




# Comprehensive School Safety Plan

## 2025-2026 School Year

**School:** Hilliard Comstock Middle School  
**CDS Code:** 49709206068977  
**District:** Santa Rosa High  
**Address:** 2750 West Steele Lane  
Santa Rosa, Ca. 95403  
**Date of Adoption:** 2024-2025  
**Date of Update:** March 27, 2025  
**Date of Review:**  
- with Staff  
- with Law Enforcement  
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
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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 Santa Rosa City Schools, 110 Stony Point Road, ste. 210, Santa Rosa CA 95401..

## **Safety Plan Vision**

### **OBJECTIVES**

To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of disaster during school hours.

To provide for the maximum utilization of school personnel and facilities to care for disaster victims.

To protect School property.

### **PUPIL PROTECTION POLICY:**

The safety of the students and School staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees.

Under no circumstances shall any child be released from the custody of school personnel unless and until such time that it may be done safely.

Any adult calling for a pupil at a school site will be required to identify him/herself to an assigned staff member before being permitted to take a pupil out of school.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Hilliard Comstock Middle School Safety Committee

The Hilliard Comstock Middle 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/4485>.

### 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.

### Assessment of School Safety

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

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

ARTICLE 5. School Safety Plans [32280 - 32289] ( Heading of Article 5 renumbered from Article 10.3 by Stats. 2003, Ch. 828, Sec. 11. )

32281.

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
  - (A) The principal or the principal's designee.
  - (B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) This article does not limit or take away the authority of school boards as guaranteed under this code.

(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each schoolsite.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(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 schoolsite 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 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 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) This subdivision does not 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 schoolsite 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 schoolsite. The portions of a comprehensive 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) This subdivision does not preclude 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) This subdivision does not reduce or eliminate the requirements of Section 32282.

(Amended by Stats. 2018, Ch. 806, Sec. 2. (AB 1747) Effective January 1, 2019.)

## 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](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)

afe Firearm Storage Annual Notification

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

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

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

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

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

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

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

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

<sup>1</sup> See California Penal Code sections 25100 through 25125 and 25200 through 25220.2

<sup>2</sup> See California Penal Code section 25100(c).3

<sup>3</sup> See California Civil Code Section 29805.

<sup>4</sup> See California Civil Code Section 1714.3.

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

##### **CHILD ABUSE REPORTING**

Board Policy 5141.1 provides direction to school employees for reporting child abuse. Staff members are required to report all suspected child abuse situations. Failure to make a telephone report within 24 hours is a misdemeanor. A written report must follow within three days unless you are advised otherwise. In either case, always document that a call has been made to either Child Protective Services (CPS) or the police.

Although you are responsible for making the report, you may consult with the principal or ask for assistance. You are not required to do so.

Be careful to not put yourself in the role of an investigator. Listen only to the information the child is willing to share. Investigation function is the of CPS or the police. It is sufficient and appropriate to report a suspected child abuse. The law is designed to provide confidentiality to the reporter.

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

##### **Disaster Plan (See Appendix C-F)**

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

##### **OBJECTIVES**

This plan has the following objectives in an emergency:

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

#### **PUPIL PROTECTION POLICY**

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

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

#### **Adaptations for Students with Disabilities**

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

##### **Emergency Evacuation Procedures**

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

Assign staff responsibilities for assisting students with disabilities.

Ensure that accessible evacuation routes are clearly identified.

##### **Individualized Emergency Plans**

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

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

##### **Training for Staff and First Responders**

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

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

##### **Behavioral and Sensory Considerations**

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

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

##### **Shelter-in-Place & Lockdown Plans**

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

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

##### **Compliance with Federal & State Laws**

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

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

#### **Public Agency Use of School Buildings for Emergency Shelters**

EDUCATION CODE - EDC

TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500] ( Title 1 enacted by Stats. 1976, Ch. 1010. )

DIVISION 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500] ( Division 1 enacted by Stats. 1976, Ch. 1010. )

PART 19. MISCELLANEOUS [32001 - 32454] ( Part 19 enacted by Stats. 1976, Ch. 1010. )

CHAPTER 2.5. Interagency School Safety Demonstration Act of 1985 [32260 - 32295.5] ( Chapter 2.5 added by Stats. 1985, Ch. 1457, Sec. 1. )

ARTICLE 5. School Safety Plans [32280 - 32289] ( Heading of Article 5 renumbered from Article 10.3 by Stats. 2003, Ch. 828, Sec. 11. )

32282.

(a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

(1) Assessing the current status of school crime committed on school campuses and at school-related functions.

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

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

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. The department shall provide general direction to school districts and county offices of education on what to include in the school building disaster plan.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950. If there is concern about gang-activity, we will look at student dress on a case-by-case basis.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action” in conjunction with developing their plan for school safety.

(c) Each School Site Council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other school site councils or school safety planning committees.

(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(f) The comprehensive school safety plan, as written and updated by the school site council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

(g) The department shall maintain and conspicuously post on its Internet Web site a compliance checklist for developing a comprehensive school safety plan, and shall update the checklist when necessary.

(Amended by Stats. 2018, Ch. 806, Sec. 3. (AB 1747) Effective January 1, 2019.)

### **Emergency Facility Use & Procedures**

In an emergency event where a shelter is needed, the following link can assist with the use of SRCS Online Facility Use Permits: <https://srcs.civicpermits.com/Account/Login>

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

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

#### **UNLAWFUL DEMONSTRATION/WALKOUT**

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

## Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE as described in Section 4.0.
3. The School Administrator will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass, in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator will notify parents of the incident, as appropriate. An informal conference will be held by the principal or designee with the student and, whenever practicable, the person who referred the student for suspension. The purpose of the conference is to inform the student of the reason for the suspension and the evidence against him/her and to give the student an opportunity to present his/her version and evidence. The principal or designee will also discuss prior interventions attempted to change the student's behavior. Unless the student waives his right to the conference or is physically unable to attend, the conference will be held within 2 school days. The conference may be omitted if it is determined that there is a clear and present danger to the lives, safety or health of students or school personnel. At the time of the suspension a school employee will make a reasonable effort to contact the parent/guardian in person or by telephone. A notice in the primary language of the parent/guardian (if it is practicable) will be mailed requesting that the parent/guardian attend the conference and listing the rights of the student and parent/guardian. The suspension and the cause will be reported to the Superintendent. Law enforcement authorities will be notified if there was assault with a deadly weapon or force likely to produce great bodily harm. The school will refer a recommendation for expulsion to Student and Family Engagement, who will notify the parent and request a conference with the parent and student. For further information, contact the Child Welfare and Attendance office at 528-5137.

## GROUND FORS SUSPENSION OR EXPULSION (EC 48900 Summary)

As per Education Code 48900, parents, guardians and students are hereby notified that in schools of the Santa Rosa City Schools District a student may be suspended, receive a disciplinary transfer or be recommended for expulsion from school if the principal or designee determines that the student, while on school grounds, or during a school-related activity off grounds, or while going to or from school, has committed any of the following offenses:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self defense.
- (b) 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 to possess the item from a certificated school employee, which is concurred in by the principal or the principal's designee.

- (c) Unlawfully possessed, used, sold, 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,
- (d) Unlawfully offered, 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.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm, meaning a replica of a firearm so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit specified acts of 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.
- (o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged or attempted to engage in hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - (2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - (i) A message, text, sound, or image.
    - (ii) A post on a social network Internet Web site, including, but not limited to:
      - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
      - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

Additional grounds for suspension or expulsion:

Education Code 48900.2 (Grades 4-12) Committed sexual harassment such as gestures, verbiage, or unsolicited, inappropriate touching as defined in Section 212.5.

Education Code 48900.3 (Grades 4-12) Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of section 233.

Education Code 48900.4 (Grades 4-12) Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or 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 either school district personnel or pupils by creating an intimidating or hostile educational environment.

Education Code 48900.7 (Grades K-12) Made terroristic threats against school officials or school property or both. "Terroristic threat" shall include any statement, written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

The district is required to expel from school for a period of not less than one year a student who is determined to have possessed, sold, or otherwise furnished a firearm; brandished a knife at another person; unlawfully sold a controlled substance while at school; committed or attempted to commit a sexual assault, or committed a sexual battery; or possessed an explosive. In addition, any student who commits one of the aforementioned violations will be referred to the criminal justice or juvenile delinquency system.

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

##### **PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS**

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

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

Information regarding a dangerous student in violation of Penal Code Section 243 shall be relayed to school staff in a manner of maximum confidentiality. This shall be communicated individually or at a staff meeting.

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

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

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

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

Stacy Desideri  
110 Stony Point ste. 105  
Santa Rosa, CA 95401  
(707) 890-3800 x 80413  
sdesideri@srcs.k12.ca.us

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

Vicki Zands, Assistant Superintendent of Human Resources  
110 Stony Point ste. 150  
Santa Rosa, CA 95401  
(707) 890-3800 ext. 80605  
vzands@srcs.k12.ca.us

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

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

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

Section VIII SCHOOL WIDE DRESS CODE

At Comstock we want all students to focus on doing their academic job of being as successful as possible, and we expect our students to be dressed for success at school. In accordance with state law, the school may insist that a student remove or change articles of clothing which may be a danger to the student's health or safety.

1) Shirts:

If you wear a t-shirt/sweat shirt that relays an inappropriate message including, but not limited to, advertising for alcohol, tobacco, firearms, drugs you will be given a replacement shirt or asked to give it to the administration or student advisor.

If you wear more than one article of clothing/item that can be construed as belonging to an unauthorized group, we will ask you to cover or remove that article.

2) Shorts/Skirts:

Length of shorts and skirts need to be appropriate for school. You know what this looks like. If you aren't sure, we will let you know.

REMEMBER: We have a great supply of t-shirts and pants for you to wear if your clothing is not appropriate for school. If we don't have your size, you can call home for a change.

3) Footwear:

For the purpose of personal safety...everyone must wear shoes that cover and protect your feet: i.e. no toeless sandals or backless shoes unless they have a securing strap.

**4) Jackets/Sweaters:**

Have SPIRIT! Wear Comstock Middle School apparel whenever you can!! Follow the guidance above for shirts to avoid inappropriate messages or brands.

Especially, wear our feeder school (Piner High school) clothing.

Other guidelines may be added as school officials deem necessary after obtaining information from community agencies and resources. There will be progressive disciplinary consequences for students who choose to violate the dress code. Calling parents for appropriate clothing, detentions, Friday School, and suspension may apply.

Reference: Board Policy 5133; Board Policy 5144.16; Administrative Regulation 5114.16

Students who violate the dress code will be subject to progressive discipline procedures. Progressive discipline can be outlined by the following consequences: Warning, detention, Suspension, at home suspension, administrative hearing, and expulsion hearing.

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

**SAFE INGRESS & EGRESS**

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 Steele Lane. Children should not run to and from vehicles.

A crossing guard may be assigned. When he/she is on duty, you must wait until directed by him/her to cross the street. Look both ways and then proceed carefully.

Bicycles, e-bikes, scooters, motorized scooters, skateboards, & other wheeled vehicles shall be walked on school sidewalks, not driven or ridden.

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

**Component:**

1

**Element:**

"District LCAP GOAL 2: SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion"

**Opportunity for Improvement:**

Develop a school and classroom environment that represents and celebrates diversity of ethnicities of our students and families.

Objectives	Action Steps	Resources	Lead Person	Evaluation
SITE SPSA GOAL 2: Continue to develop a strong school culture through community engagement and activities. Promote engagement, inclusion and student leadership				
SITE SPSA GOAL 2: Continue to develop a strong school culture through community engagement and activities. Promote engagement, inclusion and student leadership.	<p>Students/teachers/staff/families will play an active role in the painting of murals on campus. One mural will be a diverse representation of all the ethnicities that represent Comstock. The other will be a class in graffiti art, presented by an artist.. The mural will include positive affirmations for students and staff from persons in their ethnic history</p> <p>As appropriate and relevant, the school will disseminate or post community events or functions. Staff will be encouraged or invited to attend events in the community that may include their students</p> <p>After working with the VFW, Peace poles will be erected acknowledging all the different languages that are spoken on campus.</p>	<p>District MOU, Raizes Art Collective, Leadership Class, Teen Living class, MTSS, Rooster</p> <p>Parent Square is used to send information, Digital message on screen at front of the school, fliers in front office, weekly bulletin, teacher discussions</p> <p>VFW, MTSS, Rooster</p>	<p>AP, Restorative, Rooster</p> <p>ALL staff</p> <p>Principal</p>	<p>Completed for 2023-24</p>

**Component:**

2

**Element:**

Family/Community Outreach

**Opportunity for Improvement:**

Develop robust Site Council and ELAC participation. Develop activities on campus that encourage and invites participation of family and Community.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Rooster Group, students/staff, Raizes Art Collective, Teen Living class, ECP, Leadership, students as part of Restorative and suspension diversion.				
Develop ELAC participation Develop Site Council participation Develop more activities on campus	<p>1. 20% increase, Currently have 2 community members on ELAC In person depending on COVID Determine best time for parents Child care? Food?</p> <p>2. 20% increase Currently have 2 community members on SSC In person depending on Covid Determine best time for parents Child care? Food?</p> <p>3. Students/teachers/staff/ families will play an active role in the painting of murals on campus. One mural will be a diverse representation of all the ethnicities that represent Comstock. The other will be a class in graffiti art, presented by an artist.. The mural will include positive affirmations for students and staff from persons in their ethnic history. The target audience is Teen Living and Restorative Practices.</p>	Rooster Group, students/staff, Raizes Art Collective, Teen Living class, ECP, Leadership, students as part of Restorative and suspension diversion.		<p>1. ELAC increased by 8 people. We did morning meetings instead of evenings.</p> <p>2. We were able to increase by 1 community member.</p> <p>3. All stakeholders played an active role in the painting of the murals. Students were chosen by varied criteria, staff on prep volunteered to come out, and families supported their students by giving permission for them to miss class.</p>

**Component:**

3

**Element:**

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

**Opportunity for Improvement:**

Community Building Days first week of school

Objectives	Action Steps	Resources	Lead Person	Evaluation
1)Presentation of intervention or information on key issues that our students face i.e. sexual harassment, vaping, school safety, cell phone 2)Build community spirit with students to foster trust & belonging in all classrooms.	1) Student Safety Advisor & AP discuss information on safety, dress code, norms found on pages in the Student Handbook  2) AP, Cristina Kaplan, presents choices of SEL lessons for teachers to use with students to accomplish together in class on the 1st & 2nd days of school.	Panaroma Survey	Asst. Principal, Cristina Perea Kaplan; Brittany Doucette, Restorative Specialist	completed 2023/2024
Students respond to harms caused to peers & staff by other students through Restorative Justice circles.	Teachers, students, & staff work with SCOE trainers to empower students to lead Restorative Circles & use asset-based consequences after an initial paid training.	Youth Transforming Justice, SCOE, train students. Biweekly meetings with them to hone skills & support student facilitators mental health.	Mishale Ballinger at SCOE, Cristina Perea Kaplan, Brittany Doucette at HCMS	SCOE intake/outtake form will collect data on students serviced to monitor the efficacy of the program

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

**Hilliard Comstock Middle School Student Conduct Code**

**Conduct Code Procedures**

SCHOOL DISCIPLINE, RULES & PROCEDURES

STUDENT BEHAVIOR EXPECTATIONS

Hilliard Comstock 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’ with muscle 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:  
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; detention: parent contact/conference  
Refer to Student Safety Advisor for a "Verbal warning"  
Student(s) solve problems or game ends/equipment or privilege taken away  
Restriction from activity,  
Detention  
Refer to assistant principal if behavior is persistent or severe.  
Parent contact or conference  
Parent comes to school to accompany student in class or during lunch  
Refer to Student Study Team, counseling or outside referral  
Behavioral agreement  
School service (pick-up trash AFTER SCHOOL--no lunch detention permitted)  
After School detention  
Suspension  
Refer to district for Administrative Review and Placement (ARPC) or expulsion recommendation  
See appended information on district's procedures for handling suspensions and expulsions. Also refer to district discipline Policies and Administrative Regulations 5145. I-3 Specific Consequences for Misbehavior:  
Verbal Warning  
Unsafe behavior  
Out of Supervised Area  
Minor violations of School rules  
Inappropriate language unless vulgar or threatening

Time-out from activity:  
Excessive roughness in game or on equipment  
Failure to heed previous warning  
Verbal altercation between students:  
Detention  
Assigned by teacher  
Defiance of school authority  
Minor physical altercation, harassment, threat  
Unsafe School behavior  
Failure to follow directions/rules

Referral to Assistant Principal/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  
Administrative Detention  
May be offered in lieu of suspension

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

Hate Crime Policies and Procedures Actions

California Education Code Section 200-201 specifically addresses hate crimes and these sections are enforced at our school. The full education code is attached to the end of this plan.

Santa Rosa City Schools Board Policy 5131 addresses maintaining a safe and hate-free school environment.

Attachment . A. Education Code 200-201

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

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

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

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

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

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

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

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

Site or program administrators and school district and county office of education superintendents shall use (1) crime and hate motivated incident classifications based on existing statutes, as specified above in Section 700(b) and (d), (2) reporting guidelines as specified in subsection (a) below, and (3) guidelines for required documentation as specified in subsection (b) below to complete the reporting procedures as specified above in Section 701.

(a) Reporting guidelines. The site or program administrator or designee shall report a crime or hate motivated incident when it has been determined that a reportable crime or hate motivated incident, as specified above in Section 700(b) and (d), has been committed on a school location, as specified above in Section 700(f). If more than one crime or hate motivated incident is committed during an occurrence, the most serious crime or incident in the judgment of the site or program administrator or designee shall be reported. The suspect(s) need not be apprehended for a crime or hate motivated incident to be reportable. The site or program administrator or designee may consult with local law enforcement to confirm that the occurrences reported on the forms are crimes or hate motivated incidents as defined in statute.

(b) Required documentation. The school district or county office of education superintendent responsible for reporting school crime and hate motivated incident data shall make available, for not less than three years from the date the report was submitted, supporting data which verifies information contained on the California Safe Schools Assessment School Crime and Incident Reporting Form (July 1, 2001). Such data shall include, but not be limited to, reports to local law enforcement officers and suspension and expulsion reports which have been reported to the respective local governing board, for the crime classifications specified in Education Code section 48915(a) through (d); and insurance claims, maintenance records, and other documents to verify economic loss, if applicable. In addition, staff should be available to participate in interviews during site visits from the California Department of Education.

5 CCR § 704. Certification of report.

Each school district or county office of education superintendent or designee shall certify to the best of their knowledge and belief that the information in each crime and hate motivated incident reporting form is true, accurate, and complete prior to submission to the California Department of Education.

5 CCR § 705. Failure to submit or intentionally submitting misleading data.

School districts or county offices of education failing to submit a report or intentionally submitting misleading data may be sanctioned by the Superintendent of Public Instruction. The sanction is withholding a dollar amount not to exceed one-half of the annual salary of the superintendent of either the reporting school district or the county office of education from the school district's or county office of education's next state funding apportionment.

5 CCR § 11992. Provisions.

(a) A California public elementary or secondary school is "persistently dangerous" if, in each of three consecutive fiscal years, one of the following criteria has been met:

(1) For a school of fewer than 300 enrolled students, the number of incidents of firearm violations committed by non-students on school grounds during school hours or during a school-sponsored activity, plus the number of student expulsions for any of the violations delineated in subsection (b) is greater than three.

(2) For a larger school, the number of incidents of firearm violations committed by non-students on school grounds during school hours or during a school-sponsored activity, plus the number of student expulsions for any of the violations delineated in subsection (b) is greater than one per 100 enrolled students or a fraction thereof.

(b) Applicable violations include:

(1) Assault or battery upon a school employee (Education Code section 48915(a)(5));

(2) Brandishing a knife (Education Code section 48915(c)(2));

(3) Causing serious physical injury to another person, except in self-defense (Education Code section 48915(a)(1));

(4) Hate violence (Education Code section 48900.3);

(5) Possessing, selling or furnishing a firearm (Education Code section 48915(c)(1));

(6) Possession of an explosive (Education Code section 48915(c)(5));

(7) Robbery or extortion (Education Code section 48915(a)(4));

(8) Selling a controlled substance (Education Code section 48915(c)(3)); and

(9) Sexual assault or sexual battery (Education Code section 48915(c)(4)).

(c) In instances where a student committed a violation enumerated in subsection (b) for which expulsion proceedings would have been instituted, but is no longer a student and therefore cannot be expelled, that violation must be reported in the total number of incidents and expulsions referenced in subsection (a).

5 CCR § 11993. Definitions.

(a) "Assault" means an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another (Penal Code section 240).

(b) "Battery" means any willful and unlawful use of force or violence upon the person of another (Penal Code section 242).

(c) "Controlled substance" means all controlled substances listed in chapter 2 of division 10 of the Health and Safety Code (commencing with section 11053).

(d) "Firearm" means handgun, rifle, shotgun or other type of firearm (section 921(a)(3) of title 18, United States Code).

(e) "Firearm violation" means unlawfully bringing or possessing a firearm, as defined in subsection (d), on school grounds or during a school-sponsored activity.

(f) "Explosive" means a destructive device (title 18, section 921(a)(4), United States Code).

(g) "Expulsion" means an expulsion ordered by the local educational agency's governing board regardless of whether it is suspended, modified, or stipulated.

(h) "Extortion" means acts described in Penal Code sections 71, 518, and 519.

(i) "Fiscal year" means the period of July 1 through June 30 (Education Code section 37200).

(j) "Hate violence" means any act punishable under Penal Code section 422.6.

(k) An "incident" of a firearm violation by non-student(s) for the purpose of section 11992 is an event on school grounds during school hours, or at a school-sponsored activity, involving a person or persons not enrolled in the school who unlawfully brings or possesses a handgun, rifle, shotgun, or other type of firearm. An event shall be counted as a single incident when it happens at the same time in the same location, regardless of the number of non-students involved. School site administrators or designees are responsible for documenting the incident and reporting the incident to the local educational agency (LEA) staff who are responsible for collecting expulsion data.

(l) "Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(m) "Non-student" means a person, regardless of age, not enrolled in the school or program reporting the violation.

(n) "On school grounds" means the immediate area surrounding the school including, but not limited to, the school building, the gymnasium, athletic fields, and the site parking lots.

(o) "Robbery" means acts described in Penal Code sections 211 and 212.

(p) A "school sponsored activity" means any event on the grounds of the school district supervised by district staff at which students are present, including transportation to and from school.

(q) "Serious physical injury" means serious impairment of physical condition, including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement (this is the same definition as described in "serious bodily injury" in Penal Code section 243(f)(4)).

(r) "Sexual assault" means acts defined in Penal Code sections 261, 266(c), 286, 288a, 288(a-c), and 289.

(s) "Sexual battery" means acts defined in Penal Code section 243.4.

(t) "Enrolled students", for the purpose of subsections 11992(a)(1) and 11992(a)(2), means students included in the most current California Basic Educational Data System (CBEDS) report for the school.

(u) "During school hours" means from thirty minutes before the initial school bell to thirty minutes after the closing school bell.

5 CCR § 11994. Data collection.

#### Non-Discrimination Statement

The Santa Rosa City Schools District prohibits, at any district school or school activity, discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, national origin, race or ethnicity, 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, medical information or association with a person or a group with one or more of these actual or perceived characteristics. This shall apply to interns, volunteers, and job applicants when applicable.

The District Equity Compliance Officer(s) may be contacted at: the District Equity/Discrimination officer(s) may be contacted at:

#### District Equity/Discrimination (All Students):

Stacy Desideri  
110 Stony Point ste. 105  
Santa Rosa, CA 95401  
(707) 890-3800 x 80413  
sdesideri@srcs.k12.ca.us

#### District Equity/Discrimination (All Employees):

Vicki Zands, Assistant Superintendent of Human Resources  
110 Stony Point ste. 150  
Santa Rosa, CA 95401  
(707) 890-3800 ext. 80605  
vzands@srcs.k12.ca.us

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

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

#### **BULLYING/CYBERBULLYING**

The Board of Education desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. The District may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.

Cyberbullying includes but is not limited to the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful text, sounds, or images on the Internet, social networking sites, or other digital 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, or actions that create a hostile environment and/or the transmission of obscene words or images. Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence.

The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in law and practice.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of its impact.

Students are encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the assistant principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance will be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee may file a complaint with the Internet site or service to have the material removed. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be posted in schools and offices.

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

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

## **Opioid Prevention and Life-Saving Response Procedures**

### **Purpose & Scope**

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

### **Prevention Strategies**

#### **Education & Awareness**

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

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

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

#### **Partnerships & Community Engagement**

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

Provide parent workshops on substance abuse prevention and intervention strategies.

Engage peer support groups for at-risk students.

## Life-Saving Response Procedures

### Emergency Protocols for Suspected Overdose

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

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

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

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

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

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

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

### Naloxone (Narcan) Availability & Training

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

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

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

### Post-Incident Follow-Up & Student Support

Provide counseling and substance use intervention for affected students.

Refer students to community treatment programs as needed.

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

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

### Staff Roles & Responsibilities

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

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

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

### Communication & Reporting

Maintain confidentiality while ensuring appropriate notifications.

Submit incident reports per school district and state requirements.

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

### Review & Continuous Improvement

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

Perform annual training for opioid overdose response.

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

## **Response Procedures for Dangerous, Violent, or Unlawful Activities**

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

### Key Obligations for School Sites:

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

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

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

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

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

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

## **Continuity of Operations**

### **Purpose & Scope**

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

### **Emergency Operations & Decision-Making**

#### **a. Incident Command Structure (ICS)**

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

Incident Commander – Principal or designated administrator.

Operations Chief – Oversees immediate response actions.

Logistics Chief – Manages supplies, facilities, and technology.

Planning Chief – Evaluates response effectiveness and continuity strategies.

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

#### **b. Decision-Making Authority**

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

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

### **Instructional Continuity**

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

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

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

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

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

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

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

### **Student & Staff Support Services**

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

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

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

### **Communication Plan**

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

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

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

### **Recovery & Reopening**

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

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

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

### **Plan Review & Training**

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

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

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



## **Safety Plan Review, Evaluation and Amendment Procedures**

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

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

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

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

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

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

The School Site Council adopted the recommended School Safety Plan.

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

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

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

**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

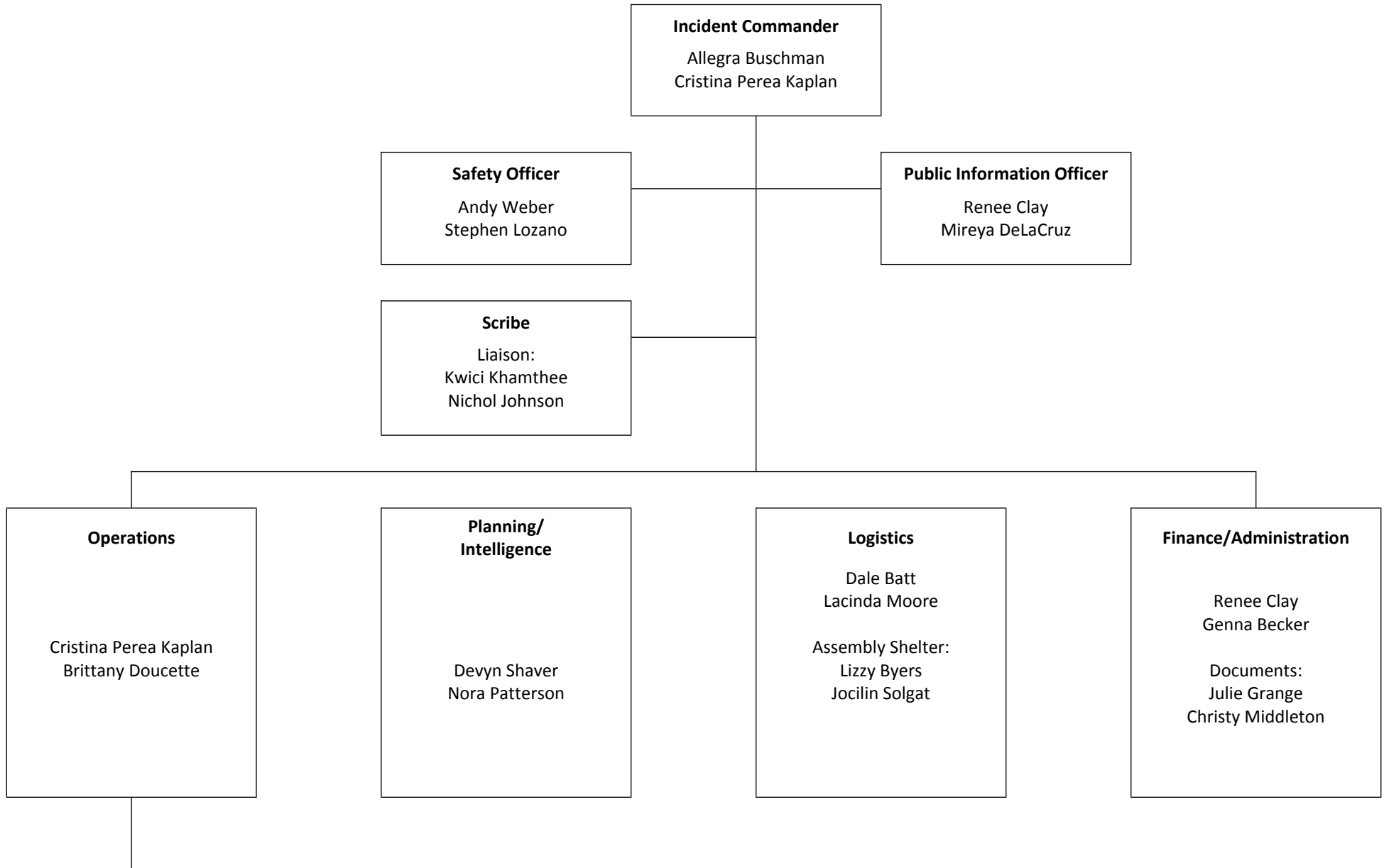
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-528-5151	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-528-5151	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-528-5222	Emergency or Dispatch
Law Enforcement/Fire/Paramedic	SR Police Department (Non-Dispatch)	707-528-5222	Non-Emergency Dispatch
Local Hospitals	Memorial / Kaiser / Sutter Hospitals	525-5207/393-4000/576-4040	Local Hospitals
School District	Office of the Superintendent	707-890-3800 x 80101	Dr. Daisy Morales
School District	SRCS District Communications Team Branch Director	707-890-3800 x 80301	Dr. Roderick Castro
Public Utilities	Pacific Gas & Electric Company	800-743-5000	Outages
Public Utilities	SR Utilities Dept. (Water)	707-543-4200	After Hours Emergency (707) 543-3805
Other	Animal Regulation, (Sonoma County)	707-565-7100	Animal Control

## Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (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 &amp; 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 &amp; 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

**Hilliard Comstock Middle School Incident Command System**



**First Aid & Search  
Teacher A**

Annahy Pena Moya  
Robin Clark

**Student Release &  
Accountability  
TeacherB**

Isidra Beltran  
Amy Patton

Search & Rescue:  
Kelan Bradley  
John Lundblad

Assembly Shelter:  
Lizzy Byers  
Simran Jorgensen

Maintenance Fire/Safety:  
David Munoz  
Any Weber

Documents:  
Julie Grange  
TBD--hiring

Supplies & Staffing:  
Donna Bianchi  
Eva Azmoudeh

Record Keeping:  
Ryan Malmberg  
Maria Franey



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

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

#### **Management**

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

#### **Planning & Intelligence**

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

#### **Operations**

All response actions are implemented 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.

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## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

Step One: Identify the Type of Emergency

Refer to the Essential 5 Emergency Response Guidelines

Step Two: Identify the level of Emergency

Initiate the Incident Command System relevant to the Emergency Response

Step Three: Determine the Immediate Response Action

Engage the Incident Command team appropriate to the situation

Step Four: Communicate the Appropriate Response Action

Inform all relevant stakeholders based on the Emergency Tree

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

### **Step Two: Identify the Level of Emergency**

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

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

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

### **Step Three: Determine the Immediate Response Action**

Plan Implementation

The Plan will be:

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

#### **Step Four: Communicate the Appropriate Response Action**

School Personnel Responsibilities:

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

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

Office Tech - In charge of student emergency cards.

The principal follows the communication guideline below:

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

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

### **Animal Disturbance**

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

#### Animal/Animal Disturbance

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

### **Armed Assault on Campus**

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

#### Profile of an Active Shooter

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

#### Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

#### Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

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

## Active Shooter Procedures

### Inside:

#### RUN...

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

#### HIDE...

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

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

### Information to provide to Law Enforcement or 911 Operator

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

#### FIGHT...

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

### Outside:

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

### How to respond when Law Enforcement Arrives

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

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

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

## **Biological or Chemical Release**

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

### **Biological or Chemical Release**

1. Stay indoors, do not attempt to evacuate the building until instructed to evacuate.
2. Shut all doors and windows, use duct tape (from Red Emergency bags) to seal off all seams on the doors and windows.
3. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.
4. The principal arranges for the evacuation of students and staff to a safe location if warranted.
5. The principal advises parents of the removal of students to an alternate location.
6. Students released to parents from alternate/safe locations.
7. All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release information (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

## **Bomb Threat/ Threat Of violence**

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

### **Bomb Threat**

If a threat by telephone comes directly to a school

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

- \*A written threat should be turned over to the police department.
- \*\*Individual receiving the call should complete the Bomb Threat Report

#### Unsafe School Conditions

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

#### Location:

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

#### Procedure for movement to shelter:

Walking or bus transportation depending on the emergency

### **Bus Disaster**

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

#### BUS DRIVERS/SCHOOL STAFF

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

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

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

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

### **Disorderly Conduct**

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

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

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

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

#### Inside School

##### STAFF ACTIONS:

Report disruptive circumstances to principal/sit administrator.

Avoid arguing with the participant(s).

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

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

Stay away from windows and exterior doors.

##### PRINCIPAL/DESIGNEE ACTIONS:

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

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

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

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

## Outside of School

### PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Move any students who are outside the school building inside. If unable to do so, have students lie down and cover their heads. Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

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

Assign staff members to assist as necessary.

### STAFF ACTIONS:

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

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

Care for the injured, if any.

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

## Earthquake

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

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

### Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER as described in Section 4.0.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Utilities Team to notify Civil Engineer Customer Service of damages.
9. If the area appears safe, the Search and Rescue Team or Santa Rosa Fire Department will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The School Administrator will contact the Local District Superintendent to determine additional actions that may be necessary. In turn, the actions will be communicated to the District's Office of Communications.
11. The School Administrator will contact the Civil Engineer Customer Service if necessary to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any affected areas will not be reopened until CE Customer Service provides clearance and the School Administrator gives authorization to do so.
13. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours:

1. The CE Customer Service and School Administrator will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and HazMat Team to participate in the assessment.
2. The School Administrator should confer with the Local District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

### **Explosion or Risk Of Explosion**

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

#### Explosion/Threat of Explosion

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

#### Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

#### Unsafe School Conditions

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

Location: Monroe Elementary School. Procedure for movement to shelter:  
Walk through Northwest Community Park.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

### **Fire in Surrounding Area**

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

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

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

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

#### Air Quality

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

### **Fire on School Grounds**

#### **FIRE ON SCHOOL GROUNDS**

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

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

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
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#### Air Quality

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

### **Flooding**

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

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

#### Incident Commander

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

#### General Staff:

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

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

#### **Heat (Excessive) and Air Quality**

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

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](https://cifstate.org/sports-medicine/heat_illness/index)

## **Loss or Failure Of Utilities**

Notify the District Superintendent

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

During the School Day

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

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

Before the Start of the School Day

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

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

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

## **Motor Vehicle Crash**

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

### **PRINCIPAL/DESIGNEE ACTIONS:**

Notify the police and fire department (CALL 911).

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

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

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

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

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

Notify the Superintendent/ District Emergency Preparedness Director.

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

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

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

Students released to parents from alternate/safe location.

### **STAFF ACTIONS:**

Notify Principal

Move students away from the immediate vicinity of the crash.

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

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

Take attendance at the evacuation assembly area

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

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

Care for the injured, if any.

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

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

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

## **Pandemic**

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

### **Psychological Trauma**

When a staff or student experiences Psychological Trauma, certain mental health symptoms may appear. Possible symptoms include the following: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting the head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

#### **PRINCIPAL/DESIGNEE ACTIONS:**

Keep the individual under continuous adult supervision.

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

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

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

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

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

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

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

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

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

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

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

#### **STAFF ACTIONS:**

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

Notify principal/designee

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

Protect the individual from injury.

### **Suspected Contamination of Food or Water**

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

#### **PRINCIPAL/DESIGNEE ACTIONS:**

CALL 911

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

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

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

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

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

**STAFF ACTIONS:**

Notify principal/designee

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

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

**PREVENTATIVE MEASURES:**

Keep poisonous materials in a locked and secure location.

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

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

**Tactical Responses to Criminal Incidents**

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

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

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

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

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

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

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

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

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

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

### **Unlawful Demonstration or Walkout**

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

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

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

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

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

Administration will respond to student protest per Board Policy 5131.4.

### **Wildland/Urban Interface Fire**

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

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

1. Follow the directions of emergency responders and the local public health department. If the entity is not in immediate danger from a wildfire, officials may recommend the campus shelter-in-place or take other actions (e.g., curtail outdoor activities). Schools, however, should be prepared to take other actions, such as evacuate. As always, educational staff members do not have to wait for instructions from local officials to respond—they should do whatever is needed to protect their students, staff members, and faculty.

2. Regularly monitor the following:

o The situation via community partners (e.g., local emergency management and public health department). Air quality may be provided on a state or local government’s website or [airnow.gov](http://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

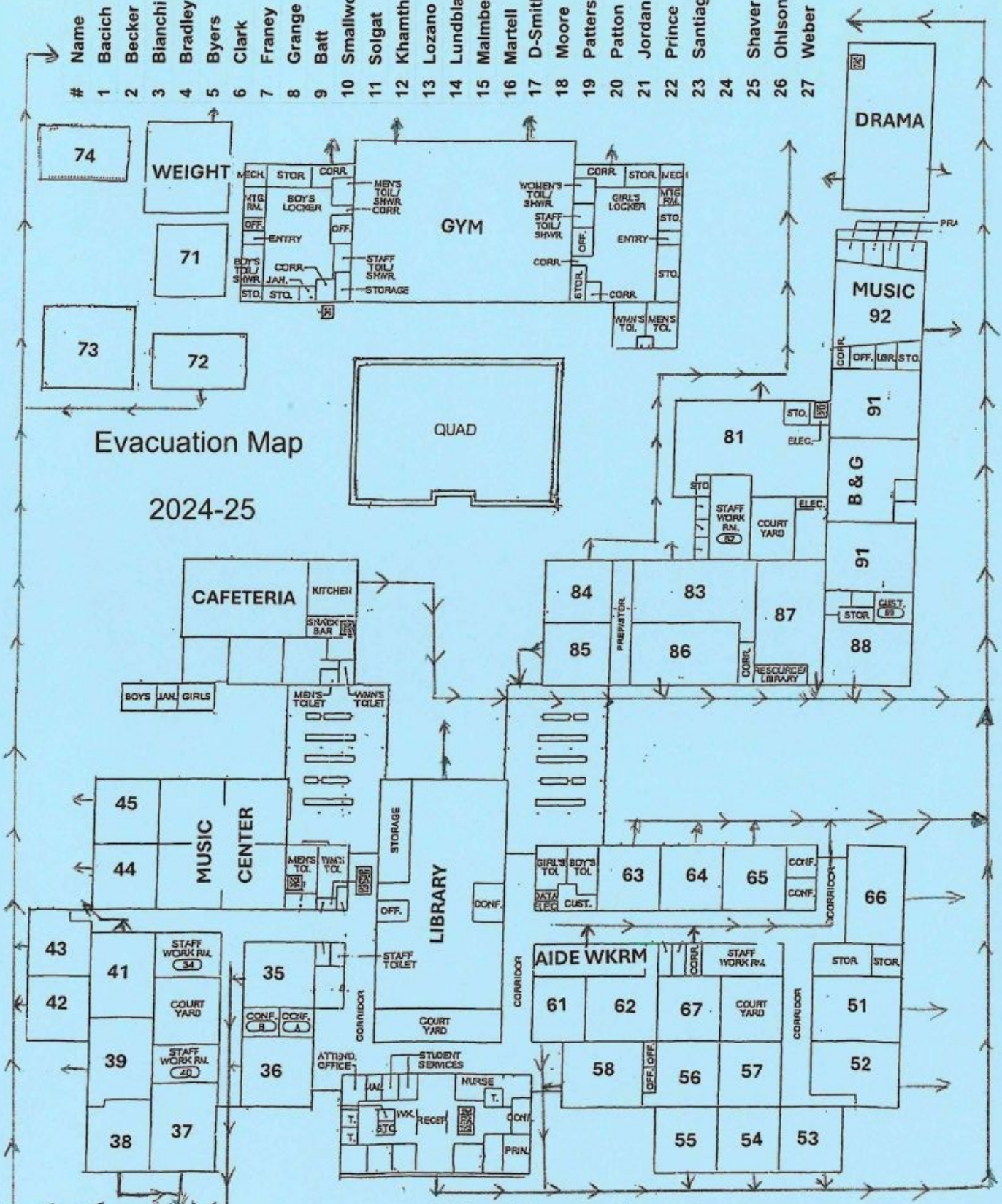
1. The Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.
2. The principal will communicate to staff and students via the PA System when activities will remain indoors.
3. The principal will communicate to parents that students are 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**

Name	#
Bacich	1
Becker	2
Bianchi	3
Bradley	4
Byers	5
Clark	6
Franey	7
Grange	8
Batt	9
Smallwood	10
Solgat	11
Khamthee	12
Lozano	13
Lundblad	14
Malmberg	15
Martell	16
D-Smith	17
Moore	18
Patterson	19
Patton	20
Jordan	21
Prince	22
Santiago	23
Shaver	24
Ohlson	25
Weber	26
	27

Evacuation Map  
2024-25



Hilliard Comstock  
Middle School



## Quick Reference Guide

# 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 of danger in the surrounding community.

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



## 4. LOCKDOWN/BARRICADE

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

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



## 5. EVACUATION

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



Last Update November 2023

