

Comprehensive School Safety Plan

**2025-2026
School Year**

School: Rincon Valley Middle School
CDS Code: 49709206060271
District: Santa Rosa High
Address: 4650 Badger Rd.
Santa Rosa, CA 95409
Date of Adoption: 2023/2024
Date of Update: April 8, 2025
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Cassie Kubiak	SSC Chair		
Daryl Coryell	Principal		04/22/25
Matt Crosbie	Lieutenant, Santa Rosa City Police		
Paul Lowenthal	Division Chief Fire Marshal, Santa Rosa Fire Department		
Damaris Cordero	ELAC Chair		

Table of Contents

Comprehensive School Safety Plan Purpose	4
Safety Plan Vision	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
Promoting School Safety	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	8
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	8
Emergency Facility Use & Procedures	9
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	10
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)	10
(E) Sexual Harassment Policies (EC 212.6 [b])	11
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	11
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	12
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	12
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	14
(J) Tactical Responses (See EOP, ANNEX B) (EC 32282(a)[2](J))	15
(K) Procedures for Preventing Acts of Bullying and Cyber-bullying	18
Opioid Prevention and Life-Saving Response Procedures	19
Response Procedures for Dangerous, Violent, or Unlawful Activities	20
Continuity of Operations	21
Safety Plan Review, Evaluation and Amendment Procedures	23
Safety Plan Appendices	24
Emergency Contact Numbers	25
Safety Plan Review, Evaluation and Amendment Procedures	26
Rincon Valley Middle School Incident Command System	29
Incident Command Team Responsibilities	31
Emergency Response Guidelines	32
Step One: Identify the Type of Emergency	32
Step Two: Identify the Level of Emergency	32

Step Three: Determine the Immediate Response Action 32

Step Four: Communicate the Appropriate Response Action 33

Types of Emergencies & Specific Procedures.....34

 Aircraft Crash 34

 Animal Disturbance.....34

 Armed Assault on Campus 34

 Biological or Chemical Release.....35

 Bomb Threat/ Threat Of violence 36

 Bus Disaster.....37

 Disorderly Conduct 37

 Earthquake 38

 Explosion or Risk Of Explosion 39

 Fire in Surrounding Area 39

 Fire on School Grounds 40

 Flooding 40

 Heat (Excessive) and Air Quality 42

 Loss or Failure Of Utilities 42

 Motor Vehicle Crash 42

 Pandemic 44

 Psychological Trauma.....44

 Suspected Contamination of Food or Water 44

 Tactical Responses to Criminal Incidents 45

 Unlawful Demonstration or Walkout.....46

 Wildland/Urban Interface Fire 46

Emergency Evacuation Map.....48

Quick Reference Guide 49

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 4650 Badger Rd. Santa Rosa, CA 95409.

Safety Plan Vision

Rincon Valley Middle School strives to establish and maintain an orderly and purposeful place where students and staff are free to learn and teach without the threat of physical and psychological harm. It is characterized by sensitivity and respect for all individuals regardless of cultural and ethnic background, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. We work to develop this environment through proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and clean campus and classroom appearance. In addition, the RVMS community understands that under the California Constitution, Article I, Section 28(c): Right to Safe Schools, states that "All students and staff of primary, elementary, junior high, and high schools have the inalienable right to attend campuses which are safe, secure, and peaceful." We value these qualities and integrate them into the decisions we make for our staff, students, and families.

Components of the Comprehensive School Safety Plan (EC 32281)

Rincon Valley Middle School Safety Committee

Under California Education Code (EC) 32281, a comprehensive school safety plan (CSSP) must be developed and maintained by each school. The plan should address safety concerns for students and staff and include the following key components:

Assessment of School Safety

- (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
- (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
- (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
- (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
- (E) Discrimination and Harassment Policies (EC 212.6 [b])
- (F) School-wide Dress Code Including Gang-Related Apparel (EC 35183)
- (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
- (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)
- (I) School Discipline Rules and Procedures (EC 35291 and EC 35291.5)
- (J) Tactical Responses to Criminal Incidents (See EOP, ANNEX B) (EC 32282(a)[2](J))

Assessment of School Safety

Status of School Crime

The District Student And Family Engagement office maintains records of crimes committed on campus. Summary data is reported by SAFE to school administrators throughout the year. This information outlines overall categories of student suspensions, expulsions, SARBs (Student Attendance and Review Board). This information is presented to the school board and is made available to the public through district records.

The status of school crime:

- a. The Aeries software is utilized to assess the discipline activity on campus. The software is able to sort for specific suspension criteria.
- b. The 2019/20 school year introduced the Youth Truth Survey. This survey replaces the California Health Kids Survey, which provides data on the effectiveness of school programs and practices. This survey is distributed to students, staff, and parents/guardians.
- c. The School Site Council reviews data to determine the highest areas of need on campus. Some examples of data reviewed includes suspension, NOC data, consultations with SRPD, student surveys, staff surveys, COST Tier 2 team information.
- d. Security camera system information is used regularly to investigate daily incidents.

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

Procedures for Compliance with School Safety Laws

Procedures for compliance:

The Panorama survey is a survey instrument developed in collaboration between Harvard Graduate School of Education and Panorama Education that measures student perceptions of teaching, learning, and school climate, providing educators with data to improve instruction and school outcomes. The purpose is to capture student voice and measure student perceptions across various topics, including school climate, student engagement, social-emotional learning, and educator effectiveness. The discipline records are reviewed and assessed for trends. This information helps the Safety Committee recommend proposed changes in the Safety Plan.

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
School Based Therapists
Restorative Specialists

Support Staff at the District Level :

Behavior Therapists - assigned to sites to meet the needs of the students
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)

Safe Firearm Storage Annual Notification

Parents and legal guardians in the Santa Rosa City School District are responsible for keeping firearms out of children's hands as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades transition kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.¹

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.²

In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³

Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁴

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

¹ See California Penal Code sections 25100 through 25125 and 25200 through 25220.2

² See California Penal Code section 25100(c).3

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

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

Child Abuse Reporting Procedures

All school personnel are made aware through staff meetings and written notification of their obligation to report child abuse. Board Policy 5141.4 provides direction to school employees for reporting child abuse.

Procedures for complying with child abuse reporting requirements:

- a. Board Policy 5141.4 provides direction to school employees for reporting child abuse. Staff is regularly briefed on the need to be watching for signs of child abuse.
- b. The police and school handbooks cover the issue of child abuse and appropriate steps in reporting.
- c. Teachers and staff are aware of their status as mandated child abuse reporters. Counselors, administrators and staff work closely and rapidly to make reports to CPS. Forms are located in the main office. Staff members are reminded of this responsibility according to the California Child Abuse Reporting Law, from the California Penal Code, Section 11165 through 111174.3, as it pertains to Teachers, School Administrators, counselors/Therapists and other school personnel.
- d. To report suspected child abuse call: Child Protective Services at 565-4304, follow the instructions, and fill out the required paperwork found in this section.

Located in this section:

- Suspected Child Abuse Report
- Community Agencies for Students and Families in Crisis

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

Disaster Plan (See Appendix C-F)

Santa Rosa City Schools has adopted the Essential 5 Emergency Response System.

OBJECTIVES

This plan has the following objectives in an emergency:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.

PUPIL PROTECTION POLICY

The policy of the Board of Education for pupil protection is as follows:

1. The safety and security of students and school staff are of paramount importance. All actions taken shall bear in mind the safety and well being of both students and district employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student's emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and they also wear SCOE or other agency badges.
5. Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
6. AB 2855 states "Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for each student will be developed to ensure their safety.

In the box titled Adaptations for Students with Disabilities, please insert:

Per Senate Bill 323, Students with Disabilities should have adaptations to the safety plan to meet their needs.

Emergency Evacuation Procedures

Schools must outline how students with mobility impairments, sensory disabilities, or cognitive challenges will safely evacuate.

Assign staff responsibilities for assisting students with disabilities.

Ensure that accessible evacuation routes are clearly identified.

Individualized Emergency Plans

Schools should integrate emergency plans into students' Individualized Education Programs (IEPs) or Section 504 Plans.

These plans should address communication needs, medical needs, and behavioral supports during an emergency.

Training for Staff and First Responders

Staff must be trained on how to assist students with disabilities during drills and emergencies.

Schools should coordinate with local emergency responders to ensure they understand students' unique needs.

Behavioral and Sensory Considerations

Plans must account for students with autism or sensory processing disorders, who may respond differently to alarms or emergency instructions.

Quiet areas or alternative evacuation procedures should be included when needed.

Shelter-in-Place & Lockdown Plans

Schools must ensure that safe areas are accessible for students with disabilities.

Plans should address how to communicate with non-verbal students during a lockdown.

Compliance with Federal & State Laws

Must align with ADA (Americans with Disabilities Act) and Section 504 of the Rehabilitation Act.

Schools should collaborate with families to ensure individualized safety needs are met.

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

Emergency Facility Use & Procedures

In an emergency event where a shelter is needed, the following link can assist with the use of SRCS Online Facility Use Permits:

<https://srcs.civicpermits.com/Account/Login>

This procedure can be used 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 the usage.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion

At Rincon Valley Middle School we consistently enforce progressive discipline as per Board Policies 5144 and 5144.1. And Administrative Regulations 5144.1 and 5144.2

Disciplinary procedures involved in the suspension or expulsion of students:

As adopted by the Board of Education, Site Administration may use referrals to Restorative Resources as an alternative to expulsion.

Suspension:

- a. Students suspended from school are sent home with a draft of the suspension letter which will be mailed to their home address. The letter lists the appropriate educational code for the offence.
- b. Parents or guardians are notified via the telephone or in person.
- c. For a suspension of 3 days or more, homework will automatically be collected from classroom teachers and will be available for parent to collect in the Attendance Office. Teachers may also provide work for students virtually through the Google Classroom application. Students with fewer days can make a request with their teacher, counselor, or through the Attendance Office.
- d. In accordance to SB 419, RVMS is adopting suspension alternatives for students who violate Education Code 48900(k). These alternatives are focused on keeping students accountable for their behavior, while also keeping them in school.

Expulsion/ARPC:

- a. Students who are expelled are enrolled in various programs in Sonoma County.
- b. Students who are expelled, and have the expulsion suspended, are enrolled in a regular or alternative program with in the district.
- c. Students who are on extended expulsion, or who are at Rincon Valley from an Administrative Review and Placement Committee (ARPC) referral meet with the Administration upon their arrival, as well as on a regular basis.

Located in this section:

- Student Conduct Requirements as written the *student planner
- *The RVMS Suspension Process
- *The Sequential Discipline Guide
- Incident Reports
- Dealing with Crimes Against Persons
- Request for Expulsion Hearing/Administrative Review and Placement Committee
- SRCS Teacher Progress Report
- Expulsion Process for Special Education Student

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

Per California Education Code 49079, A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business or receives from a law enforcement agency, regarding a pupil described in this section.

To maintain confidentiality when providing information about student school related offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written or emailed notification that one of his/her students has committed an offense that requires his/her review of a student's records in the student information system.

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

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917) Each district is required to have adopted a written policy on sexual harassment and shall provide a copy of such policy, as it pertains to students, with the annual notification. Districts are also required to display such policies in a prominent location and include it in orientation for employees and students, and provide a copy of such policies to new and continuing students. For information on Santa Rosa City Schools Sexual Harassment Policy and Nondiscrimination/Harassment Policy please see Your Rights page on the SRCS website. Also, please refer to Board Policy 5145.7 Sexual Harassment (students) and Board Policy 5145.3 Nondiscrimination/Harassment.

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

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

Stacy Desideri

110 Stony Point ste. 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

110 Stony Point ste. 150

Santa Rosa, CA 95401

(707) 890-3800 ext. 80605

vzands@srcs.k12.ca.us

Complaints should be filed as soon as reasonably possible after the conduct in question has arisen. All complaints shall be promptly and thoroughly investigated.

Santa Rosa City Schools Sexual Harassment policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies. If questions arise concerning Santa Rosa City Schools' prohibition of sexual harassment, or any other form of unlawful discrimination, or the methods and procedures to be followed in the investigation of complaints, please contact the above referenced compliance officer(s)/Title IX coordinator(s).

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

School-wide Dress Code

The School Site Council reviews and approves of school dress code. Revisions to this dress code occurred in 2019/2020, 2021/2022, and the 2022/2023 school years. These revisions were made collaboratively between staff, administration, students, and some parent/family feedback. RVMS Administration also consulted with SRCS personnel to ensure items of this policy were addressed appropriately.

Policies on the Dress Code:

- a. Board Policy 5132 and Administrative Regulation 5132 addresses dress codes and standards in general.
- b. Teachers are proactive in upholding general student dress, reminding students and reporting infractions to the Student Advisor and administration.
- c. The school orientation materials sent home to parents also reminds parents of what articles of clothing are not allowed to be worn at school.
- d. Students are warned, and even asked to change into their PE clothes if they are not dressed appropriately for school. Parent phone calls are made to increase awareness of infractions and dress code policy. Disciplinary consequences follow school guidelines.

Located in this section:

- *Dress code requirements as listed in the student planner

*The Student Planner is located in the back of this document.

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

Safe Ingress and Egress

Rincon Valley Middle School is located in a country setting providing a rural atmosphere. The only area considered to be a risk is the Oliver's shopping center.

Procedures for safe ingress and egress to and from the school site:

- a. Students and parents are regularly appraised through the principal's email system and parent newsletters of the safest ways for students to ingress and egress our school.
- b. A School Safety Advisors and administrators are regularly posted at the perimeters of the school to ensure safety.
- c. Signs remind parents of proper drop-off and pick up locations.
- d. The safety concerns of traffic around the school are addressed at Back to School Night.
- e. Increased signage around campus to notify all visitors of requirement to check in to Main Office upon arrival to campus.
- f. Improved security camera system installed (2019/2020 school year).
- g. Communication with local businesses and shopping centers.
- h. Occasional consultation with SRPD for guidance on traffic control.
- i. Fire lanes, loading zones, speed bumps, handicap spaces, and parking lots are all clearly marked to allow for safer movement.

Located in this section:

- *Student Policies as listed in the student planner

*The Student Planner is located in the back of this document.

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

Component:

Safe and Orderly Environment Goals and Objectives

Element:

Rincon Valley Middle School will work to develop and implement MTSS teams of support for students. These teams will focus specifically on student intervention and behavior data to provide meaningful supports for students and create a campus environment that develops the whole student. Teams will consist of a partnership between staff, parents/guardians, and students and will collaborate in regular meetings to share data and review programs.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Determine the MTSS Tier 1 team personnel and establish regular meetings.	Present information to School Site Council and establish the purpose of School Site Council to serve as Tier 1 team.	Principal, Assistant Principal, Classified Staff, Certificated Staff, Student, Parent/Guardian, Counselor	Assistant Principal, School Counselor	To assess function and effectiveness at the end of school year through BAM (Briefly Assess MTSS) form.
Determine the MTSS Tier 2 team personnel and establish regular meetings.	Establish team members, purpose of team, and team norms. Develop documentation of program implementation and data tracking.	Classified Staff (Attendance Tech, Health Tech, FEF, Restorative Specialist, Instructional Assistants, School Psychologist, SAY Clinician, Student Advisor), Assistant Principal	Assistant Principal, School Counselor	To assess function and effectiveness at the end of school year through BAM (Briefly Assess MTSS) form.
Implement programs and interventions that are data driven and relevant to campus culture.	Share information with faculty/staff and community members through school media and program publications.	Counselors, Teachers, Administration, Classified Staff, Students, Parent/Guardian	School Staff and Faculty	To assess function and effectiveness at the end of school year through BAM (Briefly Assess MTSS) form.

Component:

Safe and Orderly Environment Goals and Objectives

Element:

To create a safe and orderly environment through disaster response strategies and facility security improvements.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Regular practice of disaster response routines and update procedures when necessary.	Schedule monthly practice drills and communicate information to faculty, staff, and students.	Local law enforcement, fire department, school staff	Assistant Principal	To review procedures annually and make adjustments based on drill feedback and consultations from local law enforcement.
Improve security on campus for students and staff.	Assist with installation of new door locks and security cameras. Evaluate effectiveness of new security cameras and provide training and equipment for additional staff to have access to security features.	SRCS IT Department personnel, SRCS M&O Department personnel	Principal, Assistant Principal, Head Custodian, Site IT Tech	Regularly assess connection and physical function of features to assure effective security and safety measures.

Component:

N/A

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Rincon Valley Middle School Student Conduct Code
School Discipline, Rules and Procedures

Procedures for disciplinary actions:

- a. Students disciplinary consequences are sequential. The first offence, depending on the severity of the consequence, is a warning. The consequences become more severe for repeat offences in the following order: BEST form, detention, suspension, referral to Administrative Hearing or expulsion.
- b. Students write sworn statements and investigations are thoroughly conducted.
- c. Conflict Resolutions and Restorative Conferences are used often to help build relationships and resolve issues, while also reducing suspension.
- d. Students are offered a variety of suspension diversion options. These options are usually relevant to the offense and arranged with parent/guardian. Many options include written/verbal apologies, community service, social awareness projects, reflection assignments, and formal/informal restorative conferences.
- e. In accordance to SB 419, RVMS is adopting suspension alternatives for students who violate Education Code 48900(k). These alternatives are focused on keeping students accountable for their behavior, while also keeping them in school.

Located in this section:

- *RVMS policy on student conduct as written the student planner.
- *RVMS Tardy Procedures
- Detention/Monday School Essay Requirements
- Sworn Statements
- Proactive and Responsive Behavior Support Guide

*The Student Planner is located in the back of this document.

Conduct Code Procedures

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

Hate Crime Policies and Procedures

California Education Code Section 200-201 specifically addresses hate crimes and these sections are enforced at our school.

Attachment # A Education Code 200-201

200. It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefore.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.

(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.

(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.

(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.

(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

(g) It is the intent of the Legislature that this chapter shall be interpreted as consistent with Article 9.5 (commencing with Section 11135) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code, Title VI of the federal Civil Rights Act of 1964 (42 U.S.C. Sec. 1981, et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681, et seq.), Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)), the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), the federal Equal Educational Opportunities Act (20 U.S.C. Sec. 1701, et seq.), the Unruh Civil Rights Act (Secs. 51 to 53, incl., Civ. C.), and the Fair Employment and Housing Act (Pt. 2.8 (commencing with Sec. 12900), Div. 3, Gov. C.), except where this chapter may grant more protections or impose additional obligations, and that the remedies provided herein shall not be the exclusive remedies, but may be combined with remedies that may be provided by the above statutes.

Procedures for Hate Crimes:

- a. Administration makes contact with all students involved, whether or not there was a valid hate crime finding.
- b. Education Code 48900.3 Provides directions for acts of hate violence.
- c. The Parental Annual Notice distributed by SRCS informs parents of the zero tolerance policy concerning hate crimes.
- d. Safe and Drug Free Schools and Communities information is utilized as a resource.
- e. Hate crimes are reported to the Santa Rosa Police Department.
- f. Santa Rosa City Schools Board Policy 5131 addresses maintaining a safe and hate-free school environment.

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

Verification of Review

Located in this Section:

- Comprehensive School Safety Plan Verification Signature Page
- RVMS Site Council Agenda
- RVMS Site Council Minutes
- Invitation to the Mayor of Santa Rosa
- Notification/Invitation to Parents of Site Council Meeting
- SRACS Site Council Agenda
- SRACS Site Council Minutes
- SRACS Invitation to the Mayor of Santa Rosa
- SRACS Notification/Invitation to Parents of Site Council Meeting

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

AB 2291, which became effective on January 1, 2019, requires that local educational agencies (LEAs) adopt procedures for preventing acts of bullying, including cyberbullying, on or before December 31, 2019. Education Code section 215, AB 2246 mandates that LEAs that serve pupils in grades 7-12, adopt a policy on pupil suicide prevention, interventions, and postvention. SRCS and RESIG launched the use of the STOPit digital application across the district in February 2018. This application provides students with the ability to create an anonymous report regarding any inappropriate activity and/or bullying that may be occurring. Protocols and response strategies were devised by SRCS and site level personnel. All schools provided their students, staff, and community members with information on how to access this application and report activity that needs to be addressed and/or investigated. This app is used to report bullying, misconduct, mental health issues or self-harm. Students and staff may access this portal through mobile devices, as well as their computers. Reports are reviewed by administration and investigated for intervention and appropriate consequences.

Polices on sexual harassment and Bullying:

- a. Board Policies 5145.3 and 5145.7 contain district policies on sexual harassment. They are reviewed annually with RVMS staff and students.
- b. The school responds immediately to any harassment/bullying complaints that are made. The administration makes contact with all students involved, whether or not there was a valid finding.
- c. Involved parents are contacted by administrators. Sexual harassment letters are also sent home to the families involved.
- d. The students are reminded of the seriousness of sexual harassment or bullying and who they can contact, as well as examples of sexual harassment. This is covered by administrators in the PE classes at the beginning of the school year. Each student is required to sign paperwork indicating that they understand the school policy.
- e. The school rules which address sexual harassment and bullying are included in the student planner.
- f. New students attend an informative discussion with their Counselor and sign paperwork indicating that they understand the school policy.
- g. School Administration attend regular training regarding sexual harassment investigations and processes.
- h. School staff are required by SRCS to complete annual mandatory training for sexual harassment and bullying/suicide prevention and reporting.
- i. Counselors made a presentation to PE classes on Cyberbullying and Internet Safety.
- j. In 2019, SRCS secured an agreement with Verity to give presentations around sexual harassment and prevention.
- k. A protocol for dealing with suicide or other loss of life has been developed by the school, with assistance from the District. A district system for providing counseling services following a tragedy is in place. These services are coordinated by the Director of Special Services.

Santa Rosa City Schools has supplied Rincon Valley Middle School with a number of personnel that are here to support students and their emotional and physical needs. These resources include; Student Engagement Facilitator, Restorative Resource Specialist, School Based Therapist.

Located in this section:

- RVMS Harassment Checklist for Harassment Letter Samples 1-7 English and Spanish
- SRCS Board Policy 5145.7
- *RVMS Sexual Harassment Information
- STOPit App Information Letter and FAQ
- SRCS Uniform Complaint Policy and Board Policy for Uniform Complaint

*The Student Planner is located in the back of this document.

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying, including the use of the StopIT app. Complaints of bullying or harassment shall be investigated and resolved in accordance with site level grievance procedures specified in law and practice. When a student is suspected of or is reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of its impact.

Students are encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. Any student who engages in cyberbullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance will be subject to discipline in accordance with district policies and regulations. If the student is using a social-networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee may file a complaint with the Internet site or service to have the material removed. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be posted in schools and offices.

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

Title IX / Gender Equity / Sexual Harassment / Discrimination (All Students):
Dr. Kimberlee Armstrong, Associate Superintendent of Educational Services
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 x 80302
karmstrong@srcs.k12.ca.us

Title IX / Sexual Harassment / Discrimination (All Employees):
Michael Shepherd, Assistant Superintendent of Human Resources
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 ext. 80602
rjackson@srcs.k12.ca.us

Opioid Prevention and Life-Saving Response Procedures

Purpose & Scope

This plan provides a structured approach for opioid prevention, response, and intervention in accordance with California Education Code § 49414.3 and § 49423.1, California Department of Education recommendations, and Board Policy 5141.21 and Administrative Regulation 5141.21, this plan is designed to protect students, staff, and visitors by addressing opioid-related risks and ensuring prompt life-saving responses in school environments and includes:

Prevention Strategies

Education & Awareness

Implement evidence-based opioid prevention curricula in health education classes.

Conduct annual training for students, staff, and parents on opioid risks, including fentanyl dangers.

Display information and resources about opioid dangers and available support services.

Partnerships & Community Engagement

Collaborate with local health departments, law enforcement, and community organizations to enhance prevention efforts.

Provide parent workshops on substance abuse prevention and intervention strategies.

Engage peer support groups for at-risk students.

Life-Saving Response Procedures

Emergency Protocols for Suspected Overdose

Recognize Symptoms – Signs of opioid overdose include slow or no breathing, blue lips/nails, unresponsiveness, and pinpoint pupils.

Call 9-1-1 Immediately – Report a suspected overdose and follow dispatcher instructions.

Administer Naloxone (Narcan) – If available, trained staff should administer intranasal naloxone following CDE guidelines.

Perform Rescue Breathing/CPR – If the individual is not breathing, initiate rescue breathing or CPR as needed.

Monitor & Support – Stay with the individual, monitoring for responsiveness and signs of improvement.

Inform Parents/Guardians – Contact the student's emergency contacts as per school policy.

Incident Reporting – Document the response in accordance with district and CDE policies.

Naloxone (Narcan) Availability & Training

Schools will stock naloxone kits in designated areas (e.g., nurse's office, front office, security stations).

Staff training (including school nurses, administrators, and volunteers) on naloxone administration will be conducted annually.

Good Samaritan protections apply to staff administering naloxone in good faith.

Post-Incident Follow-Up & Student Support

Provide counseling and substance use intervention for affected students.

Refer students to community treatment programs as needed.

Conduct a debriefing with staff and responders to assess response effectiveness and identify areas for improvement.

Offer re-entry planning and support for students returning to school after substance use treatment.

Staff Roles & Responsibilities

School Nurses & Health Personnel: Primary responders, oversee naloxone administration and training.

Administrators: Ensure compliance with state laws and facilitate staff training.

Teachers & Staff: Recognize signs of opioid use/overdose and follow emergency protocols.

Communication & Reporting

Maintain confidentiality while ensuring appropriate notifications.

Submit incident reports per school district and state requirements.

Notify local health agencies for additional support and monitoring trends in opioid use.

Review & Continuous Improvement

Conduct annual policy reviews to ensure alignment with updated laws and best practices.

Perform annual training for opioid overdose response.

Gather feedback from staff, students, and community partners to refine strategies.

Response Procedures for Dangerous, Violent, or Unlawful Activities

SB 906 (California Senate Bill 906, 2022) requires school officials to immediately report any homicidal threats or perceived credible threats of mass violence on school grounds to law enforcement.

Key Obligations for School Sites:

Mandatory Reporting – School staff must report threats of mass violence (such as shootings or attacks) to law enforcement or school safety teams.

Threat Assessment Protocols – Schools must conduct assessments to evaluate the credibility and severity of threats.

Parental Notification – If a student is involved, parents or guardians must be notified as appropriate, following school and legal guidelines.

Coordination with Law Enforcement – Schools must collaborate with law enforcement agencies to determine appropriate safety measures and responses.

Firearm Access Review – If a credible threat is identified, law enforcement may investigate whether the individual has access to firearms.

The law aims to enhance early intervention and prevention of school violence while ensuring that threats are handled responsibly to protect students and staff.

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:

- Monthly Safety Team meetings
- 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

Purpose & Scope

This plan establishes procedures to ensure the continuity of instruction, student support services, and essential school operations in the event of an emergency, natural disaster, public health crisis, or other significant disruptions. It is developed in accordance with California Education Code (CEC) §§ 32280-32289, which mandate school safety and crisis response planning, and CDE emergency preparedness guidelines.

Emergency Operations & Decision-Making

a. Incident Command Structure (ICS)

The school shall implement the Incident Command for coordinated emergency response. Roles include:

Incident Commander – Principal or designated administrator.

Operations Chief – Oversees immediate response actions.

Logistics Chief – Manages supplies, facilities, and technology.

Planning Chief – Evaluates response effectiveness and continuity strategies.

Finance/Admin Chief – Tracks costs, payroll, and emergency funding.

b. Decision-Making Authority

The Superintendent or designee has final authority on school closures and emergency declarations.

Decisions align with CDE, local health departments, and emergency management agencies.

Instructional Continuity

a. Short-Term Disruptions (1-5 Days)

Teachers will use asynchronous learning via district-approved learning management systems (e.g., Google Classroom, Canvas).

Assignments will be provided through take-home packets if technology access is limited.

b. Long-Term Disruptions (More than 5 Days)

Schools will transition to distance learning per CEC § 43500-43511 (Independent Study regulations).

Special education services will be provided per Individualized Education Programs (IEPs) via telehealth or alternative methods.

The district will ensure equitable technology access, including device distribution and internet access support.

Student & Staff Support Services

Mental Health & Counseling: Schools will maintain access to mental health services through counselors, social workers, and telehealth services.

Food & Nutrition Services: Meal distribution plans will align with CEC § 49550, ensuring students receive meals during closures.

Childcare & Supervision: Schools will coordinate with local agencies to provide emergency childcare for essential workers.

Communication Plan

Schools will maintain multiple communication channels (phone, email, website, SMS alerts, social media).

Emergency notifications will comply with CEC § 32282, ensuring timely parent and community updates.

Language access will be provided in accordance with CEC § 48985, ensuring communication in families' primary languages.

Recovery & Reopening

Schools will assess facility safety, staff readiness, and student needs before reopening.

A phased return plan will be implemented in coordination with public health and emergency management officials.

The district will apply for emergency funding assistance (FEMA, CDE grants) as needed.

Plan Review & Training

The Continuity Plan will be reviewed annually in compliance with CEC § 32286.

Staff will receive annual training on emergency roles, distance learning, and student support procedures.

Schools will conduct emergency drills per CEC § 35297 for preparedness.

Safety Plan Review, Evaluation and Amendment Procedures

The attached Comprehensive School Safety Plan is compliant with the provisions required for Senate Bill 187, Chapter 73 and the No Child Left Behind Act of 2001. This plan has met the following requirements:

The attached Comprehensive School Safety Plan contains the required components of the Education Code 32280-32289.

The School Site Council includes the following representatives: Principal, SRTA Certificated employees, CSEA classified employee, and parents.

The School Site Council consulted with law enforcement and fire agencies and the acting District Emergency Preparedness Coordinator when writing this plan.

Notification of meeting on Comprehensive School Safety Plan sent to appropriate individuals (EC 32288(b) (2) (A-F)*)

The School Site Council conducted a public hearing to gain public input into the plan. Appropriate revisions were made.

The School Site Council adopted the recommended School Safety Plan.

A copy of the School's plan has been provided to the Acting District Safety Coordinator.

The Board of Education adopts the plan by September for the present school year.

Information in the plan will be disseminated to all teachers, parents, and students.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

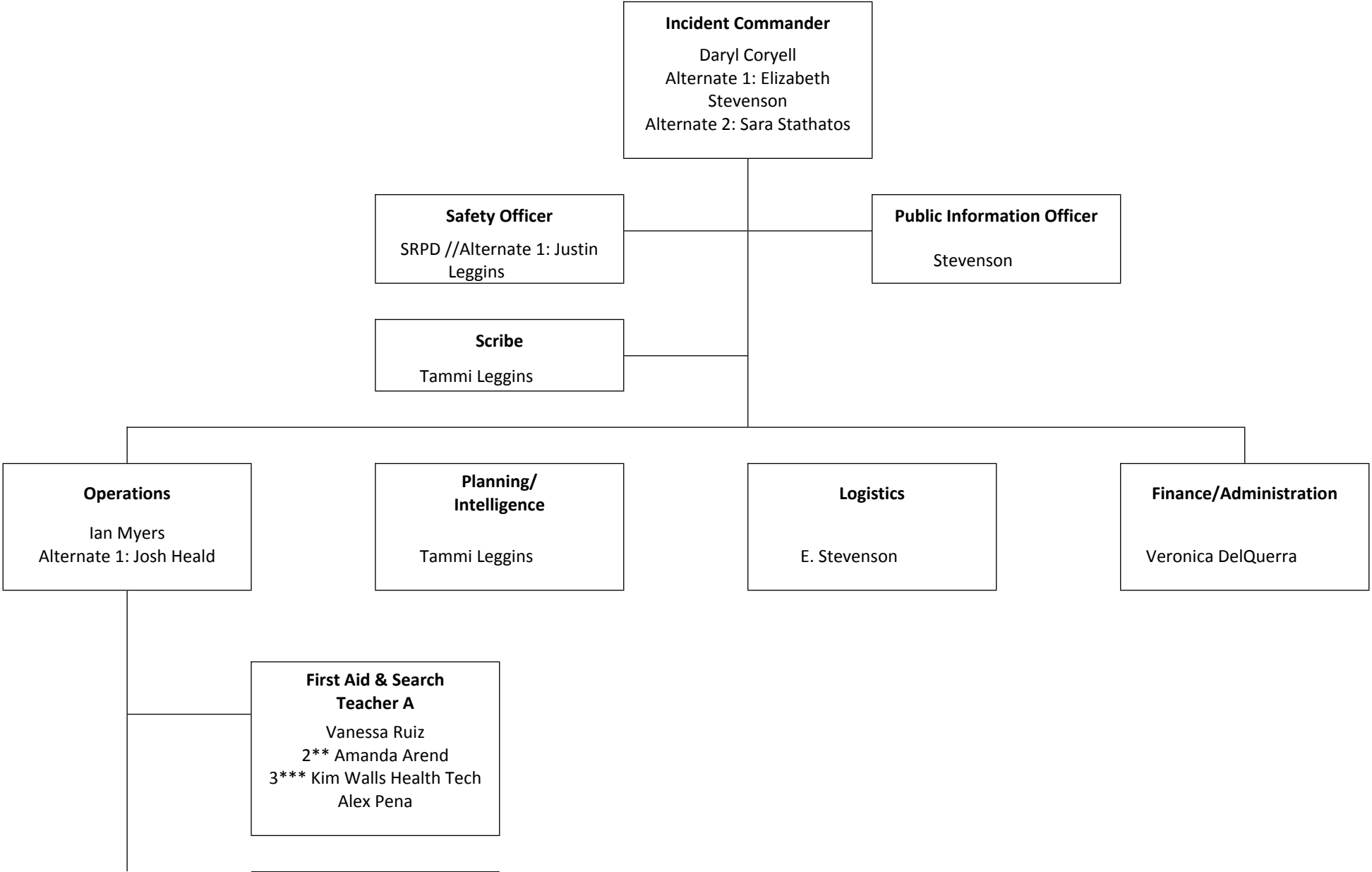
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic	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	Water
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)
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 Evacuation & Post-emergency Procedures Post emergency procedures by doors (LockDown, Emergency Numbers, Evacuation Map) Emergency Contacts Update individuals and contact information found on emergency contact charts. (B) Disaster Procedures - Section: Disaster Plan 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. Documentation & Recordkeeping (Attachment G) Ensure the necessary records are properly maintained Update Student Release forms as needed (Attachment G)	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

Rincon Valley Middle School Incident Command System



**Student Release &
Accountability
TeacherB**

* Amber Robinson
2**

3*** Stacey Fong
Cassie Kubiak
Katharine Norris

Ivana Jugovic Brenda Johnson
Danielle Justin Kirsten Bathe
Simon Terrell Paul Gaudreau
Jen Brown Sarah Henrich
Ashley Vestal

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:

Our Comprehensive Site Safety Plans are written in the format of the Incident Command System. We must operationalize ICS with any person being able to do any job at any time. The Santa Rosa City Schools ICS is available within our "Safety--Comprehensive Framework" on the shared drive.

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

Step One: Identify the Type of Emergency

Refer to the Essential 5 Emergency Response Guidelines

Step Two: Identify the level of Emergency

Initiate the Incident Command System relevant to the Emergency Response

Step Three: Determine the Immediate Response Action

Engage the Incident Command team appropriate to the situation

Step Four: Community the Appropriate Response Action

Inform all relevant stakeholders based on the Emergency Tree

Collaborate with district PIO to create messaging for staff, students and parents

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 or designee.

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

Immediately engage the "Shelter in Place" emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

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

Evaluate and consider engaging the "Shelter in Place" emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

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

Immediately engage the "Lockdown" emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

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

Immediately engage the "Shelter in Place" emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

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

Immediately engage the "Secure the Campus" emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

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. (The call cannot be traced once the caller has hung up.)
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

Immediately engage the appropriate emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

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

Immediately engage the "Secure the Campus" emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

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

Immediately engage the "Drop, Cover and Hold On" emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

Emergencies - Earthquake

These protective measures are taken before, during and following an 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, teachers use their discretion if an evacuation is necessary for 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 the 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

Immediately engage the “Drop, Cover and Hold On” emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

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 Rincon Valley Middle School becomes unsafe, move students to a closest suitable alternate shelter.

Location: Rincon Valley Park- Badger Rd. Santa Rosa, CA

- Classes evacuate to outside locations, and are systematically moved toward the alternate site in a safe and orderly fashion. Staff serve as crossing guards and traffic control to assist with local traffic along roadways.

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

Immediately evaluate the situation and potentially engage the “Secure the Campus” emergency response from Essential 5 and initiate the Incident Command System. If needed, engage the “Evacuate” emergency response from the Essential 5. When safe to do so, initiate the Emergency Communication Tree.

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

Immediately engage the "Evacuate" emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

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.

Flooding

Immediately evaluate the situation and potentially engage the "Shelter in Place" emergency response from Essential 5 and initiate the Incident Command System. If needed, engage the "Evacuate" emergency response from the Essential 5. When safe to do so, initiate the Emergency Communication Tree.

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

Immediately evaluate the situation and potentially engage the “Shelter in Place” emergency response from Essential 5 and initiate the Incident Command System. Refer to the Sonoma County Office of Education Air Quality Guidelines for additional precautions. When safe to do so, initiate the Emergency Communication Tree.

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 (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

When a staff or student experiences Psychological Trauma, certain mental health symptoms may appear. 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

Immediately engage the "Lockdown" emergency response from Essential 5 and initiate the Incident Command System. When safe to do so, initiate the Emergency Communication Tree.

(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)

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.

Unlawful Demonstration or Walkout

In California, student protests are protected under the First Amendment and California Education Code, ensuring students' rights to free speech and expression, but these rights are not absolute and can be limited if protests disrupt school operations or incite unlawful acts.

Per EdCode EDC § 48205, a student has the right to engage in a political protest:

(12)(A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(B)(i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

Administration will respond to student protest per Board Policy 5131.4.

Wildland/Urban Interface Fire

Immediately evaluate the situation and potentially engage the “Secure the Campus” emergency response from Essential 5 and initiate the Incident Command System. If needed, engage the “Evacuate” emergency response from the Essential 5. When safe to do so, initiate the Emergency Communication Tree.

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.

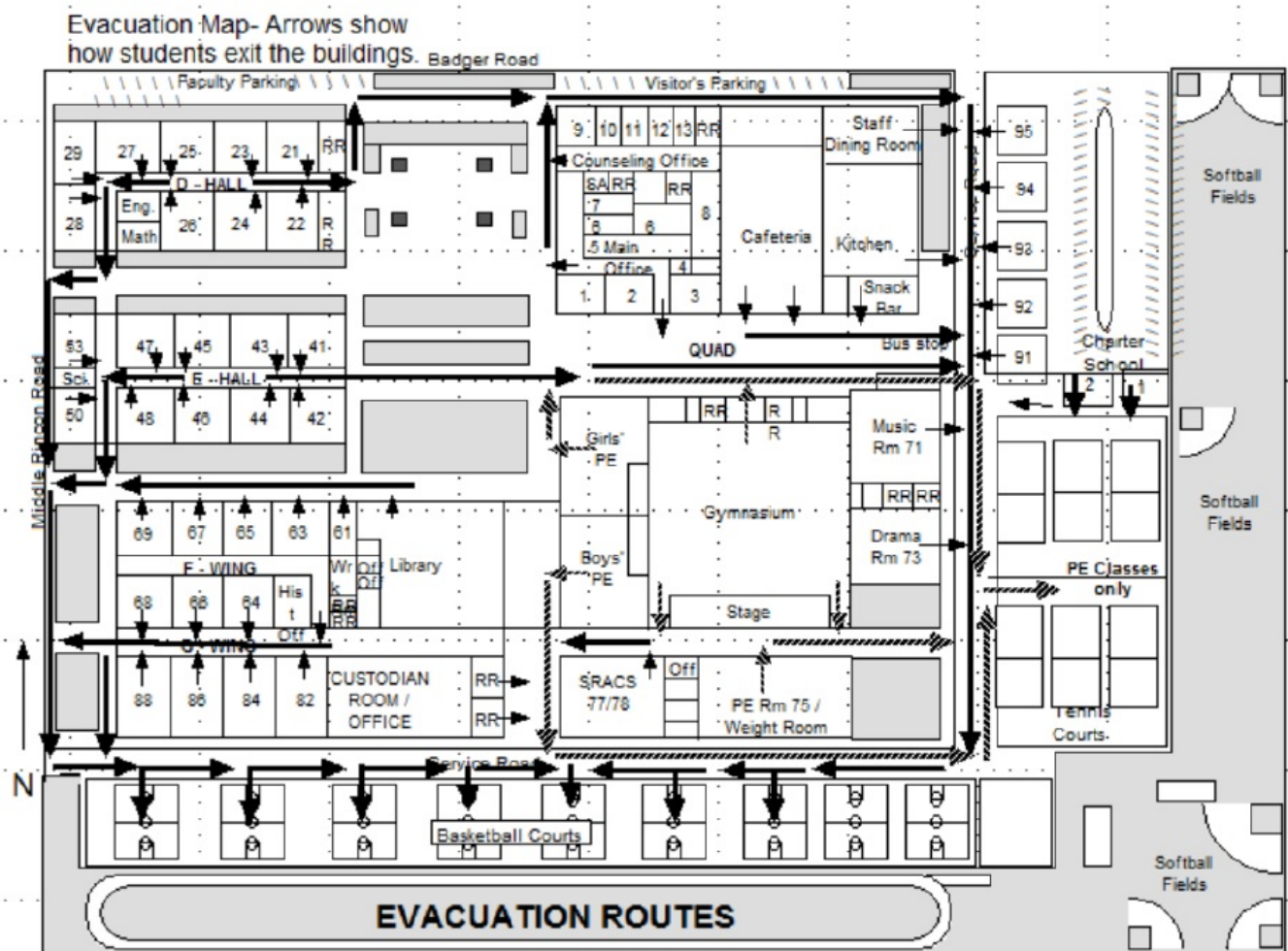
4. Provide Psychological First Aid (PFA). PFA is an early, brief, and focused intervention that can help reduce the social and emotional distress of children and adults after traumatic events. More information on Psychological First Aid for Schools (PFA-S), which is an evidence-informed intervention 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



Provided by:

Quick Response Guide

Drop, Cover, Hold On

- Drop to the floor and move away from the windows
- Move under the closest piece of sturdy furniture
- Hold on to the furniture, place your free hand over the back of your neck
- Stay under furniture until shaking has stopped
- Outside: move away from buildings, trees and wires, and drop to the ground, cover the back of your neck with your arms and hands.
- Wait for direction from administration

Evacuation

- Grab emergency supplies
- Escort students to evacuation site
- Take roll, record names of missing students
- Green card: display if all are present and un-injured
- Red card: display to indicate missing or injured students/staff
- Wait for direction from administration/responders

Run Hide Fight

RUN

- Locate threat and run away from it
- Know escape routes
- Leave belongings
- Keep hands visible for law enforcement

HIDE

- Lock and barricade doors
- Cover windows, close blinds and curtains
- Stay low to the ground, spread out, if possible
- Be quiet, silence cell phones

FIGHT

- Be prepared to fight
- Improvise a weapon
- Create distractions: yell, make trip hazards, throw items, turn off lights, blast fire extinguisher

Lockdown

- 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 the windows
- Move students and staff out of the line of sight, often away from windows, staying low and quiet. Take roll, record names of missing students
- Turn off lights. Silence cell phones
- Wait for a communication of "all clear" or you are escorted out by Fire/Law

Shelter-in-place

- Shut and lock all doors and windows
- Pull draperies or close blinds
- Seal doors and windows if directed
- Take roll or record names of those in the room
- If outdoors, move to the nearest building
- Wait for a communication of "all clear"

Emergency Numbers

District Office: _____

Fire Department: _____

Law Enforcement: _____

Ambulance: _____

Poison Control: 1-800-222-1222

Trigger Incident

Response Teams

- Know the location of your team's safety equipment
- The classroom emergency kit is located _____
- Wait to be deployed by your team leader or Section Chief
- Remember to sign-in and out at the beginning and end of your shift

This information is from RESIG's Model Emergency Operations Plan; contact RESIG (www.resig.org) for additional response action information.

WELCOME MESSAGE

Dear Students and Parents,

Welcome to Rincon Valley Middle School! This is a time for you to learn, explore, and enjoy what our school has to offer. The staff and faculty at Rincon Valley Middle School are here to help guide you in this important transition to high school. This handbook has been prepared to help you in that process. Information about activities, services, important dates, school rules and expectations are included in this document. We will review this information with students in the first few weeks of school and ask that parents also review the handbook with their students so that everyone is informed and can make good decisions. The focus of Rincon Valley Middle School is on learning. We want each student to reach their full potential and enjoy what the school has to offer. Learning to use the RVMS handbook and homework planner is an excellent way to start. Students who use the RVMS homework planner on a daily basis to record assignments and plan for projects have the highest rate of success. One of the biggest challenges for middle school students is staying organized with six classes, and the homework planner is an important tool in helping students to stay on top of a busy schedule. Working together we will have a great year. Welcome to RVMS!

MISSION STATEMENT

Rincon Valley Promotes:

Academic Excellence, Social Responsibility, Physical Fitness, and an appreciation of the Arts for all students.

Our programs encourage students to develop critical thinking and collaborative abilities which are essential in a rapidly changing world.

PHONE NUMBERS

Main Number 707 - 890 - 3870

Fax Numbers: Main Office 707 - 890 - 3874 Counseling Office 707 - 890 - 3872

VISION STATEMENT

Rincon Valley Middle School creates a safe environment where students feel capable, connected, and academically challenged.

OUR MISSION

We Value:

- The unique learning potential within every student.
- Active learning environments based upon teamwork where the contribution of every person counts.
- Learning communities built upon respectful relationships between all members.
- Excellence in all of our endeavors

RVMS Staff Will:

- Create engaging learning experiences that offer support and challenge for all learners
- Provide clear, consistent expectations for academic and physical performance, and social interaction
- Collaborate to share best practices, analyze data, and set goals to support student learning
- Create curricular connections across disciplines with relevance to world events
- Celebrate academic achievement and positive acts of citizenship

RVMS Students Will:

- Demonstrate academic growth to ensure a successful high school career
- Experience learning as a challenging, rewarding, and relevant enterprise
- Develop as creative and critical thinkers
- Gain confidence while building upon academic, physical, and social skills
- Work together to foster school spirit
- Discover new interests and abilities

RVMS Bell Schedules

Monday			Tuesday/Thursday Periods 1,3,5 Wednesday/Friday Periods 2,4,6		
Zero Period	7:25	8:10	Zero Period	7:25	8:10
Period 1	8:15	9:03	Period 1/2	8:15	9:41
Period 2	9:08	9:54	Break	9:41	9:56
Break	9:54	10:09	Period 3/4	10:01	11:27
Period 3	10:14	11:00	Lunch 1 SOAR 8	11:27 11:32	11:57 12:02
Period 4	11:05	11:51	Lunch 2 / SOAR 7	12:02	12:32
Lunch	11:51	12:21	Period 5/6	12:37	2:03
Period 5	12:26	1:12			
Period 6	1:17	2:03			

Minimum Day		
Zero Period	7:30	8:08
Period 1	8:15	8:53
Period 2	8:58	9:36
Period 3	9:41	10:19
Break	10:19	10:34
Period 4	10:39	11:17
Period 5	11:22	12:00
Period 6	12:05	12:43

MAIN OFFICE

TELEPHONE NUMBER: 890 - 3870 EXT 33005

OFFICE HOURS: 7:30 AM - 4:00 PM

For School Administrators and Main Office Technicians

- All school visitors and volunteers coming on campus must sign the Visitor's Log and receive a Visitor Badge
- Applications for Work Permits are also available
- If you have any questions or concerns and are uncertain who to go to, come to the Main Office for assistance and direction.

DROPPING OFF ITEMS FOR STUDENTS

- Items dropped off at the main office should be picked up by your student; they will not be delivered to the classroom. Please let the office staff know if your student is unaware that the item is coming, so a pass can be sent to them.
- **Any items that can be deemed a class distraction will not be delivered to your student. We will send your student a pass stating they are to pick the item(s) up after school is dismissed. We will not accept flowers for students from 3rd party deliverers. Absolutely no balloons are allowed.**
- **No food deliveries from outside restaurants/delivery services are permitted, i.e. Doordash, GrubHub, Uber Eats, etc. Any food items attempted to be delivered will be refused or discarded, RVMS will not be responsible to reimburse any expenses for ordered food.**

ATTENDANCE OFFICE

TELEPHONE NUMBER: 890-3870 EXT 33110

890-3870 #2 - 24-HOUR ATTENDANCE HOTLINE

OFFICE HOURS: 7:30 AM - 4:00 PM

Students are required to attend school every day school is in session. If you are not in school, you must be excused by your parent or guardian. Parents/Guardians must call the 24 hour / 7 day a week number – 890 - 3870 - to excuse your absence before you return to school. You have a 24-hour period to make sure that a parent or guardian has contacted the school to verify an absence. Failure to verify an absence will result in an unexcused absence or cut being entered into the student's record. Truancy actions will be initiated if absences are not cleared or valid. Students forging excuses for absence will be referred for disciplinary action.

EXCUSED ABSENCES

The following are designated as lawful absences: illness, medical, dental, or legal appointments, death in the immediate family, school business, religious observances and quarantine directed by a health officer. **A doctor or dental note needs to be brought to the Attendance Office upon the student's return to school.**

UNEXCUSED ABSENCES AND CUTTING

The following are considered unlawful absences: willful absence from school without parental knowledge and absence from school without acceptable cause with parental knowledge. These absences will be considered a cut. The consequences of cutting class are listed in the discipline section of this handbook.

ARRIVING/LEAVING SCHOOL

Rincon is a CLOSED CAMPUS. Once you arrive on campus you must have permission from parents, an administrator, the Attendance office, or the Health office to leave school. You may not leave campus without first checking out at the Attendance office, a parent/guardian must sign students in/out from the attendance office if they arrive at school late or need to leave school early. If you need to leave during the school day, bring a parent/guardian note in the morning to the attendance office to obtain a pass to meet your parent/guardian in the attendance office to be signed out - **this is a must if a student needs to leave early the last 15 mins of the school day.**

Students who leave campus without permission are subject to search and behavior consequences when they arrive back on campus.

Students who are participating in extracurricular activities may not be absent from any part of the school day or they will not be allowed to take part in the activity, excused or not. **Students not involved in after school clubs or athletics must vacate the campus 15 minutes after school ends unless in the company of an adult. There is no supervision after school hours.**

TARDIES

Arriving at school and classes on time is necessary for success in the world of work and school. Being on time also lessens disruptions to the classroom and the education of other students. Students are responsible for arriving at school on time. **Oversleeping and chronic transportation difficulties are not valid excuses for arriving late to school.**

First Period of the Day Tardies

If you are late to the first period of the day (1st or 2nd period), report immediately to the Attendance Office for a remittance slip to class. When students arrive late in this manner, the following accountability measures will go into effect:

Tardy Penalties for all periods

- 1st Tardy = Warning
- 2nd Tardy = BEST Form must be completed and returned
- 3rd – 5th Tardy = Detention (Detention Room)
- 6th & on = After School Detention
- Chronic Tardiness = Referral to Administration

Hall Passes

Except in an emergency, you must have an official hall pass from your teacher or the office to be out of class. Unauthorized absence from class will be considered a “cut” class.

BUSINESS OFFICE

TELEPHONE NUMBER: 890-3870 EXT 33123

OFFICE HOURS: 7:30 AM - 4:00 PM

- Help with locker problems
- Distribute Hall Locks.
- Purchases for PE clothes
- All supplies sold at the Business Office are available to purchase online at:
<http://rvmswebstore.myschoolcentral.com>

Students will need to bring a hard copy of the receipt to the Business Office in order to receive item(s)

PE Uniforms

All students are required to dress for PE class. We recommend that you purchase the Physical Education uniform through the school. The uniform will be stenciled at school by a staff member. The uniform consists of:

- T-shirt - \$10.00
- Shorts - \$10.00
- Tennis shoes - running shoes are recommended (no slip on shoes)
- Sweatpants - \$20.00
- Sweatshirt - \$20.00
- PE Hat - \$15.00

If you would like to discuss the uniform options, please contact the Physical Education Department.

*All sweats are optional but advised.

*Please bring an extra pair of socks to keep in your locker.

COUNSELING OFFICE

TELEPHONE NUMBER: 890-3870 EXT 33117

Registrar Office Hours: 7:30 am - 4:00 pm

Counselor OFFICE HOURS: 8:00 AM - 2:15 PM SCHOOL

COUNSELORS:

Mrs. Jordan Brown - (A-K) Ms. Robin Wilkins - (L-Z)

How are students different as a result of what school counselors do?

Our counseling program is designed to allow all students the opportunity for growth and achievement. As credentialed school counselors, our goal is to support students by focusing on their personal, social, academic, and career development. We collaborate with parents, teachers, administrators, and outside resources to ensure our students are being supported to foster resilience, self-resilience, self-advocacy, and tolerance.

PROGRESS REPORTS

- Students can pick up a Progress Report in the Counseling Office before school on Mondays only.
- Students then give the Progress Report to each of their teachers at the beginning of each period.
- Teachers comment on the student's progress for the previous week concerning class work, homework, and behavior.
- Progress Reports are not available for the week of Quarter Grades and Semester Grades.
- When school holidays fall on a Monday, students may pick up Progress Reports on Tuesdays.
- Parents/Students do not need an appointment with the Counseling Office to request a Progress Report.

HEALTH OFFICE

TELEPHONE NUMBER: 890 - 3870 EXT 33135

OFFICE HOURS: 7:30 AM - 4:00 PM

- Students who become ill during the school day or who are injured while on campus will be referred to the Health Office. Students must first obtain a pass from their teacher to visit the Health Office during class time. Students may come without a pass during break and lunch, but once the bell rings they must go to their next class and obtain a Health Office Pass from their teacher. Emergency cards for all students must be on record and updated as personal information changes. No student will be sent home unless the parent/guardian or persons listed on the emergency card are notified. A parent can request that the student return to class or be released from school. Students must use the Health Office phone when calling parents if they become

ill. **Students should not use their personal cell phones to contact parents of illness as this leaves the office unaware of the situation.**

- Administration of medication: All medications including over-the-counter and prescription medication will be administered at school only as authorized by a physician. When it is essential to receive medication at school, the parent/guardian should pick up a medication form from the Health Office. The parent/guardian and physician complete the information requested. Bring the medication to school in the original container or the container labeled by the pharmacy with the child's name, medication name, dosage schedule, doctor's name, and expiration date of medication. The medication will be kept locked in the Health Office and used under supervision.
- **All students must show evidence of immunization against Poliomyelitis: DPT/TD (Diphtheria, Pertussis and Tetanus) or Tetanus and Diphtheria; Measles, Hepatitis B, Varicella & Tdap vaccination unless a medical waiver is obtained from the students physician.**

****Important Note: The Health Technician is not a nurse. Our school nurse is on campus two days a week for screenings and testing.***

LIBRARY/MEDIA RESOURCES

TELEPHONE NUMBER: 890 - 3870 EXT 33125

OFFICE HOURS: 7:00 AM – 3:30 PM

POLICIES AND PROCEDURES

1. Your ID card is also your library card. You must present your ID card in order to check out a book. If you lose your ID card, we will replace it for a charge of \$5.00. If you check out a book for someone else, you are responsible for the book.
2. Regular checkout is for two weeks. You may renew each book once. Having overdue books may cause you to be added to a "stop list". Please do not ignore an overdue book notice! We can renew books even if you don't have them with you, so come into the library and talk to us.
3. Printing at the Library:
 - Copies are \$.10
 - Computer print-outs are free for the first page, \$.10 for every additional page.
 - Color print-outs are available at \$.35 - \$.50 per page.

LIBRARY RULES

1. The library is a place for quiet study, research or reading.
2. Please no food or drinks in the library.
3. Please no more than four students per table, or two per computer.
4. Please clean up your area when leaving: push in chairs, pick up loose papers, pens, pencils, etc. Return books or magazines to the shelving carts. Thank you and we hope you enjoy the library.

We have established the library rules to provide a positive learning atmosphere for RVMS students and staff.

STUDENT ADVISOR OFFICE

TELEPHONE NUMBER: 890 - 3870 EXT 33124

OFFICE HOURS: 7:30 AM - 4:00 PM

Under the direction of school administration, the Student Advisor advises students on a wide variety of issues. The Student Advisor also assigns and monitors behavioral consequences such as After School Detentions, Behavioral Contracts, School Service, and Suspensions. In addition, the Student Advisor also manages the following:

Works with disruptive students and implements behavioral interventions

Organizes community service

Campus security

Manage Loss of Privilege (LOP) list

Supervise students

Distribute student I.D. cards

Collects signed handbook contracts

Manages detentions

Manages discipline files

Manages security cameras

Conducts student conflict resolution meetings

Implements BEST Positive Behavior Program

RVMS DRESS CODE

At Rincon Valley Middle School we want all students to focus on academic success. State law prohibits any form of attire that is obscene, offensive, dangerous or disruptive to the instructional program. Proper attire is the responsibility of the student and his/her parent/guardian. Rincon Valley Middle School has adopted a dress code that is aimed at creating a professional and positive learning environment by reducing inequities and unnecessary disciplinary incidents. The key features of this dress code focus on the following elements:

- * All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.
- * Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- * RVMS student dress code aims to support all students in developing a positive self-image and having a successful educational experience

Dress Code:

- Students must wear clothing that includes both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- Shirts and dresses **must have** fabric in the front, back, and on the sides (under the arms).
- Clothing **must cover** undergarments (waistbands and straps included).
- Opaque fabric covering breasts, torso, genitals and buttocks is required.
- All bottoms, pants or shorts, must fit appropriately. They must not be overly large or small, sag, show undergarments, or private body parts.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, electives, and other activities where unique hazards exist.
- Specialized courses or assignments may require specialized attire, such as sports uniforms or safety gear. Courses that include attire as part of the curriculum, for example, performance art, band, job readiness, and physical education, may include assignment-specific dress, and teachers can require shoes for certain activities such as physical education and maker.
- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day (Education Code 35183.5)

- **All headwear that aligns with RVMS Dress Code may be worn outside, with the exception of headwear that's primary color is a shade of blue or red.**

If students choose to wear headwear, it **must allow** the face to be visible to staff and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff. Students must comply with any staff requests to remove head wear for identification purposes.

- Headwear may not be worn inside the office, the library, the gymnasium, cafe, classroom or any other academic environment without prior permission.
- Religious headwear is allowed anywhere on campus at any time. If headwear is to be worn inside, prior parent communication with the school is encouraged.
- Helmets are required when riding scooters, bicycles, skateboards, long-boards, or hoverboards.

Students CANNOT WEAR OR POSSESS:

- Violent language or images.
- Gang related clothing, jewelry, hairstyles, makeup, graffiti, tattoos, or other related items. For a more comprehensive list of gang related items, colors and contraband, contact the Principal.
- Clothing, binders, backpacks, or other personal items that have pictures or symbols that include, but are not limited to: Drugs, drug-related paraphernalia, gangs, alcohol, violence, obscene acts, weapons, suggestive words or activities, illegal activities, vulgar, sexual pictures, or other offensive visuals.
- Items that include hate speech, profanity, pornography.
- Images or language that create a hostile environment based on any protected class.
- Midriff Tops, strapless tops/dresses, and tube tops are not allowed.
- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are a violation for the RVMS dress code.
- Sleep attire (except pajama bottoms and on school PJ days) - this includes bringing blankets and pillows to school.

1st Violation = Warning/Parent Contact - Student will be given school clothing to wear

2nd Violation = BEST Form/Parent Contact - Student will be given school clothing to wear

3rd Violation = Notice of Concern/Detention. Parent/Admin Conference - Student will be given school clothing to wear

4th Violation = Placement on the Loss of Privilege List

Other guidelines may be added as school officials deem necessary after obtaining information from community agencies and/or other resources. There will be progressive disciplinary consequences for students who choose to continually violate the RVMS Dress Code.

The administration will determine the appropriateness of all clothing, and all decisions are final.

SCHOOL-WIDE RULES / POLICIES / BEST PROGRAM

STUDENT EXPECTATIONS

All school rules apply:

1. *While students are on school grounds.*
2. *While students are going to or coming from school.*
3. *During the break or lunch period, whether on or off campus.*
4. *During or while going to or coming from a school-sponsored activity.*

Basic Rules to Remember

Be Safe	Be Responsible	Be Respectful
• No fighting, pushing, shoving, or kicking * No play fighting or wrestling * No picking up or carrying of other students. This includes piggy back rides. * No running through crowded spaces such as hallways and the quad • Use equipment appropriately • Keep hands and feet to self • Threatening behavior either physical or verbal is prohibited • No throwing objects • Use of aerosol spray cans is prohibited – deodorant must be in a wipe on form. • No spitting is allowed	• Cheating is unacceptable (includes plagiarism) • Cutting class/school is prohibited • Detentions from teachers need to be served • Eating in class or in the hallways is <u>not</u> allowed • Gum is prohibited • Always bring materials to class • Dispose of trash properly • Always complete homework/assignments • Tell the truth • Follow directions • No stealing • Dress for P.E. • Be on time for school/class	• To staff/adults and/or other students • To school and/or other people's property * No playing "keep-away" with others personal items. • Disruptive behavior is not allowed • Follow school dress code • Use appropriate and respectful language • Harassment of any kind is not allowed • Display a positive attitude We need to all work together to keep the RVMS campus clean. Students may be asked to pick up trash at any time to help with this effort. It is the responsibility of all Falcons to take care of the RVMS campus!

All schools must be safe and secure places for learning. Dangerous and criminal conduct will not be tolerated. The Santa Rosa City School District takes a serious stance in regards to violence, drugs, and weapons at school.

If a student is involved in a crime at school that involves: violence, drugs, or weapons, he/she can expect the following to happen:

- The case will be prosecuted to the limit of the law and the evidence.
- The police will be called and will take appropriate action.
- Appropriate disciplinary action will occur. This may include suspension from school and / or expulsion from the school district.

We need parent / guardian help, cooperation, and support in these serious matters. In order for our schools to be safe, we must work together to prevent and report crimes. If students, parents, teachers, and other staff work cooperatively, our schools and the larger community will be a better place to learn and live.

Nothing is more important than the safety of our students. If you observe anything concerning, have questions or suggestions for improving the safety of our students, please contact the school.

HARSSMENT & SEXUAL HARASSMENT

Every student at RVMS is entitled to an academic environment free of harassment. Harassment is basically unwelcome or unwanted attention. The following are a few examples of harassment, but do not constitute all possible cases:

- Name calling, threats, hostile notes, inappropriate drawings, hand gestures, spreading rumors, jokes, and stories.
- Unwelcome electronic communication, including, but not limited to: texting, instant messaging, posts on Snapchat, Tick Tock, posts on YouTube, posts on twitter, posts on any website, and voicemail.
- Purposefully cornering or blocking normal movements.
- Displaying suggestive objects.
- Unwanted touching of any kind.
- Unwelcome flirtations or propositions.

If you are a victim of harassment, tell the offending person to stop. **If they refuse to stop, or you are uncomfortable telling them to stop, please notify a staff member immediately.** You can report this to any staff member in person or on the Stopit app. The school will investigate your concern promptly. You will be informed of the results of the investigation and if disciplinary action was taken. Remember it is everyone's responsibility to help create a harassment free educational environment, and advocating for yourself by telling a staff member is an important part of that. Together we can ensure that RVMS remains a fun and safe place to get an outstanding education.

For more information about harassment and sexual harassment please refer to Board Policy 5145.7 and Administrative Regulation 5145.7

INAPPROPRIATE DISPLAYS OF AFFECTION

Students showing inappropriate public displays of affection, which may include touching and kissing, will be held accountable by school rules. There will be progressive disciplinary consequences for students who choose to engage in inappropriate public displays of affection.

CONDUCT GUIDELINES

The goal of Rincon's conduct policy is to guarantee a safe and secure environment and to direct student behavior in a positive and productive direction. It is also an expectation that students will learn to be accountable and responsible for their behavior. With this in mind, RVMS offers many positive rewards each week for students who make good choices. If students make poor choices, they can expect the following:

CONSEQUENCES FOR BEHAVIORAL MISCONDUCT

- **BEST Form** – Students must complete a BEST form and return it with a parent signature. This form asks the students to reflect on the inappropriate behavior exhibited by the student and offer possible alternative solutions that should have been chosen by the student. Failure to return the BEST Form completely filled out and signed the following day will result in the student receiving a detention.
- **School Service** - school service may also be assigned at lunch, break, or after school, or in conjunction with an in school suspension. School service involves picking up litter, pulling weeds, washing windows, cleaning lockers and desktops, sweeping floors, and other tasks which improve the appearance of the school campus. Students will not work with chemicals or heavy equipment. Failure to serve assigned School Service may result in another consequence.

Detentions

After School Detention	Supervised Lunch
* After School Detentions: held Tuesday & Thursday unless otherwise scheduled. *After School detentions are issued for learning environment disruptions as well as continued violation of school rules and are supervised by the Student Advisor. Exceptions will be made on an <i>ad hoc</i> basis. *Once a week, the Student Advisor notifies the Assistant Principal of all students who have failed to serve their detention that week. The Assistant Principal/Student Advisor will follow up with each student to take disciplinary actions, which may include assignment to the Loss of Privilege (LOP) list.	*Lunch detention may be offered as an alternative to after school detentions for lower level behaviors (tardies, suit cuts, minor or repeated classroom disruptions) . *Supervised lunch is a restorative discipline measure where students can earn off the LOP list or re-gain regular social time enjoyed during lunch by attending an agreed upon number of days eating lunch in a supervised setting in Room 69.

NOTE: Students will also be required to complete a written assignment describing their behavior, and their plans to correct this behavior in the future. A copy of this assignment will be given to the staff member who observed this rule violation. Dismissal from detention or failure to serve detention will result in further consequences.

- **Suspension** – A student may be suspended from school for a violation of California Education Code 48900. Some of the offenses include, but are not limited to: fighting, threats, other forms of violence or attempted violence, vandalism, being under the influence of a controlled substance, possession of a controlled substance, harassment or bullying including by electronic means (Social Media, texting, etc.), theft, damage to personal or school property, profanity, obscene acts, sexual harassment, being in possession of stolen goods, hate crimes, intimidation, possession of dangerous objects (knife, firearm, hammer, etc.), terrorist threats, etc. For a complete list, please see the California Education Code 48900.

California Education Code 48900 provisions apply:

1. While students are on school grounds.
2. While students are going to or coming from school.
3. During the lunch period, whether on or off campus.
4. During or while going to or coming from a school-sponsored activity.

Learning First Initiative

Pass System - Students will be issued a limited set of passes each quarter. These are intended for emergency bathroom, locker or drinking fountain use. If students run out of passes they will be referred to the administration for possible addition to the LOP List. Students on the existing LOP list will also lose the privilege of using passes without supervision.

LOP LIST - LOSS OF PRIVILEGE LIST

Loss of Privilege (L.O.P) List
The Loss of Privilege List is used as both a progressive discipline technique and a restorative measure .
What does it mean to be placed in the Loss of Privilege List? Loss of Privilege List = Students are NOT able to: • Attend after school sporting events • Participate in Color Team activities/intramurals • Attend Dances, Carnivals, Color Runs, or similar school-sponsored activities on or off campus • Use hall passes without supervision • Attend 8th Grade Dinner Dance
How is a student placed on the Loss of Privilege List? The L.O.P list will be updated weekly by the Asst. Principal or Student Advisor and shared with appropriate staff. Students can be placed on the L.O.P. list for reasons including, but not limited to, one or more of the following: • Student suspended = 20 days on list • Student is on No Roam list • Having 5 Detentions or Notices of Concern in a Quarter • Having ANY unserved detentions • Failing two (2) or more classes • Overall or Quarter Attendance is below 80% • Having a 4th Electronic Policy Violation
How can a student GET OFF the Loss of Privilege List? • All detentions are served • 21st day since suspension issued • Met with parent, admin and behavior expectations set in person, on phone, or via Zoom • Attend Supervised Lunch • Behavior Agreement responsibilities met • Community service served • Other routes agreed upon by administrator, student, and family

Restorative Practices

The Rincon Valley Middle School vision to create a positive school culture includes a firm belief in Restorative Principles and the use of Restorative Practices to empower students to understand their own behaviors through the highest levels of school support and accountability.

Some of that understanding includes listening to understand, sharing thoughts and feelings clearly and respectfully and working together to come to a common understanding and determining a path forward towards accountability.

Restorative Practices are guided by principles that build and sustain a culture of respect, responsibility, and accountability, which nurtures trusting relationships within a safe, positive community.

Restorative Practices help students engage in respectful dialogue with peers/adults, develop social/emotional and interpersonal skills, develop healthy ways to work through conflict and learn how to take responsibility for their actions.

Throughout the school year, students may be asked to participate in the restorative process as a way to support our safe, responsible, and respectful school environment.

This may include one or more of the following:

- Classroom Community Building Circle
- Restorative letter of apology
- Conflict Management Circle
- Lunch Circle
- Suspension Re-entry Circle
- Formal Community Impact Circle

In order to resolve conflict, with teachers' or administrators' permission, students may be invited to meet during class time or between classes. Restorative Specialists are trained school district employees who help build relationships, restore balance on campus, facilitate conflict management and guide students to engage in positive behaviors and actions.

By asking the key restorative questions below, the facilitated circle process allows participants to equally voice their perspective about an incident. This helps bridge understanding and guides participants to create mutual, positive outcomes and when appropriate, derive action plans to help repair harm. When appropriate, students may be referred to additional support services.

The circle process includes asking key restorative questions such as:

- ❖ What happened?
- ❖ What were you thinking at the time?
- ❖ What have you thought about since?
- ❖ Who has been affected by what happened?
- ❖ What about this is the hardest for you?
- ❖ What do you think needs to happen to make things as right as possible?

If you have any questions or concerns please feel free to contact the Restorative Specialist on site.

STUDENT VIOLATION OF THE ACADEMIC HONESTY GUIDELINES

(ALL STUDENTS MUST HAVE A SIGNED COPY OF THE ACADEMIC HONESTY POLICY ON FILE) - POLICY 5132.3

CHEATING & PLAGIARISM

Cheating - The act of obtaining or attempting to obtain credit for academic work by using dishonest means.

Cheating includes but is not limited to:

- a. Copying, in part or whole, from another's examination, paper (including homework assignments), mathematical calculations, research, creative project or the like.
- b. Submitting as one's own work an examination, paper, mathematical calculations, research or creative project, or the like which has been purchased, borrowed, or stolen.
- c. Intentional falsification or invention of data, source, in an academic exercise.
- d. Using notes, or materials not specifically authorized by the instructor during an examination.
- e. Any collaboration between a student and another person at times or in ways which are not permitted by the instructor.

Plagiarism - The act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own without the necessary and appropriate acknowledgement.

Plagiarism includes but is not limited to:

- a. The act of incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgement and representing the product as one's own work.
- b. The act of representing another's intellectual or creative work such as musical composition, computer program, photographs, painting, drawing, sculpture, or research or the like as one's own.

2. ACADEMIC SANCTIONS

One or more academic sanctions may be imposed for cheating or plagiarism. Academic sanctions include, but are not limited to:

- a. Requiring the student to rework the assignment entirely, using his/her own ideas and style.
- b. Reducing the credit that the student would otherwise receive for the assignment by a degree commensurate with the severity of the violation
- c. Zero credit for the assignment.
- d. Reducing the course grade for the quarter in which the offense was committed.
- e. Referring the student to the proper school authority for any additional counseling or disciplinary action.
- f. Removal from the class.

INSURANCE DISCLAIMER ON PERSONAL PROPERTY

The District does not carry insurance against the loss or damage to personal property such as bicycles, cameras, electronic devices including phones, jewelry, clothing, musical instruments, and sporting equipment. The District does take reasonable care to provide for the safekeeping of students' personal property, but thefts and damage do occur and it is appropriate to file claims under individual homeowners' or renters' policies in those instances. Because small electronic devices are frequently stolen, students are advised that school administration may not conduct investigations into their loss. The school accepts no responsibility in the theft of these personal electronic devices. Students bring them to school at their own risk.

ELECTRONIC DEVICES

Including but not limited to Cell Phones, Smart Watches, iPods, Cameras, hand held Games, Earpods, etc.

These items are very valuable and may be lost or stolen while on campus. The school is not responsible for lost or stolen electronic devices. Many of these items also cause a disruption to the academic environment of the school. Student's bringing these items to school must place them in their locker before the first period of the day begins, and may not use them until after the school day. If a student is in possession of or uses an electronic device during school hours, the device may be confiscated by a staff member and turned into the office. Students will be given progressive consequences for repeated violations of the electronic device policy.

The posting or sharing of any photo or video, including, but not limited to: YouTube, Facebook, Snapchat, Tik Tok and other cell phones, of any student, staff, or faulty member of RVMS, without their express written permission, is a violation of that person's right to privacy. As such it is an action that falls under the misuse of electronic device provision articulated in this handbook. All photos and video images that are taken by RVTV, Yearbook, ASB, or staff are exempt under the Photographs / Video images disclosure statement also located in this handbook. Violations of this policy may result in progressive discipline.

CELL PHONE USAGE

The Board of Education allows limited use of cell phones on a middle school campus. They can only be used **before** and **after** school (unless authorized by a staff member for academic purpose). They may **NOT** be carried by a student during the day, even if the device is turned off. Cell phones must be turned off and kept in lockers. They also cannot be used on campus after school in detention or while participating in after school clubs. Violations may result in confiscation and/or further disciplinary actions. **The school is not responsible for lost or stolen cell phones.** Students bring cell phones to school at their own risk.

Electronic Discipline Policy

1st Violation = Warning

2nd Violation = BEST Form

3rd Violation = Notice of Concern with a Detention. Parents must pick up devices.

4th Violation = Placement on the Loss of Privilege List

OTHER PROHIBITED ITEMS

1. Sharpie pens & permanent marker
2. Acid pens / Etching pens / Shocking pen / Video pens / Laser Pointers
3. Paint of any kind
4. Being in possession of any other student's padlock
5. Glass food/beverage containers
6. Strong cologne, perfume or other scented items (*some staff members and students are allergic*)
7. Jewelry that could harm other students, i.e. wallet chains, metal studs on clothing, sharp rings, etc.
8. Cigarette lighters, vape devices, e-cigarettes and smokeless cigarettes
9. Drugs of any kind
10. Weapons of any kind / any item that can be used to cause serious harm
11. Whistles or improvised objects that make a whistling sound
12. Any item that will distract from the educational environment or create a safety concern on campus

BACKPACKS

Backpacks/Mini Packs/Fanny Packs/Purses are not allowed in classrooms, at break or at lunch (*unless authorized by the school Administrator*). Store these items in your locker from the beginning to the end of the school day. The schedule allows for the student to visit their locker at break times and between classes. There is enough time for students to get to their lockers between classes and make it to class on time. Do not decorate or display words or symbols on your backpack which are in violation of school rules. Please be responsible for your backpack/bags, etc. **Never leave your backpacks/bags unattended when it is not in your locker.**

HALL LOCKERS

Hall lockers are provided as a service to students. As a condition of being issued a locker, students and parents agree that the student will use only the locker issued by the school. Students are not allowed to change lockers with another student. Please do not write on the inside or outside of your locker. A \$20 cleaning fee will be charged to students who write on their locker. Students may only use school locks to secure their locker. This is an important safety issue. If there is an emergency, the school administration may need to open your locker. Unauthorized locks will be cut off and will not be replaced by the school. The student is responsible for the security of his/her lock, combination and contents of the locker.

Locks must be returned at the end of the school year to avoid replacement fees.

After closing your locker, close and spin the combination dial to secure your locker. Never give your locker combination to another student, even your best friend. If you forget our lock combination, just go to the business office where all combinations are kept on file. **State law gives school personnel the right to enter student lockers without notice at any time.**

BICYCLES - SKATEBOARDS - ROLLERBLADES

The California Vehicle Code 21212(a) prohibits anyone less than 18 years of age from being either an operator or passenger on a bicycle on public streets, bike ways, or public bike trails without wearing a helmet. For safety's sake you must wear a helmet while riding your bike. Failure to do so will result in limiting and/or terminating this privilege. Bicycles must be left in the bike rack area during school hours. Please bring your own lock and lock your bicycle. Lock your helmet to your bike or place it in your locker. Ride along designated bike lanes, not ride across basketball courts or parking lots. Never ride on crowded sidewalks.

You may not ride bicycles, skateboards and roller blades on the campus at any time. Failure to follow these safety rules may result in progressive discipline.

BUS REGULATIONS

Students who purchase bus passes, must carry the pass to ride the bus. Information about bus schedules is available in the Main Office, or through West County Transportation (707) 206-9988 x 219. All students who ride the bus will be required to sign a contract which outlines rules and consequences for infractions. Students can only ride on the bus to which they are assigned. Any special arrangements need to have a written note signed by the parent and submitted to the Main office one day prior.

You cannot ride the bus if you are not a regular bus rider. Riding the bus is a privilege which can and will be revoked if a student does not behave in a manner that assures everyone's safety.

RULES FOR RIDING THE BUS

BE A SAFE AND CONSIDERATE PASSENGER.

- Follow directions given by the bus driver the first time, including seat assignment.
- Keep all parts of the body inside the bus.
- Speak respectfully to each other. Do not use profanity of any kind.
- Remain seated, facing forward with back against the seat at all times while the bus is moving.
- Refrain from boisterous conduct, unnecessary noise, or loud conversation.
- Do not throw anything within or off the bus.
- Do not transport any live creature or glass container to or from school at any time.
- Do not engage in behavior that interferes with the safe operation of the bus or the safety of the passengers.
- No balloons allowed on the bus.
- Do not tamper with bus equipment.
- No eating, drinking, or smoking on the bus.
- Students and/or parents shall be financially responsible for student-caused damage to the bus.

All school rules apply while riding the school bus.

Any student violating the above rules will be issued a citation by the bus driver and will be subject to the following consequences by the school principal or designee:

1st citation: Parent's signature and warning

2nd citation: Student bus riding privileges are revoked for 1 week (5 school days).

3rd citation: Student bus riding privileges are revoked for 1 month (20 school days).

4th citation: Student bus riding privileges are revoked for the remainder of the school year.

NOTE: Serious violations may mean suspension of bus privileges no matter how many citations a student has been issued.

CLOSED CAMPUS

Rincon Valley Middle School is a closed campus. This means that once a student arrives at school, they must remain on campus until the end of the school day. Students may not leave at any time except with proper school permission.

Students who leave campus without permission are subject to search and behavior consequences when they arrive back on campus.

CLUBS

Clubs at RVMS may include but are not limited to: Lego Robotics, Math Counts, Science Club, History Club, Running Club, and Conflict Managers. Eligibility for most of these activities is minimum day attendance (240 minutes), owe no bills or fines, no suspension, and not be on the Loss of Privilege (LOP) List.

EMERGENCY PROCEDURES

Throughout the school year, students and staff participate in disaster response drills to practice proper safety procedures. During these drills, and in the event of a real disaster or emergency situation (ie: fire, lockdown, earthquake), students are expected to follow the directions of staff and emergency personnel. School site safety plans are developed to maintain safety and support during these events. These plans contain specific instructions for school staff to follow in order to keep the students safe and reunite them with their families. Any disruption or interference with school staff during these events can jeopardize the effectiveness of these plans and student safety. These drills and events must be taken seriously by all parties to maintain the effectiveness and efficiency of the processes in

place. Progressive disciplinary steps may be necessary for any students who fail to comply with safety instructions or practices. Copies of the Comprehensive School Site Safety Plans are maintained both at the school site and SRCS District Office.

GRADES BY QUARTER

1st Quarter Friday, Oct 19, 2024	2nd Quarter / 1st Semester Thursday Dec 19, 2024
3rd Quarter Friday, Mar 14, 2025	4th Quarter Friday, June 6, 2025

ORAL GRADES

Oral grades are reported to students the fifth week of each quarter. If you receive a C- or lower, a progress report will be sent home.

REPORT CARDS

Report cards are distributed approximately 2 weeks after the quarter ends.

CALCULATING YOUR GPA

For the purpose of calculating Grade Point Averages, the grading system is as follows:

A = 4 points B = 3 points C = 2 points.
D=1 point F= 0 point

PARENTS! Please ask your student to tell you their grades during the week they are issued (See dates above) or check the Aeries Parent Portal regularly. Do not wait for grades to be mailed home, as this may be too late to intervene if a student is struggling. All students receive grades during the weeks posted above from each of their teachers.

HIGH FLYERS PROGRAM

The High Flyers Program celebrates student academic achievement. Students who have earned a 3.5 to 4.0 GPA (grade point average) in a semester.

HOMEWORK POLICY

Absent students are required to make-up missed work. School policy is to allow 1-day make-up for each day absent. It is the responsibility of the student to obtain the make-up work and complete it within the specified time. Please note that not all assignments lend themselves to make-up work at home. If a student is absent or suspended for three or more days, the attendance office will request homework from all teachers. Homework is available in the Attendance Office. Parents may call the attendance office at 890 - 3870 ext. 33110 to request and/or check the status of the homework.

Please Note: Parents are responsible for picking up, returning and requesting more homework.

- Teachers may be contacted by voicemail, or email for further clarification. These voicemail and email numbers are available on the RVMS website.
- Students are encouraged to contact their “study buddy” for clarification of assignments.
- Teacher’s website links are available through the RVMS website at: www.rinconvalleymiddleschool.com.
- Teachers are not obligated to give assignments ahead of time for students who will miss school for non-medical reasons.

HOMEWORK CLUB

Homework Club is available from 2:15 p.m. to 3:15 p.m. in the school library on Tuesdays and Thursdays. It is a great way to work on homework, long term projects, conduct research on a computer, get help in specific subject areas, or have a quiet place to read. Helpful and friendly staff members are available to assist you in whatever way they can. Keyboarding and word-processing are available. *Disruptive behavior may result in progressive discipline and removal from homework club for one month.*

INDEPENDENT STUDY

Check the SRCS website for current information regarding Independent Study. If you feel that your family qualifies, please contact your student's counselor.

LOST AND FOUND

Lost items may be found on our Lost & Found cart in front of the Café. The Lost & Found cart is kept in front of the Café between 8:00 – 3:30 each day. Items not claimed will be donated to a charitable organization at the end of each quarter. Small items such as Jewelry, Keys, Phones, etc. are kept in the Main Office.

INTRAMURALS – NOONTIME SPORTS

The Intramural program is run throughout the year and is a fun way to participate in school activities. Intramural games may include volley tennis, volleyball, basketball, and flag football. Come be a part of a fun team. The winning student teams get to play the staff!

PHOTOGRAPHS / VIDEO IMAGES DISCLOSURE

Images of students are protected by the Family Educational Rights and Privacy Act (FERPA). Activities on campus are often filmed or photographed for use in yearbooks, RVTV, Principal's Messages and other school related publications. Only students in Yearbook, ASB, RVTV or RVMS staff may take pictures on campus during the school day. Students taking pictures on campus without permission from the administration will be subject to progressive discipline. Student pictures are published in the yearbook, weekly Principal's Messages and the RVMS website. All student pictures shared on the Principal's Message and RVMS website will not have student names attached. Only the RVMS Yearbook will have names associated with student pictures. It is a parent's FERPA rights to have their student excluded from all pictures taken by school staff, etc. but please remember this means that your child's picture will not appear in the yearbook, on awards, or any other positive school posting.

PHYSICAL EDUCATION DEPARTMENT

Suit-Cut Policy:

A suit-cut is defined as not wearing appropriate PE clothing, including athletic shoes. Consequences for suit-cuts are the following:

1st suit-cut	=	BEST Form
2nd suit-cut	=	Notice of Concern with a detention & parent contact
3rd suit-cut	=	Detention and parent contact
4th suit-cut	=	Detention, Conference with Principal, suit cut contract and placed on LOP list.

Snack Bar Use

Students may only enter the food line to obtain food for themselves. Friends who are not planning to get food must wait outside away from the exit (outside of the yellow lines painted on the ground). Theft of items from the food program will result in progressive discipline.

DANCES

- Dances are from 2:15 p.m. to 4:15 p.m.
- You must have a full day's school attendance the day of the dance in order to participate.

- Tickets for the dances are sold during lunch breaks only. Sales begin two weeks before the dance and stop two days before the event.
- Plan to purchase a ticket early to avoid the last minute rush and increased ticket price.
- No tickets are sold on the day of the dance because of security concerns.
- Your student I.D. card and signed Dance Clearance form must be presented when purchasing a ticket and on the day of the dance.
- You must not be on the LOP in order to buy a ticket or attend the dance.
- Dances start immediately following the school day. Early exits from the dance are permitted with prior arrangements (parent written note is required and must be turned into the Attendance office the morning of the dance). However, students may be dismissed from the dance and parents contacted if any school rules are violated. Please make appropriate arrangements for transportation home prior to the scheduled dance hours. Backpacks should be left in the hall lockers

ALL SCHOOL RULES APPLY AT DANCES, INCLUDING THE DRESS CODE

COCOA CARDS

Cocoa Cards are issued by staff members to any student who “goes above and beyond.” Cocoa cards are redeemed for a free cup of cocoa Friday mornings at break in front of the Cafe.

CONTACTING YOUR CHILD DURING THE SCHOOL DAY

If at all possible, please make arrangements before school begins. If you need to contact your student during the school day about an important issue, please call the attendance office at 890 - 3870 ext. 33110.

Students who need to contact their parents during the school day may do so by using the phone in the Main Office. Students are not to use their phones to call or text parents during the school day. This is especially important if a student is feeling ill, they need to report to the health office.

VISITORS TO SCHOOL

Parents/guardians are welcome to visit the school. Appointments must be made in advance so that parents/guardians may confer with a specific teacher or teachers at a mutually convenient time. A Visitor's Pass, issued in the Main Office, is required for all visitors after signing the Visitor's Log. For the safety of all students, passes will be issued only to students from other schools when these students are accompanied by a parent/guardian. Students are not to bring unauthorized guests, small children, or animals to school during school.

ID CARDS

ID Cards/Temporary ID Cards are issued to students once they have completed and returned their "Acknowledgment of the Student Handbook", "Academic Honesty Agreement" and "Electronic Network Access" forms to the Student Advisor. Lost ID cards can be replaced for \$5 at the RVMS library.

ATHLETICS AND EXTRACURRICULAR

All students participating in the interscholastic athletic program and extracurricular activities at Rincon Valley Middle School must adhere to the following requirements:

- 1) Must have a physical dated after July 1, or later, of the current year to participate in athletics.
- 2) Must meet the academic requirements for extracurricular activities which include:
 - A 2.0 GPA in the grading period prior to participation
 - Maintain a 2.0 GPA during the season and/or activity
 - Probationary Period: Students who earn a GPA between 1.4 and 2.0 in the grading period prior to the start of any season and/or activity may participate on probationary status until the first league contest, at which time the student must earn a 2.0 GPA. Students not meeting these requirements shall be declared ineligible for that sport and/or activity.
- 3) Students must turn in a completed athletic packet to the Athletic Director and receive a white clearance slip in order to try out or participate on a team. Athletic Packets available online at the RVMS website link *SportsNet*.

Fall Sports

Boys / Girls Cross Country 7th/8th

Girls basketball 7th/8th

Winter Sports

Girls Volleyball 7th/8th

Boys Basketball 7th/8th

Wrestling 7th/8th

Spring Sports

Boys / Girls Track 7th / 8th

Citizenship Standards For athletics [AR 6145]

- A. The following citizenship standards apply to all grades 7 & 8 students:
1. Each district school and each coach is authorized to set and enforce reasonable standards of conduct and reasonable penalties for violations thereof. These must be in writing and are subject to the approval of the athletic director and the principal or designee.
 2. In order to be eligible to participate or to practice in a sport/activity on any school day, participants must be in school for a full day and participate in Physical Education class. Exceptions to this rule will be allowed in unusual cases if cleared through the school principal or designee.

Note: Poor grades, School Suspension or After School Detention assignments may exclude students from participating in athletic competitions, extracurricular activities and practices.

School Issued Student Chromebook Use and Care

The student district-issued Chromebook devices are a key component of Santa Rosa City Schools instructional program. Like a textbook, a district-issued device is a tool that will help your child discover an exciting and enriching learning environment. Students will be issued a device to use during school and at home to support learning. The district-issued devices are an educational requirement of SRCS. SRCS has already provided a Chromebook for most of the SRCS students, along with a power adapter and a case.

Students in grade 7 are scheduled to receive a new Chromebook at the beginning of the school year. Students in grade 7 who already have a district issued Chromebook will not receive a new one, until they return the old Chromebook they received in prior years. They will return the old Chromebook and pick up the new one in the library during a scheduled time in the first two weeks of school. **The condition of their old Chromebook will be evaluated for damage. Depending on the damage, parents might be charged repair fees up to the full cost of replacing the Chromebook.**

Chromebook FAQs

- **Where can I find out how to use the Chromebook?**
- **TechHub:**
Technology Guides for Students and Families are linked off SRCS website in the TechHub at this address: <http://techhub.srcschools.org/>

- *What happens if the District-issued Chromebook is damaged? How much are the Chromebook repair costs?*
- If the student's Chromebook gets damaged, the student is expected to bring it back to the school's library and receive a replacement Chromebook. Depending on the damage, parents might be charged repair fees up to the full cost of replacing the Chromebook. The replacement Chromebook becomes the student's Chromebook. School staff will contact the student regarding repair costs if appropriate. Repair fees vary:
 - \$20 for key/keyboard issues
 - \$25 for case replacement
 - \$25 power adapter replacement
 - \$50 for a screen replacement
 - \$354 full Chromebook replacement for total loss
- *If the District-issued Chromebook is lost or stolen will my child get a replacement?*
- Yes, the student will receive a replacement Chromebook from the school's library. The replacement Chromebook becomes the student's Chromebook. If the Chromebook is stolen, the parents must file a police report and present it to the school. The school will assist in providing the Chromebook serial number information for parents to include it in the police report. Without a police report, the Chromebook is considered lost. If the Chromebook is lost, the parents will be charged the full replacement value.

For more information on the SRCS 1:1 Chromebook Initiative see the SRCS Technology page on the SRCS Website <<https://www.srcschools.org/Page/1>>

Checklist for Evaluating Websites

Reliability:		
	YES	NO
Can you tell if the author is an expert in the field?		
Is the site sponsored by a reputable organization or expert?		
Are the sources of information stated? Can you verify the information?		
Is the author listed and can you contact the author for clarification?		
Is the author biased?		
Does the author present information you think is wrong?		
Does some information contradict information you found elsewhere?		
Have you checked the url? (.edu = educational; .org = non-profit, .com = commercial / for profit site)		

Usefulness:		
	YES	NO
Is the information presented in multiple formats? (charts, graphs, etc.)		
Is it easy to recognize the purpose of the site? (educational, commercial)		
Is the information fact or opinion?		
Has the site been recently updated or is the information out of date?		
Does the site contain external links to more information?		

Format, Ease of Use (Don't waste time on a poorly designed site. Move on!)		
	YES	NO
Are there dead links? (might show that the site is not updated)		
Does the page take a long time to load? (might be too many ads)		
Is the site full of annoying ads or pop-ups? (might contain a virus or other security threat)		
Can you be sure the photographs haven't been changed? If you're not sure, should you accept them as true?		
Can you tell who the target audience is?		
Is the site easily searchable?		
Are there errors in spelling or grammar? If so, the site is not professional!		

Accessibility (Sites that ask for a fee or an account are trying to make money and may not be reliable or unbiased!)		
	YES	NO
Is this a fee based site? Can non-members still access part of the site?		
Must you register with a username and password before using the site?		

Remember – just because it's on the Internet does not make it true! Always use more than one source when you are researching a topic, and evaluate websites carefully

INTERNET SAFETY RULES

Middle School ■ High School

1

I WILL
THINK
BEFORE
I POST.

I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as

- » cell & home phone numbers
- » home address
- » sexual messages
- » inappropriate pictures and videos

2

I WILL
RESPECT
OTHER
PEOPLE
ONLINE.

I will not

- » post anything rude, offensive, or threatening
- » send or forward images and information that might embarrass, hurt, or harass someone
- » take anyone's personal information and use it to damage his or her reputation

3

I WILL BE
CAREFUL WHEN
MEETING
ONLINE FRIENDS
IN PERSON.

I agree to

- » ask my parent or guardian's permission
- » have a parent or guardian accompany me
- » meet in a public place

4

I WILL
PROTECT
MYSELF
ONLINE.

If someone makes me feel uncomfortable or if someone is rude or offensive, I will

- » not respond
- » save the evidence
- » tell my parent, guardian, or another trusted adult
- » report to the website, cell phone company, cybertipline.com, or the police

CYBERBULLYING TIPS FOR TEENS

It seems like ages ago when the world existed without computers, cell phones, or gaming systems. Nowadays we can't imagine going anywhere without our phones. We hop on the computer and browse the Internet the second we get home, and we spend hours playing games online with people all across the country. Always remember to be careful; with new technology comes new ways to bully others.

CYBERBULLYING: WHAT IS IT?

Cyberbullying is using the Internet, cell phones, or other technology to send or post images or texts intended to hurt or embarrass another person. Examples include:

- + Posting a threat or slur against someone on a website
- + Posting an embarrassing video about someone on a site such as YouTube or Facebook
- + Spreading a rumor about someone via text message or online
- + Pretending to be someone else online in order to trick, tease, harass, or spread rumors about another person
- + Threatening someone through a live streaming gaming system such as Xbox or PlayStation

WHY CYBERBULLYING?

When surveyed, 81 percent of youth say that teens cyberbully because it is no big deal. Other reasons are as follows:

- + They don't think about the consequences.
- + They are encouraged by friends.
- + They think everybody cyberbullies.
- + They think they won't get caught.
- + **Remember:** Cyberbullying is a big deal and, more simply, it's wrong. Don't write it, don't forward it.

For more information check out www.ncpc.org

WHAT CAN I DO IF I'M BEING CYBERBULLIED?

- + Tell an adult you trust about what's going on.
- + Don't delete any of the emails, texts, or messages. They can serve as evidence.
- + Keep a record of incidents.
- + Don't forward any mean messages that spread rumors about you or someone else.
- + Don't cyberbully back. Revenge is never the best answer.
- + If possible, report the incident to the administrator of the website. Many websites including Facebook and YouTube have safety centers to report cyberbullying.
- + Recognize that you don't deserve to be treated that way, and you deserve respect.

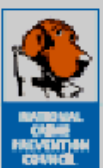
HOW CAN I PREVENT IT?

- + **Refuse to participate in cyberbullying!**
- + Talk to a trusted adult if you know someone who is being cyberbullied.
- + Start an anti-bullying program in your school to educate your peers that cyberbullying is hurtful and wrong.
- + Start (or sign) an anti-bullying pledge in your school where students pledge not to bully others and to speak up if they know someone who is being bullied.
- + Raise awareness of the cyberbullying problem in your community by holding an assembly and creating fliers to give to younger kids or parents.

National Crime Prevention Council

2001 Jefferson Davis Hwy Suite 901 Arlington, VA 22202 202-466-6272 www.ncpc.org

This product was produced by the National Crime Prevention Council and the Office for Victims of Crime and was supported by grant number 2009-VF-GX-K003, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions, or recommendations expressed in this product are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.



ELECTRONIC NETWORK ACCESS – STUDENT

Before a student may use an electronic information resource in the school, the parent and student must agree to the Terms and Conditions described in this agreement.

Terms and Conditions for Santa Rosa City Schools Educational Telecommunications K-12

The student will not engage in any of the following activities as specified in Board Policy 5132.1

They will not:

- a. access a file that contains pornographic pictures.
- b. send or receive a message that is racist or sexist.
- c. send or receive a message for the purpose of harassing another person based on that person's sex, race, ethnicity, unknown origin, age or religious beliefs.
- d. reproduce copyrighted materials.
- e. send or receive a message using another person's name.
- f. access addressed or other personal information and use this information illegally or inappropriately.
- g. introduce a computer virus into the system.
- h. change or alter the original intended use of a program or web page

The student and his or her parent or guardian hereby acknowledge that the use of electronic communication systems is a privilege, not a right, and inappropriate use will result in cancellation of those privileges and may result in disciplinary action. The student understands that at all times he or she must:

- a. be polite; no abusive messages are allowed.
- b. use appropriate language; no vulgarity or profanity is allowed.
- c. respect personal privacy; one cannot reveal home addresses, phone numbers, or the addresses and phone numbers of other students.
- d. understand that electronic mail is for instructional use and it is not guaranteed to be private; system operators and others continually monitor conversations and messages, no personal information or transactions may be transmitted.
- e. report to the teacher any messages relating to (or in support of) illegal activities (this includes accessing adult on-line services).
- f. use the networks in such a way that it is not disruptive to others.
- g. not access bulletin boards, electronic chat boards, message forums, or download files without specific teacher approval of contents.

Student Signature

Parent Signature

ACKNOWLEDGMENT OF 2024-2025 STUDENT HANDBOOK

Three basic ideas are important for overall success at Rincon Valley Middle School.

- 1) **Be Safe:** You are expected to behave in a manner that promotes safety for yourself and others.
- 2) **Be Respectful:** You need to respect yourself, your fellow students, all of the adults on campus, and the school rules.
- 3) **Be Responsible:** You must take responsibility for completing all your assignments, for taking care of your personal property as well as school property, and for behaving appropriately. You are answerable for your choices, decisions and actions, both positive and negative.

The information, procedures, and rules found in the student handbook need to be read, understood and followed by you and the adults at your home. The contents of this handbook may be changed or modified for educational or safety reasons. Parents will be notified via Parent Square 48 hours in advance of any changes. We look forward to working with you to make this year both successful and enjoyable.

PLEASE PRINT

Student's Last Name

First Name

Grade

Date

I have read, understand and agree to follow the rules, procedures and disclosures in the Rincon Valley Middle School Student Planner.

Student Signature: _____

As the Parent/Guardian of _____, I understand that it is my responsibility that my student is on time and prepared for school each morning. This includes ensuring that my student:

- **Completes and turns in homework.**
- **Behaves in accordance with the school rules as defined within this planner.**

Parent Signature: _____

Date: _____

Home Phone _____

Work Phone _____

This acknowledgment must be signed and returned to your SOAR teacher.

ACADEMIC HONESTY AGREEMENT

The Santa Rosa City School District's *Academic Honesty* describes cheating and collusion as the act of obtaining or attempting to obtain credit for academic work by using dishonest means. Cheating and collusion include but are not limited to

1. Copying, in part or whole, from another's examination, paper [including homework assignments], mathematical calculation[s], research, creative project or the like;
2. Submitting as one's own work an examination, paper, mathematical calculation[s], research or creative project, or the like which has been purchased, borrowed, or stolen;
3. Intentional falsification or invention of data or a source in an academic exercise;
4. Using notes, or materials not specifically authorized by the instructor during an examination;
5. Any collaboration between a student and another person at times or in ways which are not permitted by the instructor.¹

The following descriptions [from the University of Texas and the University of Exeter] further refine acts of cheating/collusion:

- using unauthorized books, notes, electronic aids or other materials in an examination
- obtaining an examination paper ahead of its authorized release
- either aiding or obtaining aid, from another person, where such aid is not explicitly permitted in the assignment
- acting dishonestly in any way, whether before, during or after an examination or other assessment so as to obtain or offer to others an unfair advantage in that examination or assessment
- allowing someone else to write your papers
- allowing someone else to modify your essays in any substantive way

The Santa Rosa City School District's *Board Policy 5131.9 Academic Honesty* describes plagiarism as the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own (including text found on the Internet) without the necessary and appropriate acknowledgment. Specifically, plagiarism is:

1. the act of incorporating the ideas, words or sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work;
2. the act of representing another's intellectual or creative work such as musical composition, computer program, photograph, painting, drawing, sculpture, research, the like as one's own.

The following descriptions [from the University of Texas and the University of Exeter] further refine acts of plagiarism:

- failing to acknowledge the sources of any information in your paper which is not either common knowledge or personal knowledge
- failing to acknowledge direct quotation either by using quotation marks when quoting short passages or indentation when quoting longer passages
- too closely paraphrasing the original words of your source
- borrowing the ideas, examples or structure of your source without acknowledging it
- taking, buying or receiving a paper written by someone else and present it as your own
- using one paper for two different courses, or re-using a paper previously submitted for credit, without the prior approval of both instructors
- direct copying of text from a book, article, fellow student's essay, handout, web page or other source without proper acknowledgment
- claiming individual ideas derived from a book, article, etc. as one's own and incorporating them into one's work without acknowledging the source of these ideas
- overly depending on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project, etc. by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences

I have read and understood the above descriptions and illustrations of cheating, collusion and/or plagiarism and I agree to not engage in any of these acts as a student enrolled in the Santa Rosa City School District.

STUDENT NAME [PLEASE PRINT]

STUDENT SIGNATURE

DATE

PARENT/GUARDIAN SIGNATURE

DATE

