

Comprehensive School Safety Plan

2025-2026 School Year

School: Luther Burbank Elementary School 2025-26
CDS Code: 49709126052112
District: Santa Rosa Elementary
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Santa Rosa, CA 95401
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Approved by:



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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Luther Burbank Elementary School Main Office.

Safety Plan Vision

We at Luther Burbank strive to make our school a place where:

1. Student's individuality is respected and a positive self-image is nurtured;
2. Parents, staff, and students develop positive relationships with mutual respect for one another;
3. A balanced educational program emphasizes acquiring and applying basic skills;
4. Communication between home and school is encouraged and developed;
5. Quality education for every student is based on individual needs and special abilities;
6. A safe environment is maintained through a discipline plan which emphasizes self-responsibility and adequate adult supervision.

A Parent and Student Handbook is given to each family which outlines the school Mission Statement: "Working Together Towards Success".

The handbook includes the following:

School's philosophy

Schedule

Emergency procedures authorization

Student drop-off and pick-up procedures

Visitors at school

Breakfast and school lunch program

Student transportation

Attendance (tardy policy, absences)

Releasing children from school

School to home communication

Behavior plan (which outlines appropriate actions throughout the campus)

Classroom discipline and school-wide discipline

Parent notification of behavioral issues

Cell phones and electronic devices

Nifty Kids Assembly, Bengal Bucks, and Lifeskills

School-wide common dress code and guidelines

Parent involvement (Parent Club, English Learners Advisory Committee, School Site Council, Volunteers, and Chaperones)

Report on student progress

Parent teacher conferences

Counseling

Healthy food at school

After school program

Lost and found and loss or damage to personal property

General Mills Box Tops for Education

Bike riding

Nurse's Office, Medication Authorization at school, and Immunizations

Disaster Procedures

Components of the Comprehensive School Safety Plan (EC 32281)

Luther Burbank Elementary School 2025-26 Safety Committee

The Luther Burbank Elementary School Site Council reviews the Comprehensive School Safety Plan as updated by the school principal. The plan is presented to the Site Council for review at an opening meeting of the School Site Council. The Site Council announces the meeting by proper notice to all community stakeholders including parents and staff. The School Safety Plan is approved by the School Site Council each year prior to the submission of the plan to the Board of Education.

Presently, as COVID-19 continues to reside in our community, updated safety information and guidelines can be found in our district's website: <https://www.srcschools.org/Page/4524>.

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

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

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

SRCS District Risk Assessment Protocol or https://docs.google.com/document/d/1xsJWcdZ6_SI_kE4PKSFHzn_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing

Assessment of School Safety

An assessment of the current status of school safety at the school is based on compliance with state and district protocols and procedures and Youth Truth survey data.

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

The current administration and supervision staff at Luther Burbank Elementary School continues with a clearly defined discipline plan for addressing behavioral issues on campus. The school administration continues to seek restorative, logical consequences as an alternative to exclusionary discipline, in order to keep students on campus and engaged in learning. Students are expected to follow the BEST Plus school rules (Be Respectful, Be Responsible, Be Safe, Be Kind). Those breaking the rules will be given warnings, counseled, referred to Restorative Specialist, and/or assigned detention or suspensions.

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

Due to the ongoing COVID-19 pandemic, Luther Burbank Elementary School and Learning House will continue to follow all Santa Rosa City Schools District guidelines as outlined by our district and linked at <https://www.srcschools.org/Page/4524>.

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 -

SOLL Counselors -
Restorative Specialists -

Support Staff at the District Level:

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

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

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

District Behavior Threat Assessment Team

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

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

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

Suicide Prevention with Risk Assessment Team and Staff

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

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

Annual Safety Notifications

Firearm storage SB 906

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

SB10 - Melanie's Law

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

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

CHILD ABUSE

The district's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting:

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

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

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

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

Disaster Plan (See Appendix C-F)

This plan is designed to provide a framework for protecting students, staff, volunteers and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Sonoma County Office of Emergency Preparedness and the Sonoma County Office of Education.

In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

Emergencies are described by one of the following three levels:

1. Level One Emergency: A localized emergency which school district personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.
2. Level Two Emergency: A moderate to 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.
3. 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.

Authorities and References: The Plan is based on federal and state law and district policy.

Plan Implementation:

1. Initiated by the principal or designee when conditions exist which warrant its execution
2. Implemented by all staff who will remain at school and perform those duties as assigned until released by the principal.
3. Reviewed at least annually by Site Safety Committee
 - Emergency and disaster functions have been identified and pre-assigned.
 - The Emergency Teams will be updated at least annually.

Planning:

Hazard Assessment: Each school year, prior to the arrival of the teaching staff, the principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. During the first month of the school year each teacher will conduct a classroom hazard checklist to be submitted to the principal.

Staff Orientation/Training: All school staff will be oriented to this Plan by the principal and/or designee at the beginning of each school year. Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

Drills:

1. Evacuation drills will be conducted on a monthly basis.
2. An earthquake "Drop, Cover and Hold" drill will be held each trimester.
3. Test earthquake plan, or portions thereof, on a rotating basis, at least two (2) times during the school year. (Section 560, Title V, California Administrative Code).
4. All students and staff will participate in these mandated drills.
5. A district wide drill/simulation is recommended yearly. All drills will be recorded on the Emergency Drills form.

Evacuation Routes:

The principal is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

Parent Communication/Responsibility:

Pertinent components of this Plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents. All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

Supplies and Equipment:

Disaster supplies and equipment are maintained as follows:

1. Emergency kits in each classroom, to include Student Emergency Forms, flashlight, batteries, basic first aid supplies.
2. First aid and other search and rescue supplies which may be needed during the first few hours following an emergency.
3. Tools for shutting off the utilities at each shut-off location.

Emergency File:

An Emergency File containing Student Release-Permission Slip information for all students will be maintained in the school office marked EMERGENCY FILE and will be taken by the school office manager whenever the school building is evacuated.

Communications:

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

It is the responsibility of the superintendent/principal to disseminate information to the public.

Emergency Actions:

When an emergency occurs, it is critical that every staff member takes immediate steps to protect themselves and others. Each staff member must become familiar with each EMERGENCY ACTION and be prepared to do assigned responsibilities. All students are to be taught by staff what their actions are when the following EMERGENCY ACTIONS are implemented:

All Clear

Convert School Directed Transportation Drop and Cover

Duck, Cover and Hold

Emergency Preparedness Procedures:

Evacuation

Leave Building Secure Building Stand By

Take Cover

This Plan establishes procedures to be followed which will nullify or minimize the effects of the emergencies listed below. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this Plan are:

1. Aircraft crash
2. Animal disturbance
3. Armed assault
4. Biological or chemical release
5. Bomb threat
6. Bus disaster
7. Disorderly conduct
8. Explosion or risk of explosion
9. Fire in surrounding area
10. Flooding
11. Loss or failure of utilities
12. Motor vehicle crash
13. Psychological trauma
14. Contamination of food
15. Tactical responses
16. Unlawful demonstrations or walk outs.

Volunteers will receive basic emergency training at the Volunteer Orientation.

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 which will formalize the usage.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Policy 5144.1: Suspension And Expulsion/Due Process

Suspension from School

1. Definitions

- a. Suspension from school means removal of a student from ongoing instruction for adjustment purposes. (Education Code 48925)
- b. Day means a calendar day unless otherwise specifically provided. (Education Code 48925)
- c. School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)
- d. Student includes a student's parent/guardian or legal counsel.
- e. Student with Previously Identified Exceptional Needs means a student who meets the requirements of Education Code 56026 and who, at the time the alleged

misconduct occurred, was enrolled in a special education program. (See AR 5144.2)

f. Principal's designee means one or more administrators at a school site specifically designated by the principal, in writing, to assist with disciplinary procedures.

In the event there is not an administrator besides the principal at a school site, the principal may specifically designate, in writing, a certificated employee at the school site to assist with disciplinary procedures. Only one such certificated employee at a time may be designated as the principal's primary designee for the school year.

An additional certificated person may be designated by the principal, in writing, to assist with disciplinary procedures when both the principal and principal's primary designee are absent from the school site. The name of the additional person and the person(s) designated as principal's designee shall be on file in the principal's office. (Education Code 48911(h)).

g. Habitual means a frequent repetition.

h. Terroristic Threat shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his/her own safety or for his/her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his/her immediate family. (Education Code 48900.7(b))

i. Ineligibility to participate in co-curricular and extracurricular activities shall occur pursuant to Board Policy 6145.1 if a student is suspended for any violation of Education Codes 48900, 48900.2, 48900.3, 48900.4 and 48900.7

2. Suspension: Authority to Suspend

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from the school for not more than five consecutive school days for any of the reasons in Education Code 48900 upon a first offense, if the principal or Superintendent determines the student has committed any of the acts enumerated in Education Code 48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

3. Suspension: Grounds for Suspension or Expulsion (Education Codes 48900, 48900.2, 48900.3, 48900.4, 48901.5)

a. A student may be suspended for any of the acts listed in Education Code 48900, 48900.2, 48900.3, 48900.4 and 48900.7 or 48901.5 if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s), a student may be suspended or expelled for acts that are related to school activity or attendance that occur at any time including but not limited to the following circumstances:

(1) While on school grounds.

(2) While going to, or coming from school.

(3) During the lunch period whether on or off the school campus.

(4) During or going to or coming from a school-sponsored school-related activity. (Education Code 48900(r))

b. A student may not be suspended or recommended for expulsion unless the Superintendent or the principal of the school in which the student is enrolled determines that the student has:

(1) Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900)

(2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission from a certificated school employee, which is concurred in by the principal or the principal's designee. (Education Code 48900(b))

- (3) Unlawfully possessed, used, said, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Education Code 48900(c))
- (4) Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; and then either sold, delivered, or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))
- (5) Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
- (6) Caused or attempted to cause damage to school property or private property. (Education Code 48900 (f))
- (7) Stolen or attempted to steal school property or private property. (Education Code 48900 (g))
- (8) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clover cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this does not prohibit use or possession by a student of his/her own prescription products. (Education Code 48900 (h))
- (9) Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900 (i))
- (10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Education Code 48900 (j))
- (11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900 (k))
- (12) Knowingly received stolen school property or private property. (Education Code 48900 (l))
- (13) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900 (m))
- (14) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Education Code 48900 (n))
- (15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both. Education Code 48900 (o)
- (16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900 (p))
- (17) Engaged in, or attempted to engage in hazing as defined in subdivision (b) of Section 245.6 of the Penal Code (Education Code 48900 (q))
- (18) Used any electronic signaling device, including, but not limited to, paging and signaling equipment while on campus, while attending any school sponsored activity, or while under the supervision and control of any district employee, except for a high school student, who may use the above mentioned devices during break or lunch and except when a student at any grade level has the prior consent of the principal or the principal's designee. The use of cell phones or other electronic devices whether for the purpose of voice or text communication or other purposes, i.e. photo-taking, shall be considered disruptive if done during class time or during other school events and in other designated school settings. (Education Code 48901.5)

(19) Committed sexual harassment as defined in Education Code 212.5. This conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This sub-section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2)

(20) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This subsection applies to students enrolled in any of grades 4 to 12, inclusive. (Education Code 48900.3)

(21) Intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile education environment. This sub-section applies to students enrolled in any of the grades 4 to 12, inclusive. (Education Code 48900.4)

(22) Making terroristic threats, as defined, against school officials or school property, or both. (Education Code 48900.7)

4. Alternatives to Suspension

a. Alternatives to suspension or expulsion will be used against students who are truants, tardy, or otherwise absent from assigned school activities. (Education Code 48900 (v))

Instead of disciplinary action prescribed by this policy, the principal of a school, the principal's designee, the Superintendent, or the Board may require a student to perform community service on school grounds during non-school hours. For purposes of this subsection "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus beautification, and teacher or peer assistance programs. This sub-section does not apply if suspension or expulsion is required by this policy or the Education Code.

5. Suspension: Procedures

a. Suspension by Teacher (Education Code 48910)

(1) A teacher may suspend any student from his/her class, for any of the acts enumerated in Education Code 48900 for the day of the suspension and the day following.

(2) The teacher shall immediately report the suspension to the principal of the school and send the student to the principal or designee for appropriate action.

(3) As soon as possible, the teacher shall telephone or write to the parent/guardian of the student asking him/her to attend a parent/teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent/guardian so requests.

(4) The student shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher and the principal.

(5) A student suspended from a class shall not be placed in another regular class during the period of suspension. However, if the student is assigned to more than one class per day, this paragraph shall apply only to other regular classes scheduled at the same time as the class from which the student was suspended.

(6) A teacher may also refer a student, for any of the acts enumerated in Education Codes 48900, 48900.2, 48900.3, 48900.4, 48900.7 and 48901.5, to the principal for consideration of a suspension from the school.

(7) A teacher may require the parent/guardian of a student suspended by the teacher for violating sub-section (i) or (k) of Education Code 48900 to attend a portion of a school day in his/her child's or ward's classroom. (Education Code 48900.1)

b. Suspension by Superintendent, Principal or Principal's Designee (Education Code 48911)

(1) The principal of the school, the principal's designee, or the Superintendent may suspend a student from the school for any of the acts enumerated in Education Codes 48900, 48900.2, 48900.3, 48900.4, 48900.7 and 48901.5, and pursuant to Education Code 48900.5, for not more than five consecutive school days.

(2) Pre-Suspension Conference

Suspension shall be preceded by an informal conference conducted by the principal or his designee or the Superintendent between the student, and whenever practicable, the teacher or supervisor or school employee who referred the student to the principal or his designee or the Superintendent. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911 (b))

Exception: Emergency Situation

This pre-suspension conference may be omitted only if the principal or principal's designee or Superintendent determines that an emergency situation exists. Emergency situation means a situation determined by the principal, the principal's designee, or the Superintendent to constitute a clear and present danger to the lives, safety, or health of students or school personnel. If the pre-suspension conference is not held, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it, or is physically unable to attend for any reason; in such case the student is physically able to return to school. (Education Code 48911(c))

(3) Notice to Parents

(A) At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian in person or by telephone.

(B) A notice of the suspension shall be mailed to the parent/guardian of the suspended student. The notice shall be in the primary language of the parent/guardian insofar as is practicable. The notice shall include the following:

(I) A statement of the facts leading to the decision to suspend.

(II) The date and time when the student will be allowed to return to school.

(III) A statement of the right of the student or parent/guardian to request a meeting with the Superintendent or Superintendent's designee pursuant to this policy.

(IV) A statement of the parent/guardian's or the student's right to have access to the student's record as provided by Education Code 49069.

(V) A request that the parent/ guardian attend the informal conference with school officials regarding the student's behavior, including notice that state law requires parent/guardian to respond to such request without delay.

(VI) Parents shall be notified of the student's ineligibility to participate in co- and extracurricular activities as defined in AR 6145.1.

(C) While the parent/guardian is required to respond without delay to a request for a conference regarding his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference, nor may the readmission of the student be contingent on the attendance by the student's parent/guardian at such conference. (Education Code 48911 (f))

(D) A school employee shall report the suspension of the student, including the cause therefore, to the district Superintendent or designee. (Education Code 48911(e))

(E) Notice to Parents Upon Release of Minor Pupil to Peace Officer:

When a principal or other school official releases a student to a peace officer in order to remove the minor from the school premises, with the exception of cases involving suspected child abuse, the school official shall take immediate steps to notify the parent/guardian or responsible relative of the student that the student has been released to the officer, and the place to which the student is reportedly being taken. In cases involving suspected child abuse, the school official shall provide the peace officer with the address and telephone number of the student's parent or guardian. (Education Code 48906)

(4) Notice to Law Enforcement Authorities

The principal of a school or the principal's designee shall, prior to the suspension or expulsion of any student, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the student which may be violative of Section 245 of the Penal Code, relating to assault with a deadly weapon or force likely to produce great bodily harm. (Education Code 48902(a))

The principal of a school or the principal's designee shall within one school day of the suspension or expulsion of any student by telephone or other appropriate method chosen by the school, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the student which may violate subdivision (c) or (d) of Education Code 48900. (Education Code 48902(b))

The principal or the principal's designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of the student which may involve the possession or sale of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code relating to bringing or possessing on school grounds a firearm, a knife having a fixed blade longer than 2-1/2 inches, folding knife with a blade that locks into place, a razor with an unguarded blade, a taser, a stun gun, or any instrument that expels a metallic projectile such as a BB or pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun. (Education Code 48902(c))

(5) Appeal of School Suspension to Superintendent or Superintendent's Designee (Education Code 48914)

If suspension is ordered by a principal or a principal's designee, the student or the student's parent/guardian shall have the right to request a meeting with the Superintendent or Superintendent's designee to discuss the causes, the duration, the school policy involved and other matters pertinent to the suspension.

If, after the meeting, the Superintendent or Superintendent's designee determines that no violation occurred, all records and documentation regarding disciplinary proceedings and suspension shall be destroyed immediately, and no information regarding the meeting shall be placed in the student's permanent record file or communicated to any person not directly involved in the disciplinary proceedings. If the determination is that the penalty imposed was inappropriate for the violation, the records and documentation concerning the suspension shall be revised to indicate only the facts leading to any other disciplinary action imposed by the Superintendent or the Superintendent's designee. (Education Code 48914)

c. Suspension by Board of Education (Education Code 48912)

(1) The Board may suspend a student from school for any of the acts listed under Education Codes 48900, 48900.2, 48900.3, 48900.4, 48900.7 and 48901.5 for any number of school days not to exceed 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation education school or class, in which case suspension shall not exceed thirty school days in any school year. (Education Code 48912(a))

(2) Hearing by Governing Board/Closed Session

If the Board is considering a suspension, disciplinary action, or any other action, except expulsion, against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information which would violate a student's right to privacy under Education Code 49073. The student may request, however, a public meeting and the request shall be granted if made in writing and served upon the clerk or secretary of the governing board within 48 hours after receipt of the board's notice of closed session, except any discussion at the meeting that may be in conflict with any other student's right to privacy, shall be in closed session. (Education Code 48912(b)-(c))

d. Board Notice of Closed Session

Before calling a closed session to consider suspension of, disciplinary action against, or any other action against a student except expulsion, the governing board shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to call and hold a closed session. (Education Code 48912(c))

e. Suspension: Limitations on Suspensions

(1) A student may be suspended for no more than five consecutive school days for any of the reasons enumerated above under grounds for suspension, unless the student is suspended by the Board which may suspend for any number of consecutive school days not to exceed twenty school days in a school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation education school or class, in which case suspension by the governing board shall not exceed thirty consecutive school days in any school year. (Education Codes 48911(a), 48912(a))

(2) A student shall be suspended for no more than twenty school days in a school year, unless for purpose of adjustment a student is enrolled or transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case suspension shall not exceed thirty school days of suspension in one school year. Suspensions that occur while a student is enrolled in another school district are not counted in calculating the maximum number of days of suspension. (Education Code 48903)

(3) Notwithstanding paragraphs above, if an expulsion of the suspended student is being processed by the governing board, the suspension may be extended by the Superintendent, or a person designated by the Superintendent, in writing, until such time as the governing board has rendered a decision. (Education Code 48911(g))

Before acting to extend the suspension, the Superintendent or Superintendent's designee shall notify the student and the student's parent/guardian of the proposed extension with an offer to hold a conference concerning the extension to give the student and the student's parent/guardian an opportunity to be heard on the extension. Following the meeting in which the student and the student's parent/guardian are invited to participate, the Superintendent may extend the suspension only upon first determining that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process.

If the student or the student's parent/guardian requested a meeting to challenge the original suspension by a principal or principal's designee pursuant to paragraph above that meeting may be held to decide both the merits of the suspension and the extension of the suspension order under this paragraph. (Education Code 48911(g))

Notwithstanding subdivisions 1 and 3, an individual with exceptional needs may be suspended for up to, but not more than, 10 consecutive schooldays if he or she poses an immediate threat to the safety of himself or herself or others. In the case of a truly dangerous child, a suspension may exceed 10 consecutive schooldays, or the student's placement may be changed, or both, if either of the following occurs:

i. The student's parent/guardian agrees.

ii. A court order so provides. (Education Code 48911 (h))

f. Suspension: Supervised Suspension Classroom

(1) A student suspended from a school for any of the reasons enumerated in paragraphs above in this policy may be assigned, by the principal or the principal's designee, to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students or staff, or if an action to expel the student has not been initiated.

(2) Students assigned to a supervised classroom shall be separated from other students at the school site for the period of suspension in a separate classroom, building, or site for students under suspension.

(3) Each student in the supervised suspension classroom is responsible for contacting his/her teacher or teachers to receive assignments to be completed while the student is assigned to the classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.

(4) Time a student is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the student's parent/guardian. Whenever a student is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify the student's parent/guardian in writing. (Education Code 48911.1)

g. Expulsion: Procedures for Stipulated Expulsions

As outlined in California Education Code Section 48900 et seq., and Administrative Regulation 5144.1, the District shall hold expulsion hearings for students. Based upon the discretion of the Superintendent, or designee, the District may offer a stipulated expulsion to a student and his/her family that is facing an expulsion hearing. If the student and parent/guardian agree, the expulsion hearing shall be waived. The student and parent/guardian would also make a voluntary waiver of the following rights, including but not limited to: all expulsion hearing notice and timelines, to question all witnesses and evidence, to present witnesses and exhibits, and to inspect and obtain copies of documents related to the expulsion of said student.

The stipulated expulsion hearing agreement would be signed by the student and parent/guardian, as well as the Superintendent or designee. The stipulated expulsion agreement would then be sent to the Board of Education, at its next regularly scheduled Board meeting for ratification. The Board of Education would have final authority to accept or reject the stipulated expulsion agreement.

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

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

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

(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 policy to new and continuing students as part of any orientation program held on a quarterly, semester or summer session basis. For information on Santa Rosa City Schools Sexual Harassment Policy please see Your Rights page on the SRCS website. Also, please refer to Board Policy 5145.7 Sexual Harassment (students).

Sexual Harassment is defined as: Unwelcome conduct on the basis of sex that is so severe, pervasive and objectively offensive that it denies a person access to the school's education program or activity.

This shall apply when applicable, to interns, volunteers, and job applicants. You must immediately contact the school site principal and/or the district non-discrimination officer (Title IX coordinator) listed below:

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

Employees, students, or other individuals who feel wronged because of conduct that may constitute sexual harassment are encouraged, but not required, to directly inform the person engaging in such conduct that it is offensive and just stop. An aggrieved individual is not required to complain first to his or her supervisor (in the case of an employee) or to his or her instructor (in the case of a student), if that supervisor, or instructor, is the individual who is harassing the employee or student.

Employees serving in supervisory or managerial positions who receive complaints or observe harassing conduct by or of employees, students, or others shall immediately inform their administrator and STUDENT AND FAMILY ENGAGEMENT. While complaints should be in writing, any complaint received, whether in writing or not, shall be investigated.

Students, parents or guardians, or any other individual having questions or concerns regarding the nondiscrimination policy of the Santa Rosa City Schools or the filing of discrimination complaints should contact the appropriate district office:

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

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Complaints should be filed as soon as reasonably possible after the conduct in question has arisen. All complaints shall be promptly and thoroughly investigated in a confidential manner. The investigation, including written report, shall be completed within thirty (30) calendar days. All decisions made under this procedure may be appealed by the aggrieved person to the Superintendent and, thereafter, to the Board of Education.

All decisions made under this procedure may be appealed by the aggrieved person to the Superintendent and, thereafter, to the Board of Education.

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.

It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. For assistance in these matters, an aggrieved person may contact the compliance officers listed above.

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

By vote of the Burbank parent community, our students are required to wear common student dress. Colors are forest green and white. Due to Burbank School's location near the downtown area, there are safety concerns around active gang activity. In the following pages we have included Board Policy 5114.16, Administrative Regulations 5114.16 (Definition of a Gang: For purposes of this policy, a gang is defined as two or more people who form an allegiance for a common purpose and engage, individually or collectively, in acts which may be threatening or criminal, and which may include such behaviors as intimidation, threats, and violence.) and dress code resources specific to the Santa Rosa area. Please refer to the Burbank School Uniform Dress Guidelines below and the following attachments for more information. The dress code related to gangs is necessary because of gang related problems in our community and the fact that not all students participate in common student dress.

SCHOOLWIDE COMMON DRESS CODE

Appropriate student dress contributes to a productive learning environment and minimizes a health/safety hazard or a distraction which would interfere with the educational process. The following uniform dress requirements apply to all students unless the parent/guardian has obtained a waiver, which is available in the front office and approved by the school principal. Waivers can be obtained from the office and must be filled out one week prior to the first day of each school year or upon enrollment for new students. For additional information, you may reference Board Policy 5132 on the district website, <https://www.srcschools.org/srcs>

Burbank School Uniform Dress Guidelines

All students, grades TK through sixth will dress in the adopted clothing style and colors. Uniform colors are forest green, white, khaki, and black.

All clothing must fit properly. Pants must be worn at the waist.

White or Forest Green shirts or tops with or without collars and long/short sleeves or Burbank School apparel.

Shirts and tops must be long enough to cover midriffs.

Khaki or black pants or shorts (Bermuda length). All pants must be free of tears or rips.

Khaki or black skirts, skorts, or jumpers/dresses are allowed.

White, hunter green or black socks are preferred. Students may also wear white, black or hunter green tights. No solid red or blue socks.

No hats, caps, or head coverings unless for medical or religious reasons.

Belts may be worn but must be tucked into belt loops. No initials or other markings are allowed on the buckle or belt. Belts may not be red or blue.

Shoes must be flat with closed toes or athletic style. No solid red or blue shoes OR shoelaces. Sandals, flip-flops or high-heeled shoes are not permitted.

Hunter green, black, or white sweaters or sweatshirts (cardigan, pullover, or zipped styles).

Jackets of any color except for solid blue or solid red jackets.

Clothing may not contain sport team logos or gang affiliation symbols.

Any clothing that depicts violence, bad language, or inappropriate substances or topics will not be allowed. Clothing that is solid red or solid blue will not be permitted including, but not limited to jackets, shirts, pants or shoes.

Attachments:

Board Policy 5114.16

Dress Code Related to Gangs

Gang Related Clothing

Dress Code Related to Gangs

The wearing of clothing; marking on one's skin (tattooing); writing on books, papers, and backpacks; and words or gestures not related to the curriculum which may be associated with these gangs are not allowed and include:

Red or blue bandanas, red or blue shoe laces, red or blue belts, belt buckles with 13 or 14, three or four dots, hand signs indicating 13 or 14 or known gang signs; inflammatory gang related terms such as 'scrap', 'scrapa', 'chap', 'chapete' or verbal references to terms noted in the above chart. The following are local gangs and some of the insignias and symbols they may use:

INITIALS, SYMBOLS, GENERAL GANG ETC. LOCATION OTHER

Asian Boyz

Bennett Valley Surenos Brown Pride Norteno Brown Pride Sureno ABZ, Abz, 1226 BVS

BPN BPS County wide Santa Rosa County wide County wide

Cambodians With

Attitude CWA Santa Rosa I SF

Corby Block Notenos CBN Santa Rosa

Grips Grip, Crippin'. Cuzz Santa Rosa

Dec lao Grip I Lao Grip DLC, LC, Grip County wide

18th Street XVIII, XV3ST County wide

La Familia LF, LFMA Santa Rosa

Lennox 13 LNX 13 Santa Rosa

Lokked Out Khmer LOK Santa Rosa Lokked Out Khmai

Mara Salvatrucha MS County wide

Norte NX4 Santa Rosa I Windsor

Nortenos Norte, XIV, 14 County wide

Pachuco Locos PL Santa Rosa

Puro Sureno Cholos PSG Santa Rosa

South Park PeeWees SPP Santa Rosa Subset of VSP

Surenos SUR, XIII, 13, X3 County wide EME

Tiny Rascal Gangster TRG, 7126 County wide

Valley Oak Park VOP Santa Rosa

Varrío Angelina Heights Varrío Olive Street VAHTS,AHTS

vos Santa Rosa Santa Rosa

Varrío Santa Rosa Norte VSRN Santa Rosa

Varrío South Park VSP Santa Rosa

Varrío Sur Locos VSL Santa Rosa

West 9th Clica W9th VSL Santa Rosa Subset of VSL

Although many of the above may not be specifically attributable to the school attendance boundaries, specific gang activity is not localized. Additionally, students attend our school from all over Santa Rosa. The intent of these restrictions is to limit the influence and fear that often goes with gang activity on the school campus and to insure that students coming to school and going home are not at risk.

Every effort will be made to initially address gang related issues from an educational and counseling perspective and to communicate to parents about any concerns. Except in severe situations which involve aggression, serious threats, or disruption of school activities, suspension will be the consequence of last resort.

GANG RELATED CLOTHING

*These are solely indicators and not decisive factors.

Gang Related Clothing is one of many bilingual handouts distributed at neighborhood meetings by the Community Engagement & Youth Development Program of Sunny Hills Services. This is an ever-evolving list and may change from one presentation to the next. The "gang look" is meant to intimidate those who are not in a gang. Children and teenagers who dress in clothing that resembles gang attire are showing an interest in gangs, will attract the attention of gangs, and could be putting themselves in extreme danger. In recent years children have been shot and killed by gangs simply for wearing gang related clothing. For the safety of your children, it is very important that you do not buy or allow your children to wear any item that gang members use to identify with the gang. Some of the current and traditional gang clothing and styles are listed below:

Gang Related Clothing and Styles -Boys

- Shaved, bald head or extremely short hair
- White oversized T-shirt creased in the middle(# of creases)
- White athletic type undershirt
- Polo type knit shirts (oversized) and usually worn buttoned to the top and not tucked in
- Oversized Dickie's, Ben Davis or Solo pants
- Pants worn low, or "sagging" and cuffed inside at the bottom or dragging on the ground
- Baseball caps worn backwards (usually black and sometimes with the initials of the gang)

- Cut off under-the-knee, short pants worn with knee-high socks
- A predominance of dark or dull clothing, or clothing of one particular color
- Black oversized jackets, sweatshirts, jerseys, etc.
- Black stretch belt with chrome or silver gang initial belt buckle
- Oversized shirts
- Clothing a mixture of gang colors, black and silver or white
- Nike Cortez -Black, White, or Blue, K-Swiss Shoes
- Converse shoes, Chuck Taylor shoes also called "Chucks
- red or blue belts· .
- "UNLV" shirts meaning "Us Nortenos Live Violently", or "Us Nortenos Love Violence".
- Some types of jerseys such as "Pete Rose #14"Dan Marino #13,ect..
- Niners and Cowboys could mean something depending on who's wearing the shirt
- Lowrider brand
- Tattoos- Real or drawn in ink
- Red= Northerner
- Blue= Southerner
- Colored (RED/Blue) hair ties, or beads in hair
- A's - Asian Boys/ Angelino Heights
- k-swiss- KiU a Scrap when I see a Scrap
- Addidas- (backwards) scraps all die in dark alleys
- Cookie Monster= Southerner
- Elmo = Northerner
- SF clothing (giants or 49ers)
- if SF is orange = Scrap Free
- if SF clothing is white/black/or other color it may mean Sureno Forever

Gang Related Clothing and Styles- Girls

- Exaggerated use of mousse, gel or baby oil on hair
- Black or dark clothing and shoes
- Black oversized jackets, sweatshirts, athletic football jerseys, etc.
- Oversized shirts worn outside of the pants
- Oversized white T-shirts
- Dark jackets with lettering (cursive or Old English style)
- Baggy, long pants dragging on the ground
- Heavy make-up, dark excessive eye shadow, shaved eyebrows, dark lipstick, dark fingernail polish
- Tank tops or revealing blouses
- Stretch belts with initial on belt buckle
- Overalls not fastened
- Girls fingernails they will put stuff on them,
- Tattoos.- Real or drawn in ink
- Red or blue beads in hair signifies gang too

Santa Rosa City Schools Policy 5114.16

GANG AFFILIATION AND ACTIVITY: The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities, including notifying the Santa Rosa Police Department of any gang-related activities on or adjacent to school campuses. In addition, he/she shall participate in developing and implementing inter-agency coordination strategies to deter gang-related activities.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

Pursuant to Education Code section 35183(b), the Governing Board hereby prohibits district students from wearing gang-related apparel, based on its determination that this policy is necessary for the health and safety of the school environment.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, including wearing, carrying or displaying gang regalia or making gang-related gestures, staff shall so inform the parent/guardian, and the student may be subject to disciplinary action.

Adopted: September 11,1990

Revised: July 28,2004

Legal Reference:

California Constitution Article I, Section 28(c)

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

SAFE ENTRY INTO AND EXIT FROM SCHOOL:

Many of the streets near the school are busy, especially at the beginning and end of the school day. Utmost care should be used by pedestrians and bicyclists at each intersection. Special care should be taken on the school grounds. Students and parents need to be extremely careful dropping off and picking up their children on Sonoma Avenue and South A Street. Children should not run to or from vehicles. A drive through pick up and drop off is located in the staff parking lot accessible from South A Street.

CAMPUS VISITORS:

All campus visitors, including parents are to report to the office. Each school site has a volunteer sign-in binder that should be filled out when arriving on campus.

Signs are posted at entrances indicating that all visitors are to report to the office.

RELEASING CHILDREN FROM SCHOOL:

A child may not be released to anyone other than a parent, guardian, or a person listed on the child's emergency card. A child may go home with someone other than those listed on the card if the child brings a note to the school or if the parent has called the the office to inform school staff on that day. Any note should be given to the office staff.

If someone other than listed on the card arrives at the school to pick up a child, the child will not be released to that person unless the parent or guardian can be located to approve such release. Parents are requested to send a note to the school if the child will be leaving from school early. Adults must report to the office, and not the classroom. Children will be picked up in the office.

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

Component:

The following goals address the following Five Safe Schools Components:

- Know your students
- Create a nurturing physical environment
- Create a caring and effective management structure
- Create a caring and connected school climate
- Integrate school safety with all other school plans

Objective 1: A variety of activities will be planned that represent the diversity of the school and the community, and is reflected in the social studies standards and the visual and performing arts frameworks.

Activity 1: Students will attend at least one assembly or go on at least one field trip which includes content that is reflective of diverse historical or cultural expressions.

Activity 2: As appropriate and relevant, the school will disseminate or post community events and/or functions. Staff will be encouraged or invited to attend events in the community that may include their students.

Activity 3: Representative from site will participate in Tier I and Tier 2 District meetings, and site discussions will occur to address school climate, bullying, student safety and create and modify a plan for student behavior

Element:

School safety is enhanced when all staff have been trained to provide students with a sense of belonging and inclusion in the school community.

Opportunity for Improvement:

Continue to emphasize and train staff to convey consistent messaging regarding school rules and positive reinforcement.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All staff will be trained in school-wide safety practices.	Conduct regular in-service safety workshops to train all staff in Toolbox and Restorative Practices. Obtain feedback from staff to improve safety systems.	MTSS, Toolbox, Restorative Practices, Lifeskills	Counselor/Principal	Principal

Component:

The following goals address the following Five Safe Schools Components:

- Know your students
- Create a nurturing physical environment
- Create a caring and effective management structure
- Create a caring and connected school climate
- Integrate school safety with all other school plans

Objective 2: The school will regularly recognize students who exemplify positive values and leadership. Efforts will be made to acknowledge students with improved conduct and behavior.

Element:

Activity 1: Students will be provided a variety of leadership opportunities that promote student responsibility and democratic values through such activities as student council, class officers, class meetings, and the Conflict Manager program.

Activity 2: School-wide character education themes, such as Lifeskills will be reinforced. Students will be publicly recognized for their actions, and Nifty Kid awards and recognition may be included.

Activity 3: The principal and staff will reinforce the importance of students taking responsibility to confide in adults about potentially dangerous or unsafe behavior.

Activity 4: The activities that support these goals are included in the school's Comprehensive School Site Plan which is submitted to the District. The plan will include funding sources to support assemblies, field trips, instructional materials, books, and student recognition.

Opportunity for Improvement:

School safety is enhanced when all children have a sense of belonging and inclusion in the school

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be honored for demonstrating outstanding character, leadership skills, and resiliency. Focus will be on student engagement in school.	Nifty Kids Assembly that includes student awards. Re-engagement Team and CARE Team to follow-up with students when needed.	Student Incentives, Tier 1 and Tier 2 Teams, Toolbox, Restorative Practices, Lifeskills.	Counselor/Principal	Principal

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)

Luther Burbank Elementary School 2025-26 Student Conduct Code

Luther Burbank Elementary School students will show respect for one another, allow teachers to teach and students to learn, and conduct themselves so that everyone can come to school each day feeling safe and ready to learn.

People in the school should conduct themselves in such a way as to not hurt others on the "outside" on their physical being or the "inside" with words. Children are expected to conduct themselves in travel or play in such a way that they are not hurt or that they don't hurt anyone else. Behavior which threatens the emotional or physical well being of other students , staff, and volunteers cannot be tolerated.

The following guidelines and rules are meant to insure a safe learning environment for everyone at school:

- Respect other people's property, bodies, and feelings.
- Follow directions and cooperate with others.
- Use language which is respectful and courteous.
- Play safely and only in areas with adult supervision.
- Honestly accept responsibility for one's actions. The following are NOT allowed:
- Unnecessary noise, talking, or physical contact which is disruptive.
- Refusing to follow the directions of any school staff members.
- Play which is unsafe and not in a supervised area.
- Littering and not picking up after oneself.
- Foul language which offends or hurts others.
- Threats or harassment.
- Stealing or damaging school or personal property.
- Fighting or other unsafe and inappropriate physical contact.
- Tobacco, alcohol or illegal drugs.
- Knives, firearms, firecrackers or other dangerous objects

Possible interventions and consequences for not following the rules. This is not an exhaustive list:

- Each teacher has classroom consequences for misconduct which may include ignoring minor misbehavior; non-verbal warnings and cues; warn student privately;
- name on board to conference with teacher later; time-out; recess detention: parent contact/conference; "Verbal warning".
- Student(s) solve problem or game ends/equipment or privilege taken away
 - Time-out from activity/play area
 - Restriction from activity or play area
 - Refer to principal
 - Parent contact or conference
 - Parent comes to school to accompany student in class or during lunch
 - Refer to Student Study Team, counseling or restorative practices
 - Behavioral agreement
 - School service

- Suspension
- Refer to district for expulsion recommendation

Other possible interventions and consequences for not following the rules. This is not an exhaustive list:

Verbal Warning

- Inappropriate language unless vulgar or threatening
- Students solve problem or game ends/equipment or privilege taken away
- Verbal disagreements
- Failure to follow bicycle/helmet rules

Time-out from activity/play area (sit on assigned bench)

- Excessive roughness in game or on equipment
- Failure to heed previous warning
- Verbal altercation between students

Restrict from playground

- Student leaves time-out area or is causing trouble in time-out area
- Student repeats unsafe behavior
- Failure to follow staff directions
- Pushing/shoving
- Assigned by teacher
- Defiance of school authority
- Minor physical altercation, harassment, threat
- Unsafe playground behavior
- Failure to follow directions/rules

Detention - Referral to Principal

- Need for immediate counseling/problem-solving
- Fighting, continual harassment, continual threats
- Chronic misbehavior
- Lewd, obscene, or vulgar language
- Serious defiance of school authority
- Theft or vandalism
- Potential suspendable offenses

Bus Citation/Suspension

- Warning for first bus referral
- Subsequent referrals will result in suspension bus privileges
- 4th citation will result in loss of bus privilege for remainder of school year

Suspension/Expulsion

- Extreme defiance, physical aggression, or profanity directed at staff
- Theft or vandalism
- Habitual profanity, lewd behavior or sexual harassment
- Possession or use of illegal substances
- Robbery extortion, or serious threats to cause harm
- Possession of weapons or dangerous objects

See appended information on district's procedures for handling suspensions and expulsions. Also refer to district discipline Policies and Administrative Regulations 5144.

Note: Consequences may vary depending on circumstances and/or age/grade of student

Classroom: Teachers should immediately establish guidelines and rules for appropriate student conduct. These should be communicated verbally, posted in writing, and shared with parents. They are most effective when they are few in number, regularly reinforced, and are part of a positive classroom environment. In most cases, consequences in the class and parent contacts work best. Referral to the office should be for offenses, which are serious or chronic in nature. Teachers may also use recess, lunch or after school detentions.

Assemblies: Students are expected to sit with their classes in assigned areas, to conduct themselves properly and not get up and move around. Talking during performances, yelling, and whistling are not acceptable. Students should be warned and/or directed to the office if behavior is disruptive. Review conduct prior to events.

Playground

- Play in areas supervised by adults, including the climbing apparatus area. No playing in and around the restrooms, between the portable buildings, or around the bicycle racks.
- Buildings are off limits during recess and when unsupervised.
- Except in an emergency, students must have a pass to come to the office.
- Playing with balls or running in the play structure area is not permitted.
- Children should remain on the playground until bell rings (unless raining).
- No freeze at the 8:00 bell. Freeze applies at all other bells. Students are to remain still after the bell until they hear the whistle to walk to class line.
- When recess is over, students are to walk to class and line up in a quiet and orderly fashion.
- On rainy days, students will remain in their classrooms. They will also be supervised in their classes at recess and lunch.
- Students are to eat at tables/areas and remain seated until excused. The tables and eating areas must be clean before students will be dismissed.
- Maintain a clean school by throwing garbage away and not littering.
- No hanging on tether balls.
- No climbing fences, railings, or backstops.
- Chasing, tackling, pile-ups, pushing or other types of unsafe behavior are not permitted.
- Throwing rocks, gravel, sawdust and other objects is dangerous and not permitted.
- No locking out students from games.
- No running in areas other than playground.
- If you are hurt in any way, report to a teacher or yard duty supervisor first. Then, if necessary, go to the office for first aid.

Equipment

- No bouncing of balls anywhere except on playground and play field.
- Hardballs are not permitted at any time.
- Softball may only be played in an organized, adult-supervised game
- Skateboards and roller blades are not permitted.

Use of Playground Apparatus

All children using the Physical Fitness Apparatus will be qualified, understand the safe use, and cooperate in protecting themselves and others. This is to allow children to find their own limits without undue pressure from others, and to discourage particularly aggressive children from heights until their ability matches their confidence. Teachers would also remember to check each new child's ability entering during the year. All children will stay off the physical apparatus until they have been certified by their teacher that they have demonstrated their understanding of the following safety conditions. Plan to check the children as early as possible, except kindergartners, who should be checked in the spring.

- Hands and bars should be dry; on dry days hands can become damp from perspiration and from moisture beneath the ground shavings.

- The area under the apparatus is kept clear; a child who drops to the ground should not linger.
- Physical Fitness area and apparatus may be used only under the direct supervision of a qualified supervisor, by qualified or qualifying children.
- Nearby children should report injuries to the nearest adult immediately; injured children should remain in place.
- Nothing should be tied or attached to any apparatus.
- Use equipment only with a secured shoe, nothing sharp in pockets, and without eating or chewing.
- Children should keep their hands and feet to themselves when on the equipment.
- When waiting for tum, wait in line.
- Only go down slide, and one person at a time.
- Only stunts permitted where hands are in contact with the apparatus.
- No moving or throwing of shavings.

Each teacher should notify the Principal as well as any substitute teachers of any children with equipment limitations.

SCHOOL BUS GUIDELINES

Bus and van riders are expected to follow driver's directions at all times and be courteous to other passengers. Children issued citations are counseled by the principal and expected to bring back a copy of the citation signed by a parent the following day.

Each year, parents receive a copy of the rules on the bus and at the bus stop as part of their application for a bus pass.

The district policy calls for a warning with the first citation. A second citation results in a one-week bus suspension and a third one in a year results in a one-month bus suspension. A child is suspended from the bus for the remainder of the year with a fourth citation.

BICYCLE SAFETY

Children in grade 3 through 6 may ride their bicycles to school. Bike helmets are required of all students using bicycles. Anyone using their bicycle in an unsafe manner will not be allowed to bring their bicycle to school. Bicycles are to be walked on school sidewalks and on the campus at all times. Bicyclists must walk their bicycles at crosswalks near the school and must wait for the directions of the crossing guard. They should be left alone in the bicycle rack area once the bicycle is parked. Students are not allowed in the bicycle area during the school day. Locks and licenses are recommended.

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

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

Conduct Code Procedures

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

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

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

In addition a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

Student experiencing any threats of hate violence can report to a school official or the district office.

Complaints Subject to the UCP.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, After School Education and Safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other district-implemented program which is listed in Education Code 64000

Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

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

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

Stacy Desideri, Executive Director of Wellness & Engagement

Santa Rosa City Schools

110 Stony Point Road, Suite 105

Santa Rosa, CA 95401

(707) 890-3800 x 80413

sdesideri@srcs.k12.ca.us

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

Vicki Zands, Assistant Superintendent of Human Resources

Santa Rosa City Schools

110 Stony Point Road, Suite 100

Santa Rosa, CA 95401

(707) 890-3800 ext. 80602

vzands@srcs.k12.ca.us

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

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

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

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

Bullying may involve, but is not limited to:

- Unwanted teasing
- Threatening
- Intimidating
- Stalking
- Cyberstalking
- Cyberbullying
- Physical Violence
- Theft
- Sexual, religious, nor racial harassment
- Public humiliation

Reporting and Filing of Complaints - BP 5131.2

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

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

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

Students:

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

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

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

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

(cf. 1020 - Youth Services)

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

(cf. 5137 - Positive School Climate)

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6163.4 - Student Use of Technology)

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

Intervention:

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

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

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

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

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints:

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

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

Investigation and Resolution of Complaints:

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

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

Discipline:

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on the responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan
PENAL CODE
422.55 Definition of hate crime
647 Use of camera or another instrument to invade a person's privacy; misdemeanor
647.7 Use of camera or another instrument to invade a person's privacy; punishment
653.2 Electronic communication devices, threats to safety
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
UNITED STATES CODE, TITLE 47
254 Universal service discounts (e-rate)
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on the basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
104.7 Designation of the responsible employee for Section 504
106.8 Designation of the responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age
COURT DECISIONS
Wynar v. Douglas County School District, (2013) 728 F.3d 1062
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEBSITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

Common Sense Media: <http://www.common Sense Media.org>

National School Safety Center: <http://www.schoolsafety.us>

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

U.S. Department of Education: <http://www.ed.gov>

Policy SANTA ROSA CITY SCHOOLS

adopted: April 12, 2017 Santa Rosa, California

Opioid Prevention and Life-Saving Response Procedures

Staff Training and strategic placing of Narcan in order to treat overdose emergency.

Response Procedures for Dangerous, Violent, or Unlawful Activities

A well-structured response procedure for dangerous, violent, or unlawful activities at a school is essential for ensuring the safety and well-being of students and staff. The first step in this procedure should be the immediate identification and assessment of the threat. Staff members must be trained to recognize signs of potential violence or unlawful behavior, such as aggressive language, physical altercations, or the presence of weapons. Upon identifying a threat, the individual should alert school administration and, if necessary, local law enforcement, while ensuring the safety of students by implementing lockdown or evacuation procedures as appropriate.

Once a threat is confirmed, effective communication becomes crucial. Administrators should utilize a reliable communication system to inform all staff and students about the situation, providing clear instructions on how to respond. This may include initiating lockdown protocols, moving to designated safe areas, or evacuating the premises. It is vital that the information shared is accurate and timely to prevent panic and confusion. Additionally, designated personnel should be responsible for monitoring the situation and keeping communication lines open with law enforcement and emergency responders to facilitate a coordinated response.

After the immediate threat has been neutralized, the school should focus on recovery and support for affected individuals. This involves conducting a thorough debriefing with staff, students, and emergency responders to analyze the incident and identify areas for improvement in the response procedure. Mental health support services should be made available to students and staff to address any trauma experienced during the event. Furthermore, ongoing training and drills for staff and students will ensure preparedness for future incidents, fostering a culture of safety and vigilance within the school community.

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

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

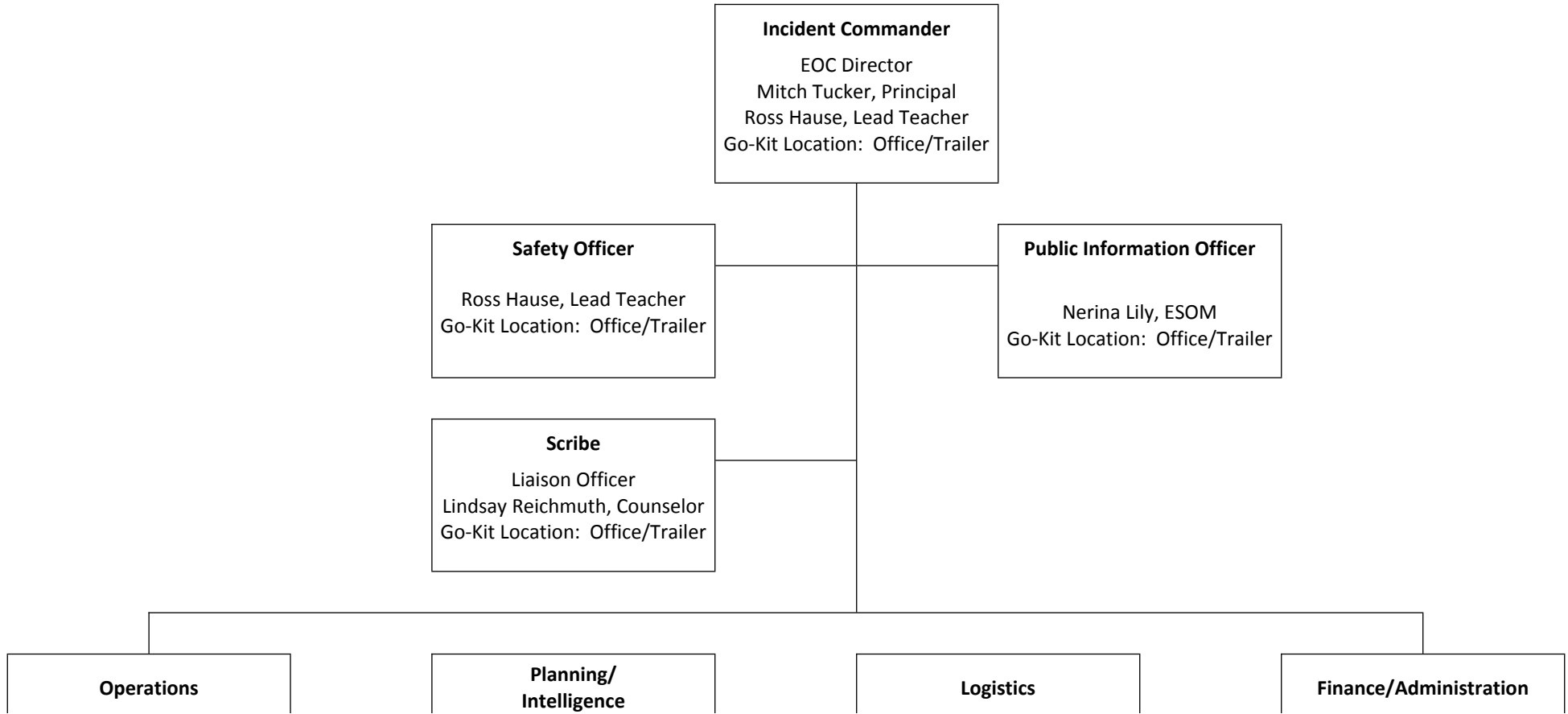
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic	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. Daisey Morales
School District	SRCS District Communications Team Branch Director	707-890-3800 x 80301	Dr. Roderick Castro
Public Utilities	Pacific Gas and Electric Company	800-743-5002	Outages
Public Utilities	SR Utilities Dept. (Water)	707-543-4200	Water
Other	Animal Regulation, (Sonoma County)	707-545-3313	Animal Control

Safety Plan Review, Evaluation and Amendment Procedures

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

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

Luther Burbank Elementary School 2025-26 Incident Command System



Tori Denna, Section Chief
Light Search and Rescue Team:
1. Irene Gilchriese
2. Khen Hirshberg
3. Kelly Grudzien
4. Alicia Hernandez

Maintenance/Fire/Site Security:
1. Bob Vaughn
2. Brett Ainsworth
3. Jeff Nielson
4. Jose Salazar

Assembly and Shelter Team:
1. Heather Rosales
2. Diane Reyes
3. Jack Marker

Communication Team:
1. Viviana Ceja
2. Monica Barajas
3. Tara Hochstadt

Crisis Intervention Team:
1. Connie Freeman
2. Paige Walters
3. Jeanna King-Ruppel

Anne West, Section Chief
Situation Status Team:
1. J'amie Cerino
2. Sophia Tsurumoto
3. Emma Coria
4. Mary Anna Maloney

Maria Campos, Section Chief
Staffing and Supplies:
1. Angelica Moreno
2. Dawn Kopshever
3. Lisa McKee
4. Christina Frost
5. Jocelyn Huerta

Nerina Lily, Section Chief
Viviana Ceja, Alternate
Recordkeeping Team:
1. Cynthia McDaniel
2. Debbie Rummel
3. Jamie Mariscal
4. Mary Neely

**First Aid & Search
Teacher A**

1. Beth Munns, Nurse
2. Annie Martinez
3. Lana Kriner

**Student Release &
Accountability
TeacherB**

1. Marcruz Meza
2. Katy Starr
3. Tina Pena

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

See Below

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Levels of Emergencies:

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

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

Step Two: Identify the Level of Emergency

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

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

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

Step Three: Determine the Immediate Response Action

Plan Implementation

The Plan will be:

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

Step Four: Communicate the Appropriate Response Action

School Personnel Responsibilities:

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

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

Office Tech - In charge of student emergency cards.

The principal follows the communication guideline below:

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance

Animal/Animal Disturbance

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus

Profile of an Active Shooter

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

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

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

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

Know your escape routes

Leave your belongings behind

Take your cell phone

Keep hands visible for responding Law Enforcement

HIDE...

Call 911 for assistance if possible

Lock and barricade door(s)

Cover windows, close blinds, and curtains

Tell students to be quiet and silence cell phones

Stay low to the ground and hide away from windows

Spread out (if possible)

Be prepared to FIGHT

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

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter

Number of Shooters

Physical description of shooters

Number and type of weapons held by shooters

Number of potential victims at the location

FIGHT...

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

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

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

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

Outside:

If shots fired - immediately "Drop and cover"

If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

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

Raise hands and spread fingers

Keep hands visible at all times

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

Avoid pointing, screaming or yelling

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

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

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

Biological or Chemical Release

Biological or Chemical Release

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

5. The principal advises parents of the removal of students to an alternate location.
6. Students released to parents from alternate/safe locations.
7. All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release information (teachers update from the Student Information System (SIS), assuring that children are released to parent/guardian approved individuals.)

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

1. The person receiving a call should attempt to keep the caller on the telephone as long as possible and alert someone else by a prearranged signal so they can get on an extension and notify the telephone company to trace the call.
 - * Dial "911" -- tell operator, "This is (name of the caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is (). Please trace the call."
 - * Give any additional information needed by the operator. This must be done quickly. (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

BUS DRIVERS/SCHOOL STAFF:

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

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

Transfer students to new locations, when directed by the principal.
The principal notifies parents.
The principal notifies the Superintendent/ District Emergency Preparedness Director.

Disorderly Conduct

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

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

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

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/sit administrator.
Avoid arguing with the participant(s).
Have all students and staff leave the immediate area of disturbance.
Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or Law Enforcement.
Stay away from windows and exterior doors.

PRINCIPAL/DESIGNEE ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
Set up a communication exchange with the students, staff, and principal. Try to restore order.
If unable to calm students and violent or uncontrolled behavior is probable, notify police of the situation and request assistance.
Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.
Move any students who are outside the school building inside. If unable to do so, have students lie down and cover their heads.
Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
Cancel all outside activities.
Maintain an accurate record of events, conversations, and actions.
Assign staff members to assist as necessary.

STAFF ACTIONS:

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
Instruct students to DUCK, COVER AND HOLD, lie on the floor and keep students calm.
Care for the injured, if any.
Remain with students within locked classrooms until ALL CLEAR is announced over the PA system, regardless of bells and the school schedule.

Earthquake

Earthquake

When Inside School Buildings:

1. Personally execute Action DROP, COVER AND HOLD upon the first indication of an earthquake. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures - Responsibility of Classroom Teachers or Principal.
2. When the earthquake is over, initiate Action LEAVE BUILDING. Special consideration should be given to exit routes as many older schools have heavy architectural ornaments over main entrances. Responsibility of Lead Teacher or Principal
3. Post guards a safe distance away from building entrances to see that no one re-enters the buildings - Responsibility of Lead Teacher or Principal. Identify guards: Custodian and possible parent volunteers Students will remain a safe distance away from the building in danger.
4. Warn all personnel to avoid touching electrical wires which may have fallen to the ground - Responsibility of Principal or Lead Teachers.
5. Notify the appropriate District official - Responsibility of School Office Manager or Principal.
6. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes - Responsibility of School Office Manager or Principal.
7. Inspect school buildings. When damage is apparent, contact superintendent and determine the advisability of closing the school - Responsibility of Search and Rescue Team or Principal.
8. Initiate any other Action deemed necessary, or return to normal routine - Responsibility of Lead Teachers or Principal.

When Outside on School Grounds:

1. Execute those Actions required under 4-8 above.

At Times Other Than School Hours:

1. Inspect school buildings. When damage is apparent, contact the superintendent and determine the advisability of closing the school - Responsibility of Principal or Lead Teachers.
2. If school must be closed, notify staff members and students - Responsibility of Principal or Lead Teachers.
3. Notify the District Office who will inform public information media as appropriate - Responsibility of Communications Team or Principal.

Explosion or Risk Of Explosion

Explosion/Threat of Explosion:

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

Threat of Explosion:

1. Initiate Action LEAVE BUILDING.
- Responsibility of Principal, Lead Teacher or School Office Manager.

Unsafe School Conditions:

* If Luther Burbank Elementary School becomes unsafe, move students to a closest suitable alternate shelter.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

The decision to evacuate students off-site depends on the situation and will be made by the

Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Fire in Surrounding Area

Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are posted by the exits in each classroom. For the protection of all occupants on campus in case of a fire, the following evacuation procedures have been established should there be a need to EVACUATE off-site.

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - 72909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.

4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

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

Air Quality:

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

Fire on School Grounds

Fire

Within School Buildings:

1. Immediately initiate Action LEAVE BUILDING - Responsibility of Principal or School Office Manager.
2. Notify the Fire Department (911) - Responsibility of Principal or School Office Manager.
3. Notify the Santa Rosa Police Department (911) - Responsibility of Principal or School Office Manager.
4. Organize a fight of incipient fires until arrival of the Fire Department (This should be done only to the level that people have been trained. Never risk injury or loss of life. Evacuation is advised) - Responsibility of Principal.
5. Ensure that access roads are kept open for emergency vehicles - Responsibility of Lead Teachers or Principal.
6. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials - Responsibility of Principal or School Office Manager.
7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes - Responsibility of School Office Manager or Lead Teachers.
8. Notify the School District Emergency Preparedness Coordinator, or other appropriate District Official - Responsibility of Principal or School Office Manager.
9. Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

Flooding

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

Incident Commander

1. Determine if evacuation is required.
2. Notify the Superintendent/ District Emergency Preparedness Director of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
3. The decision to evacuate students off-site will be made by the Principal/Superintendent/and/or District Emergency Preparedness Director.
4. Instruct on the means of which students will be evacuated to a safer location. Other guidelines should be kept in mind if students are going to be transported by buses or cars.
5. Post a notice on the office door stating where the school has relocated and inform the relocation site to the Superintendent/ District Emergency Preparedness Director.
6. Monitor local radio and television stations for flood information.

7. Delegate a search team if students or staff have been determined to be missing.
9. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Staff:

1. If warranted, evacuate students using an evacuation plan.
2. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
3. Teachers will supervise egress from the classrooms into the designated Evacuation Area according to the established

Emergency Evacuation Routes marked on the maps posted in every classroom and the office.

4. Teachers will take their roll books to the evacuation site, take roll, and complete an attendance report.
5. Teachers will submit a report and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Lead.
6. If students or staff have been determined to be missing, a search & rescue team will conduct their duties.
7. Follow the Student Request and Release Procedures, if school dismissal is warranted by the Superintendent/ District Emergency Preparedness Director.

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

Heat (Excessive) and Air Quality

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

Using the location's "HeatRisk" level. Cancel all outdoor and unconditioned indoor activities when the HeatRisk level is Red or Magenta during the heat of the day. Find your HeatRisk level here: [NWS HeatRisk forecast](#) (for details, see grid on next page). If in doubt, cancel. Charts are attached.

Other heat advisory related resources that may be helpful:

Santa Rosa City Schools Heat & Air Quality Advisory:

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

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

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

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

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

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

Loss or Failure Of Utilities

Notify the District Superintendent

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

During the School Day:

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

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

Before the Start of the School Day.

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

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

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

Motor Vehicle Crash

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

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

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

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

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

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

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

Notify the Superintendent/ District Emergency Preparedness Director.

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

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

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

Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal.

Move students away from the immediate vicinity of the crash.

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

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

Take attendance at the evacuation assembly area

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

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

Care for the injured, if any.

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

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

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

Pandemic

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

Psychological Trauma

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

PRINCIPAL/DESIGNEE ACTIONS:

Keep the individual under continuous adult supervision.

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

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

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

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

The next steps may include:

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

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

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

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

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

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

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

STAFF ACTIONS:

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

Notify principal/designee

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

Protect the individual from injury.

Suspected Contamination of Food or Water

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

PRINCIPAL/DESIGNEE ACTIONS:

CALL 911

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

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

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

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

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

STAFF ACTIONS:

Notify principal/designee

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

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

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

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

Tactical Responses to Criminal Incidents

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

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

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

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

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

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

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

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

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

How to respond when Law Enforcement Arrives

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

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

Information to provide to Law Enforcement or 911 Operator

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

Lockdown Procedure:

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

Lockdown Preparations:

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

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

Additional Lockdown Procedures:

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

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

How to assist those with disabilities during a lockdown:

Visually impaired

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

Hearing impaired

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

Individuals with crutches, canes or walkers

- Assist to safety, if necessary

Individuals in wheelchairs

- If necessary, move wheelchair to appropriate place

Run-Hide-Fight/Active Shooter Procedures:

Inside:

RUN...

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

HIDE...

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

Spread out (if possible)

Be prepared to FIGHT

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

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter
 Number of Shooters
 Physical description of shooters

Number and type of weapons held by shooters

Number of potential victims at the location

FIGHT...

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

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

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

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

Outside:

If shots fired - immediately "Drop and cover"

If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

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

Raise hands and spread fingers

Keep hands visible at all times

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

Avoid pointing, screaming or yelling

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

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

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

Unlawful Demonstration or Walkout

Prohibited Activities:

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

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

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

Wildland/Urban Interface Fire

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

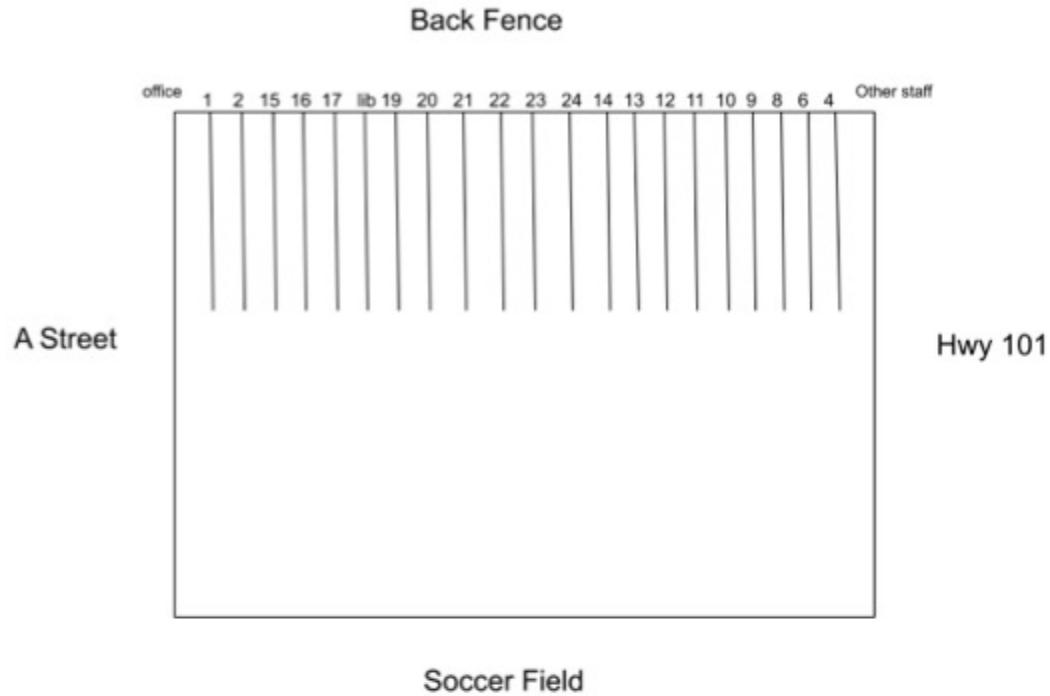
1. Follow the directions of emergency responders and the local public health department. If the entity is not in immediate danger from a wildfire, officials may recommend the campus shelter-in-place or take other actions (e.g., curtail outdoor activities). Schools, however, should be prepared to take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

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

Air Quality:

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

Emergency Evacuation Map



Evacuation Map

During an emergency evacuation, grab your red emergency bag and walk your class to the blacktop area beyond the soccer field. Line up on the line designated for your classroom number. Take attendance to ensure all students and staff members are accounted for. If any are missing, please write their names on the RED side of the card. If all are accounted for, please hold up the GREEN side of the card located in your red emergency bag.

- In the event of an emergency we will communicate with families through phone, text, email, ParentSquare, Facebook and the school website.
- Parents will follow student release signs in the staff parking lot. Parents will be directed through for student pick up
- Parents will remain in the car. Students will be brought to the cars by staff members
- Sign your student out and depart.



EMERGENCY RESPONSE ACTIONS



1. SHELTER IN PLACE

Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife.

- Close doors & windows
- Monitor communications
- Students/Staff remain in room & continue class as "normal"
- Call office/campus supervisors if assistance is needed
- No Students IN/OUT of class unless essential & safe (*supervision required)
- Shut off air conditioner/heater if warranted



2. DROP, COVER & HOLD ON

Implement during an earthquake or explosion to protect occupants from flying and falling debris.

- Drop to the ground
- Take cover under a sturdy desk or table
- Hold on until shaking stops
- If no cover available, protect your head and neck with your arms
- Stay away from windows and objects that could fall
- Evacuate when safe, if there is damage to the building



3. SECURE THE CAMPUS

Initiate for a potential threat or danger in the surrounding community.

- Lock Doors/Windows/Halls/Gates
- Windows covered at staff discretion
- Remain in classroom and continue class as "normal"
- No students IN/OUT of class unless essential & safe (*supervision required)
- Monitor communications
- Students remain in class until "ALL CLEAR"



4. LOCKDOWN/BARRICADE

Initiate for an immediate threat or danger to occupants of a campus or school building.

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



5. EVACUATION

Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

- Take account of unique needs of individuals with access and functional needs
- If appropriate, bring your keys, emergency kit, roll sheets, and radio with you when you exit the building
- Follow evacuation route & procedure for safe exit
- Report to pre-assigned gathering location
- Take roll and report missing students, student injury, or surplus students/staff to administrator
- Run, Hide, Fight if necessary

THE ESSENTIAL

FIVE

Emergency Response Actions




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