>Student Information Update list of students with medical needs (binder) Update list of students' emergency information Update list of students with disabilities - ensure students have special evacuation procedures established if special assistance is required during an evacuation such as noise-canceling headphones in the emergency bag and classroom assistant available to support students.</p> <p>Documentation & Recordkeeping Ensure the necessary records are properly maintained Update Student Release forms as needed</p>	Update annually & securely maintained	Emergency Action Plan
Safety Plan reviewed and approved by SSC	Annually in April-May	SSC Minutes
Safety plan approved by law enforcement and fire department	Annually in July	Signature page attached
Safety Plan amended to include an updated ICS staff chart with current school staff	Annually in August	Attached in the Incident Command System section
Safety Plan reviewed by Staff	Annually in August	Staff Meeting Minutes
Youth Truth climate survey report reviewed by SSC	Annually in the Spring when report is received	SSC Minutes
CA Dashboard report reviewed by SSC with attendance & discipline	Annually when the report is made available	SSC Minutes

Hidden Valley Elementary School Incident Command System



**First Aid & Search
Teacher A**

Christine Snyder
Liz Angle
Location: Hawk's Nest
Go Kit: Safety Bin

Crisis Intervention Team:
Darcy Analora
Saitip Khanchalern
Location: Library

**Student Release &
Accountability
TeacherB**

Heidi Facciano
Allie Fajardo
Location: Blacktop
Go Kit: Safety Bin

Transportation Team:
Terry Ingols
DHH Instructional Aides
Location: Parking Lot

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:

See Attachment

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

Levels of Emergencies

THREE LEVELS OF EMERGENCIES: Emergencies are described by one of the following three levels:

- Level One Emergency
- Level Two Emergency
- Level Three Emergency

Step Two: Identify the Level of Emergency

Level One Emergency: A localized emergency which school district personnel can handle by following the procedures in their own emergency plan. Examples: power out-age, minor earthquake, etc.

Level Two Emergency: A moderate to a severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, Sheriff's Department, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

Level Three Emergency: A major disaster, clearly beyond the response capability of school district personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

Step Three: Determine the Immediate Response Action

Plan Implementation

The Plan will be:

- Initiated by the principal or designee when conditions exist which warrant its execution
- Implemented by all staff that will remain at school and performs those duties as assigned until released by the principal.

Step Four: Communicate the Appropriate Response Action

School Personnel Responsibilities:

Principal- Command, and control of school- media spokesperson or designee

Office Manager- assigned to stay with the principal for administrative support functions and logging of events, decisions, etc.

Office Tech - In charge of student emergency cards.

The principal follows the communication guideline below:

1. If a weapon/active threat on campus, call the police
2. Contact your immediate supervisor by:
 - a. Written text with "911" or "I am calling an emergency"
 - b. Immediately call after
3. If no response, call district emergency extension xx799
 - Three individuals will be called Patty, Renee, & Adina
4. If no response, call Superintendent's cell

Types of Emergencies & Specific Procedures

Aircraft Crash

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside the school, teachers give the DUCK, COVER, AND HOLD command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children from assembly areas and follow the evacuation procedures.
3. Staff performs necessary rescue measures to help injured or trapped students.
4. Call police and fire departments.
5. The principal ensures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.
6. Do not enter any building or classroom, until authorized by the Principal, or designee and the fire department.
7. The principal advises parents of the release of students to an alternate location.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance

Animal/Animal Disturbance

The first consideration is the safety of the pupils and personnel.

1. Isolate the pupils from the animal.
 - -If an animal is outside, keep pupils inside.
 - -If an animal is inside; keep pupils outside or in some other sheltered area.
 - -Call the office to report.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus

Profile of an Active Shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

Unless confronted, law enforcement is required to resolve the violent situation

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

Take notes of the two nearest exits in any facility/location you enter

If you are in an office and can't escape, stay there and secure/barricade the door

Attempt to take the Active Shooter down as a last resort

In a dynamic drill where students are outside of their classroom during recess, break, passing period or lunch, each student will report to designated site area according to their drill plan.

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

Know your escape routes

Leave your belongings behind

Take your cell phone

Keep hands visible for responding Law Enforcement

HIDE...

- Call 911 for assistance if possible
- Lock and barricade door(s)
- Cover windows, close blinds, and curtains
- Tell students to be quiet and silence cell phones
- Stay low to the ground and hide away from windows
- Spread out (if possible)
- Be prepared to FIGHT

Call 911 and notify the District Superintendent/District Emergency Preparedness Coordinator when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator

- The specific location of the active shooter
- Number of Shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

FIGHT...

- As a last resort and only when your life is in imminent danger
- If an intruder comes in the classroom, be prepared to fight
- Use a weapon (fire extinguisher, chair, books, etc.)
- Use your surroundings to create distractions: yelling, trip hazards, throwing items, turning off lights, putting furniture in front of the door

Outside:

- If shots fired - immediately "Drop and cover"
- If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

- Remain calm and follow instructions
- Remove any items in your hands (i.e., cell phones, bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not stop to ask officers for help or direction when evacuating

The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

The principal advises parents of the release of students to an alternate location when it is safe to do so.

Biological or Chemical Release

Biological or Chemical Release

1. Stay indoors, do not attempt to evacuate the building until instructed to evacuate.
2. Shut all doors and windows, use duct tape (from Red Emergency bags) to seal off all seams on the doors and windows.
3. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.
4. The principal arranges for the evacuation of students and staff to a safe location if warranted.
5. The principal advises parents of the removal of students to an alternate location.
6. Students released to parents from alternate/safe locations.

7. All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release information (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

1. The person receiving a call should attempt to keep the caller on the telephone as long as possible and alert someone else by a prearranged signal so they can get on an extension and notify the telephone company to trace the call.
 - * Dial "911" -- tell operator, 'This is (name of the caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is (). Please trace the call.'
 - * Give any additional information needed by the operator. This must be done quickly.
 2. The principal/designee notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.
 3. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover identity.
 4. The principal shall determine whether to evacuate the building(s) threatened.
 - * Upon a decision to evacuate (principal and law enforcement), if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted by office staff.
 - * Avoid the use of the general alarm, if possible.
 - * Use the personal notification by designated persons or the PA system to evacuate the threatened rooms.
 - * If it is necessary to evacuate the entire school, use the fire alarm.
 5. Students and staff will return to the buildings only when they have been cleared by Law Enforcement and the Principal or designee has authorized the reoccupation and return to classrooms upon hearing the ALL CLEAR through the PA system.
 6. The principal may also decide to call the fire department or police, if, in his/her opinion is warranted.
 - The principal notifies parents of the situation.
 - If students have been removed to an alternate/safe location for pick up.
 - Resume school after the building(s) have been inspected and determined safe by proper authorities.
 - Do not publicize the threat any more than necessary.
- *A written threat should be turned over to the police department.
**Individual receiving the call should complete the Bomb Threat Report

Unsafe School Conditions

* If the school becomes unsafe, move students to a closest suitable alternate shelter.

Location:

Primary and secondary reunification/evacuation sites are shared with Santa Rosa Fire & Police

Procedure for movement to shelter:

Walking or bus transportation depending on the emergency

Bus Disaster

BUS DRIVERS/SCHOOL STAFF

Supervise the care of children if an emergency occurs while children are on the bus.

Issue DUCK, COVER AND HOLD command if an earthquake or surprise attack occurs while children are on a bus.

Transfer students to new locations, when directed by the principal.

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Disorderly Conduct

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to disrupt school activities; cause injury to staff and students; and/or damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/sit administrator.

Avoid arguing with the participant(s).

Have all students and staff leave the immediate area of disturbance.

Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or Law Enforcement.

Stay away from windows and exterior doors.

PRINCIPAL/DESIGNEE ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the school building.

Set up a communication exchange with the students, staff, and principal. Try to restore order.

If unable to calm students and violent or uncontrolled behavior is probable, notify police of the situation and request assistance.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Move any students who are outside the school building inside. If unable to do so, have students lie down and cover their heads.

Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

Maintain an accurate record of events, conversations, and actions.

Assign staff members to assist as necessary.

STAFF ACTIONS:

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Instruct students to DUCK, COVER AND HOLD, lie on the floor and keep students calm.

Care for the injured, if any.

Remain with students within locked classrooms until ALL CLEAR is announced over the PA system, regardless of bells and the school schedule.

Earthquake

EARTHQUAKE

1. Teachers order students to drop to the floor, using desks and chairs to protect themselves from falling objects. The teacher should open the classroom door. Because building walls tend to fall outward, protection of inner walls, hallways, and doorways should be sought.
2. After the earthquake tremors subside, teacher use their discretion if an evacuation is necessary of the classroom.
3. If a building is evacuated, teachers take roll, report missing students, and determine those in need of first aid.
4. Classes are resumed when building is declared safe by the principal or designee.

Mitigation

- Assess existing or potential hazards on and off campus
- Identify nonstructural hazards on campus and develop a plan of action to address the hazards

Preparedness

- Establish and Train in NIMS/SEMS and ICS
- Conduct Drills for Students and Staff in Drop/Cover/Hold
- Conduct Evacuation Drills for Students and Staff
- Conduct Drills for Students, Staff and Family in the Student Release Procedures
- Coordinate, plan and train with Law Enforcement and Fire
- Acquire emergency equipment and supplies
- Coordinate with SCOE S.O.S. Crisis Response Team

Response

- Evacuate buildings and the school campus if necessary
- Release students as needed
- Initiate search and rescue efforts as needed
- Handle triage, medical aid, and mental health emergencies as needed

Recovery and Reconstruction

- Assess building and campus safety and damage
- Identify contacts for support as needed
- Mobilize the Crisis Response team as needed
- Make plans to relocate classes and other academic business at an alternate site as needed
- Track costs to delineate expenditures
- Debrief
- Update plan as needed

Attach or reference:

- District Board Policies and Administrative Regulations for this section
- District EOP, or Table of Contents, and school site specifics for Building Disaster Plan (Emergency Procedures)

Explosion or Risk Of Explosion

Explosion/Threat of Explosion

1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of the explosion.
2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate Action LEAVE BUILDING.

Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions

* If Hidden Valley School becomes unsafe, move students to a closest suitable alternate shelter.

The principal notifies the Superintendent/ District Emergency Preparedness Director.
The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Fire in Surrounding Area

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 posted by the exits in each classroom. For the protection of all occupants on campus in case of a fire, the following evacuation procedures have been established should there be a need to EVACUATE off-site.

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.
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. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

If there is no need to evacuate the following procedures have been established.

Air Quality

1. Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.
2. The Principal will communicate to staff and students via the PA System when activities will remain indoors.
3. The Principal will communicate to parents that students are safe and due to the air quality activities will resume and remain indoors.
4. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Fire on School Grounds

FIRE
Sound fire signals: fire alarm (bell or horn signal)
Students and adults evacuate building to outside blacktop areas.
Teacher leaves room last, taking class records, emergency supply duffel bags and keys, closes doors (not locked) and windows. In outside assembly areas, teachers take roll, report missing students, and administer first aid to any injured person.
If fire is serious, students are taken to an alternate location for protective supervision until parents can be notified for pickup.

Flooding

Flooding could threaten the safety of students and staff whenever stormwater 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 drains. 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 the Superintendent/ District Emergency Preparedness Director of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
3. The decision to evacuate students off-site will be made by the Principal/Superintendent/and/or District Emergency Preparedness Director.
4. 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.
5. Post a notice on the office door stating where the school has relocated and inform the relocation site to the Superintendent/ District Emergency Preparedness Director.
6. Monitor local radio and television stations for flood information.
7. Delegate a search team if students or staff have been determined to be missing.
9. 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 an 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 a report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Lead.
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 Superintendent/ District Emergency Preparedness Director.

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 Principal/Designee/Superintendent/District Emergency Preparedness Director. Do not return to the school building until it has been inspected and determined safe by property authorities.

Heat (Excessive) and Air Quality

There are days where the city of Santa Rosa will experience record high temperatures during a week and the National Weather Service will place the city in an Excessive Heat Warning. As a result, leaders at our school sites will follow the Excessive Heat Warning/Heat Advisory and Air Quality guidelines regarding recess, physical education, and outdoor sports. The health and safety of our students and staff are our top priority. The heat and air quality will be closely monitored and decisions on the level of activities will be guided by our local and state guidelines.

Using the location’s “HeatRisk” level. Cancel all outdoor and unconditioned indoor activities when the HeatRisk level is Red or Magenta during the heat of the day. Find your HeatRisk level here: [NWS HeatRisk forecast](https://www.wrh.noaa.gov/wrh/heatrisk/) (for details, see grid on next page). If in doubt, cancel. Charts are attached.

Other heat advisory related resources that may be helpful:

Santa Rosa City Schools Heat & Air Quality Advisory:

<https://drive.google.com/file/d/1zHoNMWJHkyOAqIYUJeHAswsG7fKUSI13/view?usp=sharing>

NWS HeatRisk forecast web page: <https://www.wrh.noaa.gov/wrh/heatrisk/>

California Department of Education (CDE) Excessive Heat web page: <https://www.cde.ca.gov/ls/ep/extremeheat.asp>

Centers for Disease Control and Prevention Tips for Preventing Heat Related Illness web page:

<https://www.cdc.gov/disasters/extremeheat/heattips.html>

California Interscholastic Federation Heat Illness web page: https://cifstate.org/sports-medicine/heat_illness/index

Loss or Failure Of Utilities

Notify the District Superintendent

Unexpected equipment failure causing loss of power, failure of utilities or deliberate power outages, due to excessive rain, heat or cold weather conditions, has the potential to affect our schools.

During the School Day

If a power outage occurs during school hours, students will remain at school until the end of the school day. All after school activities and programs for that day will be canceled.

Schools will assess food preparation facilities, estimate the number of persons requiring shelter and for what period of time, assess the adequacy of available water, food, blankets, and other supplies, and control conservation of water. In addition, they will establish a list of all persons on campus and determine any special needs, report additional equipment and supply needs to the District Emergency Operations Center (EOC) and set up portable latrines as needed.

Before the Start of the School Day

If the loss of power is before the start of school hours, the Superintendent will make the decision to close schools before 5:30 am and send a communication through Parent Square. The principal can also send a message via the message system to the school community (parents and staff) in English and Spanish.

The SRCS District Office may also choose to send a message to the school community if multiple sites will be closed due to the loss or failure of utilities.

School closure and event cancellation is ultimately a school district-by school decision based on local conditions.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

Determine immediate response procedures, which may include EVACUATION or OFF-SITE EVACUATION which may include the use of busses or alternate transportation.

Arrange for first aid treatment and removal of injured occupants from the building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine the extent of injuries.

Notify the Superintendent/ District Emergency Preparedness Director.

The decision to relocate students will be made by Law Enforcement/Principal/Superintendent/District Emergency Preparedness Director.

Follow the Student Request and Release Procedures if school dismissal is warranted by the Office of the Superintendent/ District Emergency Preparedness Director.

The principal advises parents of the removal of students to an alternate location.

Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

EVACUATE student to the evacuation assembly/safe area away from the crash. Take the class list and red emergency backpack.

Check the school site to assure that all student have evacuated.

Take attendance at the evacuation assembly area

Report missing students (pink form) to the principal/designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

(All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release information (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

School closure and event cancellation is ultimately a school district-by school district decision based on local conditions.

Pandemic

For the most current information please use the Santa Rosa City Schools' website under: COVID-19 Information (<https://www.srcschools.org/Page/4485>)

Psychological Trauma

A risk of the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include the following: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting the head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/DESIGNEE ACTIONS:

Keep the individual under continuous adult supervision.

Keep the individual on campus until the parent/guardian has been notified.

Arrange appropriate support services for the necessary care of the individual.

If the individual actively displays dangerous behavior or there is a reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).

School progression (psychologist, counselor, social worker, nurse) should recommend the next steps to the principal. The next steps may include:

Provide parents/guardian with the names and phone numbers of mental health resources

Recommend that the parents/guardian make an immediate contract with a therapist.

Request that the parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.

Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.

Provide follow-up collaborative support for the student and parents (as indicated) within the school.

Develop a safety plan prior to the student's return to school.

Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.

Notify principal/designee

Notify school nurse, school psychologist, counselor or social worker.

Protect the individual from injury.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in the proximity of food or water supplies or suspicion of possible food/water contamination. Indicators of the contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illness.

PRINCIPAL/DESIGNEE ACTIONS:

CALL 911

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide a list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify District Superintendent/District Emergency Preparedness Director of situation and number of students and staff affected.

STAFF ACTIONS:

Notify principal/designee

CALL the POISON CENTER HOTLINE 1-800-222-1222.

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

Post the Poison Control Center emergency number in the front office, school health room (located in the main office) and on all phones that can call outside.

Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice to be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).

(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

The principal notifies the Superintendent/District Emergency Preparedness Director.

The decision to evacuate students off-site will be made by the Principal/Designee/Law Enforcement/Superintendent/District Emergency Preparedness Director.

Depending on the situation: LOCKDOWN-follow lockdown procedures (see below), RUN-HIDE-FIGHT-follow Active Shooter Procedures (see below), EVACUATE-if told to evacuate campus move to the designated location off-site or evacuation area on-site.

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

Remove any items in your hands (i.e., cell phones, bags, jackets)

Raise hands and spread fingers

Keep hands visible at all times

Avoid quick movements toward officers such as holding on to them for safety

Avoid pointing, screaming or yelling

Do not stop to ask officers for help or direction when evacuating

Call 911 and notify the District Superintendent/District Emergency Preparedness Director when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter

Number of Shooters

Physical description of shooters

Number and type of weapons held by shooters

Number of potential victims at the location

Lockdown Procedure:

- Designate an individual to call 911 and stay on the phone with the operator. Notify District Office at the same time, or as soon as possible.
- Notify staff, students, and visitors of the situation without using code words or euphemisms via:
- An announcement over the PA: "LOCKDOWN-LOCKDOWN!!! Your attention please, initiates lockdown procedures immediately and stand by for further instructions." OR (if no PA system is available or audible in all areas of campus)
- Use pre-determined Bell Code System to alert staff. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Lockdown your office.
- Sit tight! When law enforcement arrives on campus they will give you instructions.

Lockdown Preparations:

- In classrooms and offices:
- Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows. DO NOT open the door for anyone or peek out windows until "All Clear" signal is given
- Move all students and staff out of the line of sight, usually away from the windows and staying low and quiet
- Turn off lights
- Keep calm and quiet
- Take out class roster and take roll. Notify office (as pre-determined via phone, email, text, etc.) of any missing or extra students.
- Post red or green signs, if recommended by district, if it is safe to do so
- Remain in classrooms and offices until the "All Clear" signal is given or you are escorted out by first responders
- In the cafeteria, library or gymnasium:
- Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows
- Move all students and staff away from windows and stay low, below the window line
- Turn off lights
- Keep calm and quiet
- Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.
- Post red or green signs, if recommended by district, if it is safe to do so
- Remain in place until the "All Clear" signal is given or you are escorted out by first responders

- Outdoors, passing periods, before and after school, and at lunch:
- Immediately move inside the nearest building
- Follow procedures above
- Remain in place until the “All Clear” signal is given or you are escorted out by first responders

Additional Lockdown Procedures:

- Short term lockdown (less than 8 hours)- open emergency supply box/kit if needed
- Long term lockdown (more than 8 hours)- open emergency supply box/kit and set-up latrine system
- After “All Clear “ signal is given:
- Activate Parent Alert System (phone tree, if one is in place or other method)
- Retake roll to determine if any students remain unaccounted
- Initiate Crisis Intervention Team for grief support and trauma recovery if necessary

Note: “Lockdown,” like “Drop, Cover, and Hold On” can be initiated by a teacher or employee in response to violent behavior, shots fired, or any other activity that threatens the safety of students and staff. When initiated by a teacher or employee, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

How to assist those with disabilities during a lockdown:

Visually impaired

- Announce the type of emergency
- Offer your arm for guidance if they need to be moved to safety

Hearing impaired

- Turn lights on/off to gain persons attention
- Indicate directions with gestures or write a note with directions

Individuals with crutches, canes or walkers

- Assist to safety, if necessary

Individuals in wheelchairs

- If necessary, move wheelchair to appropriate place

Run-Hide-Fight/Active Shooter Procedures:

Inside:

RUN...

Know where the threat is and run away from it
 Know your escape routes
 Leave your belongings behind
 Take your cell phone
 Keep hands visible for responding Law Enforcement

HIDE...

Call 911 for assistance if possible
 Lock and barricade door(s)
 Cover windows, close blinds, and curtains
 Tell students to be quiet and silence cell phones
 Stay low to the ground and hide away from windows

Spread out (if possible)

Be prepared to FIGHT

Call 911 and notify the District Superintendent/District Emergency Preparedness Coordinator when it is safe to do so.

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter
 Number of Shooters
 Physical description of shooters
 Number and type of weapons held by shooters

Number of potential victims at the location

FIGHT...

As a last resort and only when your life is in imminent danger

If an intruder comes in the classroom, be prepared to fight

Use a weapon (fire extinguisher, chair, books, etc.)

Use your surroundings to create distractions: yelling, trip hazards, throwing items, turning off lights, putting furniture in front of the door

Outside:

If shots fired - immediately "Drop and cover"

If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

Remove any items in your hands (i.e., cell phones, bags, jackets)

Raise hands and spread fingers

Keep hands visible at all times

Avoid quick movements toward officers such as holding on to them for safety

Avoid pointing, screaming or yelling

Do not stop to ask officers for help or direction when evacuating

The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

The principal advises parents of the release of students to an alternate location when it is safe to do so.

Unlawful Demonstration or Walkout

Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907) (cf. 5145.2 - Freedom of Speech/Expression)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
- b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
- c. Interfering with or unauthorized use of the district's computer system

The principal notifies the Superintendent/District Emergency Preparedness Director.

Wildland/Urban Interface Fire

Wildfires or Wildland/Urban Interface Fires have occurred almost on a yearly basis around Sonoma County and or nearby local counties and schools may have a lot of warning about a wildfire that may affect their location, or they may have very little time to respond. In the response phase, the principal or school district will:

1. Follow the directions of emergency responders and the local public health department. If the entity is not in immediate danger from a wildfire, officials may recommend the campus shelter-in-place or take other actions (e.g., curtail outdoor activities). Schools, however, should be prepared to take other actions, such as evacuate. As always, educational staff members do not have to wait for instructions from local officials to respond—they should do whatever is needed to protect their students, staff members, and faculty.
2. Regularly monitor the following:
 - o The situation via community partners (e.g., local emergency management and public health department). Air quality may be provided on a state or local government’s website or airnow.gov, including its link to current fire conditions. Current fire locations and their perimeters are provided on this U.S. Geological Survey tool. Some areas of the country are also able to sign up for air quality alerts.
 - o The health of students, staff members, and faculty, especially those who have respiratory problems. Consider using portable air cleaners in designated rooms. Air quality will probably be better in rooms that have fewer doors and windows.
3. Implement ICS, if necessary.
4. Provide Psychological First Aid (PFA). PFA is an early, brief, and focused intervention that can help reduce the social and emotional distress of children and adults after traumatic events. More information on Psychological First Aid for Schools (PFA-S), which is an evidence-informed intervention specifically designed to assist students, staff, and families, can be found in a REMS TA Center Web page Psychological First Aid for Schools (PFA-S), Helpful Hints publication Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect—Model & Teach, and Webinar Implementing Psychological First Aid (PFA) in School and Postsecondary Settings.
5. Plan for managing donations and volunteers. If the school or IHE is directly affected by a wildfire, and especially if the incident garners a lot of media attention, the entity will need to manage volunteers who want to help the school/IHE and/or provide donations. Systems and processes should be identified and created before an incident. More information is provided in this REMS TA Center Webinar and fact sheet.
6. Keep families informed about the situation (including resources and psychological support available to them) and campus openings, closings, and delayed opening times.

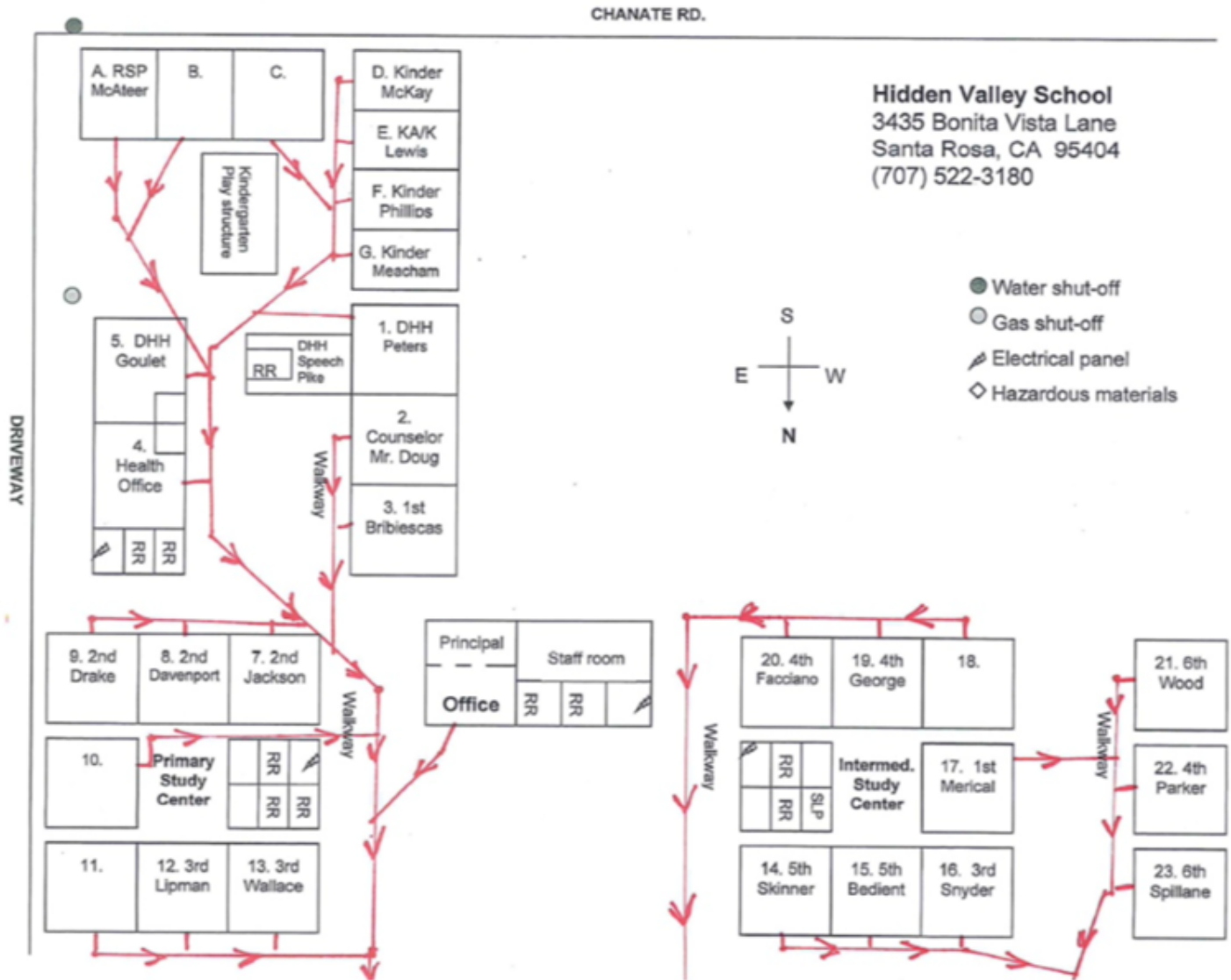
It is important for the district to constantly monitor the status of these fires as well as the air quality. Students should remain indoors away from the smoke and ash debris.

Air Quality

1. The Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.
2. The principal will communicate to staff and students via the PA System when activities will remain indoors.
3. The principal will communicate to parents that students are safe and due to the air quality activities will resume and remain indoors.
4. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Emergency Evacuation Map

Emergency Evacuation Map



Quick Reference Guide

Emergency Response Actions

1. SHELTER IN PLACE

12929



Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. •Close doors & windows •Monitor communications •Students/Staff remain in room & continue class as "normal" •Call office/campus supervisors if assistance is needed •No Students IN/OUT of class unless essential & safe ("supervision required) •Shut off air conditioner/heater if warranted

2. DROP, COVER & HOLD ON

12919



Implement during an earthquake or explosion to protect occupants from flying and falling debris. •Drop to the ground •Take cover under a sturdy desk or table •Hold on until shaking stops •If no cover available, protect your head and neck with your arms •Stay away from windows and objects that could fall •Evacuate when safe, if there is damage to the building

3. SECURE THE CAMPUS

12939



Initiate for a potential threat of danger in the surrounding community. •Lock Doors/Windows/Halls/Gates •Windows covered at staff discretion •Remain in classroom and continue class as "normal" •No students IN/OUT of class unless essential & safe ("supervision required) •Monitor communications •Students remain in class until "ALL CLEAR"

4. LOCKDOWN/BARRICADE

12999



Initiate for an immediate threat of danger to occupants of a campus or school building. •Lock Doors/Windows & Halls/Gates if safe •Do not open the door for anyone •Close Blinds/Cover Windows/Lights Off •Hide & Protect. No people In/Out of Class (not even for the restroom) •Silence electronics & phones, may text parent/guardian location & status •Monitor communications •If immediate threat- Run to safety if able to escape & keep hands visible

5. EVACUATION

12909



Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location. •Take account of unique needs of individuals with access and functional needs •If appropriate, bring your keys, emergency kit, roll sheets, and radio with you when you exit the building •Follow evacuation route & procedure for safe exit •Report to pre-assigned gathering location •Take roll and report missing students, student injury, or surplus students/staff to administrator •Run, Hide, Fight if necessary

THE ESSENTIAL

FIVE All Clear



Sonoma County
Office of Education

