

Comprehensive School Safety Plan

2025-2026 School Year

School: Ridgway High (Continuation)
CDS Code: 49709204935607
District: Santa Rosa High
Address: 325 Ridgway Ave.
 Santa Rosa, CA 95401
Date of Adoption: April 1, 2025
Date of Update: March 28, 2025
Date of Review:
 - with Staff April 1, 2025
 - with Law Enforcement
 - with Fire Authority

Approved by:

Name	Title	Signature	Date
Lucero Garcia	School Site Council Chair		
Donna Candelaria	Principal		3/28/2025
Paul Lowenthal (signed on separate page)	SRFD - Division Chief Fire Marshal		
Matt Crosbie (signed on separate page)	SRPD - Sergeant		
Monica Montoya	ELAC President		3/28/2025

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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 325 Ridgway Ave, Santa Rosa, CA 95401 Principal's Office.

Safety Plan Vision

Mission Statement

Ridgway High School provides a safe, supportive environment for a diverse student population, focusing on credit recovery, personal accountability, and post-graduation transition skills.

Vision Statement

Students will be immersed in individualized educational opportunities and experiences necessary to acquire the knowledge and skills required for today's evolving global landscape.

THE EXPECTED SCHOOL-WIDE LEARNING RESULTS (adopted 2022-2023)

Santa Rosa City Schools District Office: 110 Stony Point Road, Ste.210 Santa Rosa CA 95401

REACH

1. Responsible citizens who:

- maintain good grades (Grade "C")
- show positive attitudes and behaviors including respect for diverse cultures and differing perspectives.
- work cooperatively with others as a team, thereby increasing classroom participation and learning.
- register to vote and register for the Selective Service at the age of 18, if eligible.
- demonstrate the ability to resolve conflicts using restorative practices.

2. Effective communicators who:

- listen actively
- express themselves in a clear, authentic way through speaking, writing, and the arts.

3. Academic Achievers who:

- Meet or exceed Common Core State Standards and meet SRCS and state graduation requirements or other exit certifications.
- read required and self-selected texts with comprehension and strive to be lifelong learners.
- are divergent thinkers who use higher-order thinking skills to make logical decisions and problem-solve.
- are technologically literate and able to evaluate all media sources.

4. College and career planners who:

- develop appropriate and realistic educational, vocational and personal goals based on interests, skills, and aptitudes.
- complete a resume, FAFSA application, and junior college application.

5. Healthy individuals who:

- contribute time and energy to improve the quality of life for themselves, their school, and their community.
- make healthy decisions, promoting mental and physical wellness.

Components of the Comprehensive School Safety Plan (EC 32281)

Ridgway High (Continuation) Safety Committee

Plan Review

The School Site Council must review the Safety Plan at least once a year and submit any updates to the district for approval.

Public Inspection of the Plan

The Safety Plan and all related materials, including any updates, must be available for public inspection.

School Site Council

English Language Acquisition Committee (Parents, Teachers, Administration)

Restorative Resources Program

COVID-19 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.

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

1. Assessment of School Safety
2. Child Abuse Reporting Procedures
3. Disaster and Emergency Response Plans
4. Policies to Address Student Safety
5. Rules and Procedures on School Discipline
6. Schoolwide Dress Code (if applicable)
7. Safe Ingress and Egress Procedures
8. Role of Law Enforcement and Mental Health Professionals
9. School Suspension and Expulsion Policies
10. Hate Crime Reporting Procedures
11. Plan Approval and Updates

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

https://docs.google.com/document/d/1xsJWcdZ6_Sl_kE4PKSFHzn_i4u1ntuxijZ5R3-9rLZI/edit?usp=sharing

Attachments:

Board Policy/Administrative Regulations (not necessarily in order)

BP 4119.11 (a)

AR 4119.11 (b)
 AR 4219.11
 4319.11
 5114.9.3
 5145.7
 BP 5141.4 (a) (Revised Child Abuse Prevention and reporting policy – formerly 5144)
 AR 5141.4 (a-g) (Revised Child Abuse Prevention and reporting policy – formerly 5144)
 6114 (a-g)
 6114.1
 6145.1 (a)
 Santa Rosa City Schools Information Handbook
 Ridgway High School Parent & Student Handbook MOU Complaint edition 9-15-2021
 California Education Code Sections 48900 - 48927
 Safety Drill schedule
 AB 537 – California Student Safety and Prevention Act
 Emergency Organizational Chart
 Child Welfare and Attendance Disciplinary Hearing and SARB Data

COMPLIANCE WITH THE SDFSC (Safe and Drug-Free Schools and Communities) PRINCIPLES FOR STUDENT CONDUCT

Actions:

1. Each student is given a student handbook in both English and Spanish, which covers the school’s code of conduct including tobacco, drugs, firearms, and weapons which is reviewed with their teachers and with the Principal during a presentation in TAPP classes.
2. Administrators make presentations to all students regarding the student code of conduct. This allows opportunities for students to ask pertinent questions and for teachers and administrators to clarify concerns.
3. All staff is given a revised handbook at the beginning of each school year that includes information regarding safe schools.

Attachments:

RHS Student Handbook
 SRCS Information Handbook

Assessment of School Safety

PART A: STATUS OF SCHOOL CRIME

Total Suspensions at Ridgway High School

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022.	2022-2023.	2023-2024
51	33	37	10	43	33	N/A	9		

Total Suspensions for EC 48900 A1 and A2 (Fighting and Assault)

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022.	2022-2023.	2023-2024
16	7	12	2	11	19	1	2		

Total number of Expulsions.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023.	2023-2024
0	1	4	N/A	N/A					

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

Students and staff will be required to participate in monthly drills, trainings, and be kept up on current safety strategies. Additional staff support will be hired for unstructured times.

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 - 3

Psychologists - 1

Family Engagement Facilitators - 1

EL Specialists - 1

SOLL Counselors - 0

Restorative Specialists - 1

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

Safe Firearm Storage Annual Notification

Parents and legal guardians in the Santa Rosa City School District have responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition. To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law. With very limited exceptions, California makes a person criminally liable for keeping any

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

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

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

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

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

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

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

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

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

SB10 - Melanie's Law

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

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

CHILD ABUSE

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, and include instruction in the skills and techniques needed to identify unsafe

situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

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

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

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Child Abuse Reporting:

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

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

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

Attachments:

SRCS Information Handbook

Board Policy 5141.4 (a)/AR 5141.1 (a-g)

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

Disaster Plan (See Appendix C-F)

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

OBJECTIVES

This plan has the following objectives in an emergency:

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

PUPIL PROTECTION POLICY

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

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

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

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

Emergency Evacuation Procedures

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

Assign staff responsibilities for assisting students with disabilities.

Ensure that accessible evacuation routes are clearly identified.

Individualized Emergency Plans

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

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

Training for Staff and First Responders

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

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

Behavioral and Sensory Considerations

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

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

Shelter-in-Place & Lockdown Plans

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

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

Compliance with Federal & State Laws

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

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

Attachments:

Board Policy/Administrative Regulation 6114
Board Policy/Administrative Regulation 6114.1
RHS Student Handbook
Emergency Organizational Chart
Safety Drill Schedule
SRCS Information Handbook

Adaptations for Students with Disabilities

Per Senate Bill 323, Students 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 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.

Behavior 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

Ridgway high School Administration will support public agency use of school buildings for emergency shelters, in collaboration with SRCS leadership directives.

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

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior. The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed support; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to

learn. Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies. At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension, expulsion, and mandatory expulsion guidelines.

Attachments:

RHS Student Handbook 2025-2026 - also on RHS website

SRCS Information Handbook 2024-2025- also on RHS website

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

In accordance with 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.

In order 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.

Attachments:

Student Handbook

Procedures to sign up for parent /student portal

Mass Email procedures

(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).

Ridgway High School Student Handbook
SRCS Information Handbook

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

EC 35183 states that, (1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment, (2) "Gang related apparel" is hazardous to the health and safety of the school environment and (3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children. Further, the Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction that would interfere with the educational process. When gangs constitute a danger to students, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity. At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. Because gang-related symbols are constantly changing, definitions of

Attachments
BP/AR 5132 & 5136
Ridgway High School Student Handbook 2025-2026
SRCS Information Handbook

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

Students at Ridgway High School arrive and leave the campus by one of four methods: bicycle/scooter/skateboard, walking, and parent/guardian vehicles. Parent drop-off occurs at the FRONT entrance. Bicycles are parked in the bike cage on campus, skateboards get dropped off in the office. Walking students enter from the front gates. No parking in the back lot for district office employees. Campus supervisors, student advisors, yard duty staff, and administrators supervise students as they ingress and egress. Parents are always welcome on campus as visitors and are required to check-in at the office and obtain a visitor's pass. Parents or other visitors who have not checked in to the office are directed to do so or are escorted to the campus supervisors' office. Throughout the year, site administrators and campus supervisors' meetings provide an opportunity to discuss campus safety and preventive measures to ensure the safety of all staff and students on this campus.

Attachments:
Emergency Operations Chart

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

Component:

Social Environment

Element:

People and Programs

Over the past five years, Ridgway High School has focused on fostering positive relationships with students to decrease overall discipline problems and help all students feel more connected to the school. Overall, the faculty and administration believe that these efforts have successfully provided appropriate consequences for discipline issues. At Ridgway High School, we believe that we are all 'Building Our Future Together.' Our primary goal in Component One is "Community Building." We will explore and implement ideas for building a greater sense of "One Community" of students and families. It is our goal to bring our diverse population together as one The Ridgway High School community. The administration will continue to develop more strategies for further engaging students, helping students feel they belong and creating an environment where students enjoy coming to school to learn. Additionally, the administration, faculty, and staff will create "Community Night" experiences to bring together students, parents, and families.. The faculty and staff will continue to explore ideas that will help the various programs highlight what they have learned. Again, the goal will be to bring all of our diverse populations together so that all families feel included in the AHMS Community, feel that their voices are heard and that their student's progress is celebrated.

COUNSELING

The basic aim of the counseling program is to help each student gain a positive and rewarding experience in high school. School counselors can assist with issues that impact a student's education, either individually or in a small group. School counseling is not intended to cope with intense, deep-seated problems of a psychological nature. Students are encouraged to see the counselor as necessary about problems or questions regarding college, poor grades, getting along with others (students, teachers, parents), or any other problems on which help or advice is needed. In all cases, the counselors will attempt to provide personal help or refer students to the appropriate agency, which may provide extensive assistance. A form is available in the attendance office to request an appointment with a counselor.

c. Advisors have time to work individually with students and parents.

d. The counselor will be proactive in setting-up additional outside support agencies.

e. In 2019-2020, a teacher created a "4 House System" to promote positive school culture and community this has continued throughout the 2022-2023 school year. Students and staff work together to create friendly competitions, and festive events (Fran's Feast with Turkey flag Football Bowl, Halloween contests, talent shows, valentine competitions, door decorating contests, poster contests, and promote our motto of " Connection before Content").

Element:

Sustain a safe, clean, and well-maintained school facility and campus as measured by a score of good or better on the Facility Inspection Tool and survey results -

Opportunity for Improvement:

Maintain a safe and secure school environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Ridgway High School is a safe, caring, and humanistic environment that provides a strong high school education. Attendance, attitude, and achievement form the basis of our vision of student success.</p>	<p>Establish school-wide policies that protect and assure the cleanliness and appearance of the campus.</p> <p>b. A security surveillance system will assist in keeping unwelcome visitors and homeless individuals off campus during and after school hours as well as monitor vandalism and other activities that occur after school hours.</p> <p>2022-2023- Gates were updated and push bars were added to the east gate.</p>	<p>Bond measures have passed to support maintenance of schools.</p>	<p>Site Level: (A) Head Custodian (B) Principal. District Level: (A) Maintenance Department/ (B) IT Department</p>	<p>Site is clean and well maintained. 15 Security cameras have been installed and staff have been trained.</p>
<p>1. Positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution.</p>	<p>a. Student activities designed by students and staff to promote social and communication skills.</p> <p>b. Clubs sponsored by teachers help build and support skills in communication, decision-making and self-esteem.</p> <p>c. Advisory system for communication among staff, parents and students.</p>	<p>Weekly optional staff collaboration time. Monthly PD for teachers.</p>	<p>Principal</p>	<p>Annual review of student needs to drive PD.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>2. Curriculum that emphasizes prevention and alternatives to violence is offered in the Life Skills course. This curriculum may include multicultural education, character/values education, media analysis skills, conflict resolution and service hearing.</p>	<p>a. Design curriculum to include multicultural education, character /values education. b. Life Skills class promotes socially responsible actions and attitudes. c. PBIS promotes tolerance among the student body. d. RHS will run three section of English with an emphasis on Ethnic Studies.</p>	<p>Students are offered Life Skills course as an elective.</p>	<p>Principal/Master Schedule</p>	<p>Annual review of student need for courses.</p>
<p>3. Parent involvement strategies, including strategies to help ensure parental support and reinforcement of the school's rules and increase the number of adults on campus.</p>	<p>a. Register all new students with a parent/guardian in attendance in an individual setting. b. Advise parents and students of rules during Back to School Night c. Inform parents/guardians through advisor contacts (telephone, Parent Square, in person). d. Enrollment meetings that require parent participation.</p>	<p>Advisors & counselors may meet with student and families. Parent are invited to SSC and ELAC meetings monthly.</p>	<p>Principal/ FEF</p>	<p>Annual review of resources to increase family engagement.</p>
<p>4. Prevention and intervention strategies related to the sale or use of drugs and alcohol. These prevention efforts shall reflect expectations for drug-free schools and support for recovering students.</p>	<p>a. Maintain MTSS intervention and counseling services. b.. Discuss and write additional policies to recommend to staff. c.. Continue staff supervision of campus and restrooms.</p>	<p>School based therapist and additional counselors are available to all students. Monthly drills with students & staff. Staff supervision.</p>	<p>Principal/ supervisor positions.</p>	<p>Review school needs regarding safety on campus and community resources.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>5. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community-wide strategies for violence prevention and instruction.</p>	<p>a. District and school officials in collaboration with the SRPD have developed a manual “Santa Rosa School-Police Procedure Handbook”. It describes actions to be taken by school officials and police officers in situations involving violations of the law. b. School Probation Officer provide direct support to school related activities.</p>	<p>Staff participates in annual PD trainings regarding safety and procedures.</p>	<p>principal/SRPD</p>	<p>Annual trainings</p>
<p>6. Assessment of the school’s physical environment, including a risk management, analysis and development of ground security measures. Ground security measures may include procedures for closing of the campuses to outsiders, securing the campus perimeter, and protecting buildings against vandalism. In addition, methods for effective enforcement shall be considered, including the presence of law enforcement on campus.</p>	<p>a. Closed Campus. Visitors must enter through front office to be issued a pass. b. Campus patrolled by student advisor, principal, and other staff. c. School is equipped with electronic security systems. d. Graffiti is removed immediately. Damage caused by vandalism is immediately repaired. e. Staff is available and supportive in any crisis situation. f. Police are informed and present if deemed necessary. g. Permanent video cameras mounted around the campus, January, 2004 and additional fencing installed in the spring, 2004. Additional cameras have been installed 2019.</p>	<p>Additional supervising staff have been hired to support school safety in addition to Administrator, 1 Student Advisor, 1 and Campus Supervisor (2 teachers with radios before school, at break, and at lunch).</p>	<p>Principal, Student Advisor,</p>	<p>Annual review to assess student and staff safety needs is conducted through surveys.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>7. District-wide and school-site crisis intervention strategies, which may include the following:</p>	<p>a. Identification of possible crisis that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement.</p> <p>b. Assignment of staff members responsible for each identified task and procedure.</p> <p>c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan.</p> <p>d. Coordination of communication to schools, governing Board members, parents/guardians, and the media.</p> <p>e. Development of district-wide method for the reporting of violent incidents.</p> <p>f. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling.</p> <p>a. Evacuation and fire drill plan is implemented and practiced as required by education code.</p> <p>b. Communication with district office and other schools is undertaken when necessary.</p> <p>c. Santa Rosa School-Police Procedure Handbook (pg. 32-33) describes a school crisis plan in the case of unexpected disasters.</p> <p>d. Class I student suspensions are computerized and listed on a student's comment screen.</p>	<p>Annual review and PD to staff is conducted.</p>	<p>District Staff/ Administrator/ Staff</p>	<p>Annual review and training provided.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
8. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the school's safety plan.	a. Training is provided by the district in violence prevention and intervention techniques. b. In-service training for staff, focused on discipline, school safety and climate, gender equity, harassment and cultural and diversity awareness.	SPSA funds at the site and district level address this need.	SRCS, SRPD, & SCOE have offered PD to all staff.	Annual review and training is provided for ALL staff.

Component:

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success

by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and

cultural consciousness

- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Element:

Create and maintain equitable educational opportunities and outcomes for all students by providing high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success.

Opportunity for Improvement:

Parent involvement is lacking at Ridgway High School. Students and parents would benefit from navigating College and Career opportunities with a mentor or coach as a resource.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide academic support for identified students, including first-generation, English learners, socio-economically disadvantaged	Provide parent education classes that focus on preparing high school students for college and career. Provide additional support to students and families with a mentor ship program that includes coaching and goal setting for life after high school with the Life Ready Course.	Sub release days for teacher collaboration. 1122 Teacher release time 5901 postage 4300 materials. supplies. training. light refreshments for parents	Principal	The following data will be used to monitor this activity and evaluate its effectiveness: (review list of students that have completed the SRJC application, review the list of students that have completed the FAFSA per the College and Career counselor data. Upload the flyer/invitation emailed and/or sent through Parent Square to parents for preparing high school students for college and career. Provide the spreadsheet of appointments completed in the mentoring programs provided by the College and Career Counselor).
Provide additional hands on experience for all students in the community	Student engagement for all students through hands on experiences, virtual and in-person (if possible) college field trips & clubs, student recognition and student activities for all students to promote positive school culture. Seniors will learn how to complete a college application and FAFSA. Graduation ceremony supplies will be provided for graduating students.	5800 other services 5832 Field trip transportation 4300 Materials/ supplies/ light refreshments for parents 4311 instructional materials 1122 teacher release time 436 food- in district	Principal	The following data will be used to monitor this activity: staff & student feedback via surveys, STEP data, college application completion data & graduation totals.
Provide additional hands on experience for all students in the community	Provide additional support in ELA , Math, and ALD classes to increase proficiency levels for all learners	5800 other services	Assistant Principal	California dashboard data for CAASPP and ELPAC scores.

Component:

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

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

Element:

Improve school climate and culture by providing opportunities for student voice, participation, and ownership of learning while challenging and supporting students in their personal and academic growth.

Opportunity for Improvement:

Increase attendance, continue to lower suspension rates, and continue to increase graduation rates.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Additional Mental Health Supports and or/ staff will be made available to our most at-risk students on campus this may include clubs/ groups/ or guest speakers or SEL curriculum..</p>	<p>Increase the number of days of additional in-house mental health services/ counselors (MTSS Counselor/ Social worker) and/or restorative specialist on campus to a combination of 5 days a week. Partnering with stakeholders for alcohol and other drug prevention strategies, teen support groups, and resources aimed to address the early stages of high-risk behavior and support healthy life decisions, ultimately preventing the need for more extensive services.</p>	<p>5800 other services</p>	<p>Principal</p>	<p>The following data will be used to monitor this activity for evaluation of effectiveness: Student data from MTSS counselor, suspension rates, and referrals to restorative specialist data.</p>
<p>Students would benefit from a more collaborative campus that promoted seating areas with their peers. Students will be celebrated with a quarterly incentive program.</p>	<p>Develop lasting partnerships with our community by monitoring and celebrating positive school attendance. Monitoring and celebrating quarterly academic success through student awards night with family style dinners. Promote positive school culture through Student Senate activities.</p>	<p>4300 Materials/supplies certificates, seals, photo, food 5800 other services= student incentives</p>	<p>Principal</p>	<p>The following data will be used to monitor this activity evaluation of the effectiveness will be through student STEP report, student & parent feedback.</p>
<p>ALL Students</p>	<p>Remove the barriers to accessing student education with stakeholder involvement (Transit, City Bus, and Paratransit) to reduce chronic absenteeism through providing daily transportation. Survey Ridgway families for transportation needs.</p>	<p>5800 other services</p>	<p>Principal</p>	<p>The following data will be used to monitor this activity evaluation and effectiveness: number of students request for bus passes to access their education.</p>

ALL Students	Provide professional development opportunities for staff: for example: Social Emotional curriculum, Trauma Informed Education, Restorative practices, RISE training and MTSS tier training.	5215 staff travel/ conferences 1122 teacher release time & benefits	Principal	The following data will be used to monitor this activity evaluation and effectiveness: Kaiser RISE report. feedback from teachers.
Quarterly Multicultural events that include, History, Food, Activities, and families to promote engagement and interests.	Increase parent engagement and inclusion by hosting at least 2 parent engagement evenings (parent education nights- RISE guest speakers, How to communicate with your teenager...) and increase the communication in the form of Parent Square, newsletters, social media, phone calls, emails, and the Ridgway High School website.	4300 materials/supplies and light refreshments for parents 4311 instructional materials 2913 classified extra duty pay & benefits 2213 classified overtime	Principal	The following data will be used to monitor this activity evaluation and effectiveness of the program will be evidence of sent parent outreach via Parent Square report, sign in sheets held at events.
Parent and community involvement is essential to student belongingness and achievement. (examples: Educational Meetings, after-school tutoring/mentoring)	Improve school climate with school activities that may include families, guest speakers, and community engagement events (for example Town Hall meetings with Council and Board members, Student Senate activities, 5 house system activities, Multicultural night, "Fran's Feast" (Thanksgiving for ALL students) ASB activities, Back to School Night, and Redwood Food Bank program.	5800 other services 4300 materials/supplies/light refreshments for parents	Principal	The following data will be used to monitor this activity evaluation and effectiveness: sign in sheets at events, student feedback, and data from the Student Senate.

<p>Field trips is one of the best tools that we can use to provide every student with real-world experiences.</p>	<p>Provide enrichment opportunities to support all students: Museums, College campuses, and many other kinds of field trips that are multi-media experiences. Learning is enriched and reinforced with superimposing sensory and intellectual inputs. Students will experience a more holistic, integrated picture of the information than, in the classroom, may have only been presented in a textual and abstract way. Supplemental workbooks will be purchases for the Academic Language Development class in order to engage School Plan for Student Achievement (SPSA) Page 18 of 46 Ridgway High (Continuation) students and support the mastery of challenging academic standards. Supplemental learning materials will support Ethnic Studies course work and the Social Science department.</p>	<p>5832 field trip transportation 5800 other services 4300 materials/supplies/light refreshments for parents</p>	<p>Principal</p>	<p>The following data will be used to monitor this activity evaluation and effectiveness will be provide by student participation and feedback via survey.</p>
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Ridgway High (Continuation) Student Conduct Code

Ridgway High School rules and Positive Behavior Expectations are in the student/parent handbook and are sent home to parents and students BEFORE the school year begins. Parents and students are required to turn in a signed document that they have both read and understand the school rules and the Grounds for Suspension and Expulsion. Teachers review the school’s behavior expectations in the first week of the school year. The principal/assistant principal meets with all students during their Advisory classes

early in the fall trimester, in order to review behavior expectations, including the dress code, along with grounds for suspension and expulsion. We believe it is important for students to know and understand the behavior expectations, so they can follow them. (See Appendix for Student & Parent Handbook)

1. Each student is given a student handbook offered in both English and Spanish, which covers the school’s conduct procedures including suspensions, and expulsions, which are reviewed with the Principal and Assistant Principal during advisory.

2. Administration makes discipline presentations to all students regarding student conduct policies and procedures. This allows opportunities for students to ask pertinent questions and for teachers and administrators to clarify concerns.

Attachments:

RHS Student Handbook-on RHS website

SRCS Information Handbook-on RHS website

Conduct Code Procedures

Conduct Code Procedures

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

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

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

In addition, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the the superintendent or the principal of the school in which the pupil is

enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which

the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

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

Complaints Subject to the UCP

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

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

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

...

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

11. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations. The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

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.

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 District Equity/Discrimination coordinator(s).

Attachments:

Disciplinary Hearing and SARB Data
Board Policy 5114.17 & 5145.7
SRCS Information Handbook
AB 537

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

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 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.

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

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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.

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Plan Review & Training

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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 following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist is organized into two parts:

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school-related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment,

2. The annual review and evaluation of the School's Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee. It is then presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations:

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human

Created disasters or power outages.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

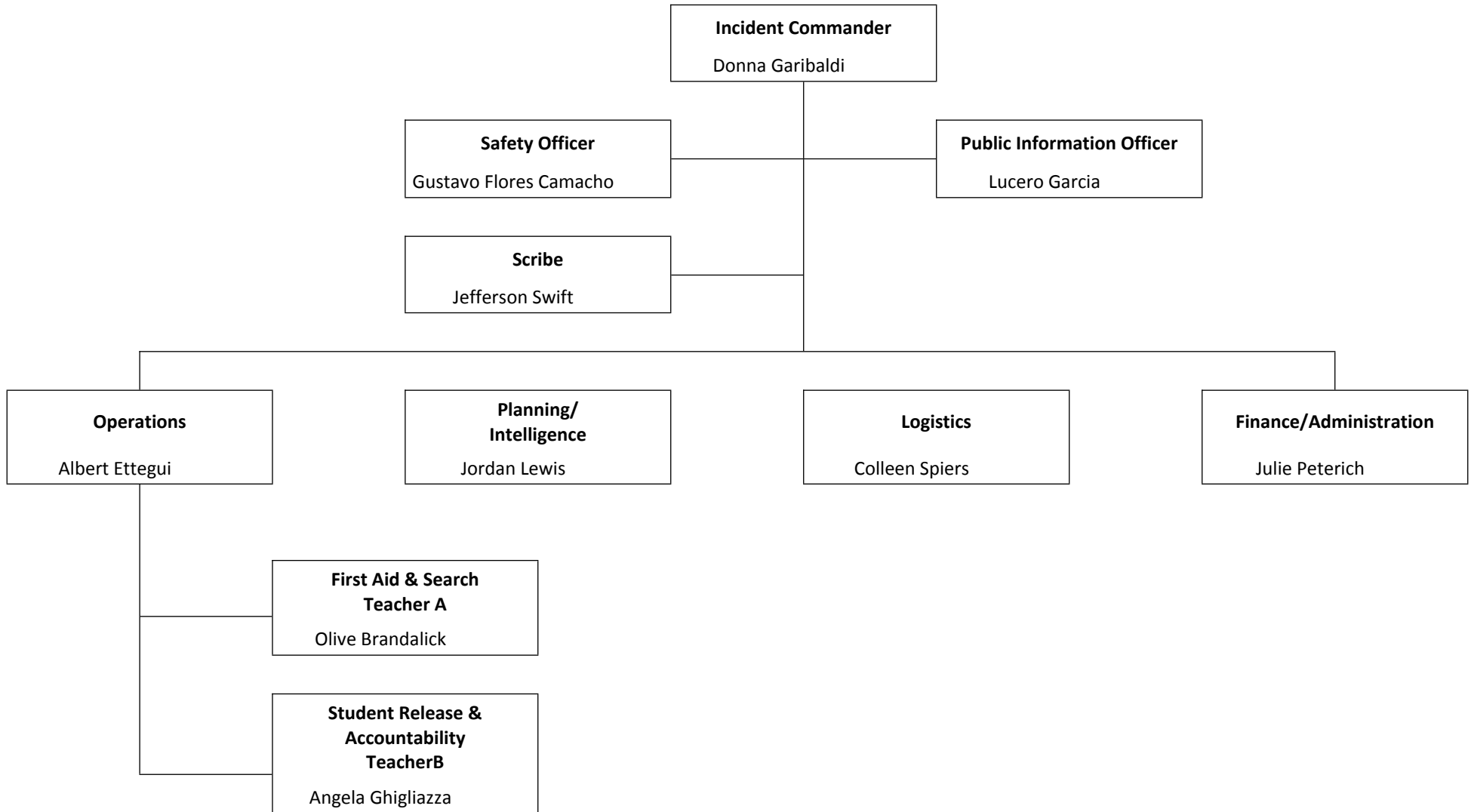
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic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

Safety Plan Review, Evaluation and Amendment Procedures

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

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

Ridgway High (Continuation) Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

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.

1. Open EOC.
2. Establish communication with all Sections Chiefs and PIO.
3. Coordinate all functions during emergency.
4. Responsible for overall policy decisions and coordination of all activities.
5. Communicate directly with city, county, office, or OES.

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step One: Identify the Type of Emergency

Refer to the Essential 5 Emergency Response Guidelines

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

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

Step Two: Identify the Level of Emergency

Step Two: Identify the level of Emergency

Initiate the Incident Command System relevant to the Emergency Response

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

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

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

Step Three: Determine the Immediate Response Action

Step Three: Determine the Immediate Response Action

Engage the Incident Command team appropriate to the situation. Response is determined by Safety Plan. Initial response by staff and students will almost always include one or more of the following Emergency Actions: Lock down; Secure Campus; Shelter in Place; Take Cover; Duck, Cover, and Hold on; Evacuation; Off Site Evacuation; Early Release; Active Threat; Structured Reunification; All Clear.

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

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. The Incident Commander will provide direction either in person or by other means as necessary, including public address system, email, phone, text, and/or use of an "all-call" system. Teachers to follow guidelines outlined in the Safety Plan and Incident Command System.

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 (Tim Zalunardo) at extension 80335
 - a. Written text with "911" or "I am calling an emergency"
 - b. Immediately call after
3. If no response, call the district emergency extension 80799
 - Three individuals will be called Patty, Renee, & Adina
4. If no response, call Superintendent's cell (707) 848-9617

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.

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 into 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 are 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 Ridgway High 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.

Note: the (60) prefix on the codes denotes the first two digits of the site's extension number (e.g. if my number is 56234 then 56 is my prefix for codes)

1 - Announce a drill will be conducted.

From any phone dial 60800 (+PIN if enabled) and do a PA announcement

2 - Launch the Earthquake Emergency announcement

From any phone dial 60919 (+PIN if enabled)

As of now, the Earthquake Emergency message is comprised of tones only. The clock/speakers with displays will display the following scrolling text: --!!!---DROP, COVER, HOLD ON---!!!---

NOTE: we are working on adding voice (English and Spanish) and Spanish text.

<https://www.shakeout.org/dropcoverholdon/>

Perform the Earthquake drill duties as prescribed by the emergency preparedness plan.

When the drill is complete:

3 - Send the ALL CLEAR message (note: this cancels all other emergency announcements)

From any phone dial 60900 (+PIN if enabled) and do a PA announcement

4 - Make post drill announcements as needed

From any phone dial 60800 (+PIN if enabled) and do a PA announcement

IMPORTANT: site administrations can always talk over any emergency announcements. Just follow the procedure for the PA: from any phone dial xx800 (+PIN if enabled) and do a PA announcement.

-----END EARTHQUAKE DRILL PROTOCOL-----

Mitigation

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

Preparedness

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

Response

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

Recovery and Reconstruction

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

Attach or reference:

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

Explosion or Risk Of Explosion

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

Explosion/Threat of Explosion

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

Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions

- * If Ridgway High School School becomes unsafe, move students to a closest suitable alternate shelter.

Location: Ridgway Swim Center, 455 Ridgway Ave, Santa Rosa, CA 95401

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

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

Fire in Surrounding Area

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

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

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

6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

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

Air Quality

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

Fire on School Grounds

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

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

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

Flooding

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

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

Incident Commander

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

General Staff:

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

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

Heat (Excessive) and Air Quality

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

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

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

Other heat advisory related resources that may be helpful:

Santa Rosa City Schools Heat & Air Quality Advisory:

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

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

California Department of Education (CDE) Excessive Heat web page:

<https://www.cde.ca.gov/ls/ep/extremeheat.asp>

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

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

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

Loss or Failure Of Utilities

Notify the District Superintendent

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

During the School Day

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

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

Before the Start of the School Day

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

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

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

Motor Vehicle Crash

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

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

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

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

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

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

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

Notify the Superintendent/ District Emergency Preparedness Director.

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

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

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

Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

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

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

Take attendance at the evacuation assembly area

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

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

Care for the injured, if any.

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

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

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

Pandemic

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

Psychological Trauma

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

PRINCIPAL/DESIGNEE ACTIONS:

Keep the individual under continuous adult supervision.

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

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

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

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

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

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

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

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

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

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

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

STAFF ACTIONS:

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

Notify principal/designee

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

Protect the individual from injury.

Suspected Contamination of Food or Water

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

PRINCIPAL/DESIGNEE ACTIONS:

CALL 911

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

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

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

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

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

STAFF ACTIONS:

Notify principal/designee

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

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

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

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

Tactical Responses to Criminal Incidents

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

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

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

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

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

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

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

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

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

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

Unlawful Demonstration or Walkout

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

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

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

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

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

Administration will respond to student protest per Board Policy 5131.4.

Wildland/Urban Interface Fire

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

Wildfires or Wildland/Urban Interface Fires have occurred almost on a yearly basis around Sonoma County and or nearby local counties and schools may have a lot of warnings 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 evacuation. As always, educational staff members do not have to wait for instructions from local officials to respond—they should do whatever is needed to protect their students, staff members, and faculty.

2. Regularly monitor the following:

o The situation via community partners (e.g., local emergency management and public health department). Air quality may be provided on a state or local government’s website or airnow.gov, including its link to current fire conditions. Current fire locations and their perimeters are provided on this U.S. Geological Survey tool. Some areas of the country are also able to sign up for air quality alerts.

o The health of students, staff members, and faculty, especially those who have respiratory problems. Consider using portable air cleaners in designated rooms. The 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 on a REMS TA Center Web page Psychological First Aid for Schools (PFA-S), Helpful Hints publication Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect—Model & Teach, and Webinar Implementing Psychological First Aid (PFA) in School and Postsecondary Settings.

5. Plan for managing donations and volunteers. If the school or IHE is directly affected by a wildfire, and especially if the incident garners a lot of media attention, the entity will need to manage volunteers who want to help the school/IHE and/or provide donations. Systems and processes should be identified and created before an incident. More information is provided in this REMS TA Center Webinar and fact sheet.

6. Keep families informed about the situation (including resources and psychological support available to them) and campus openings, closings, and delayed opening times.

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

Air Quality

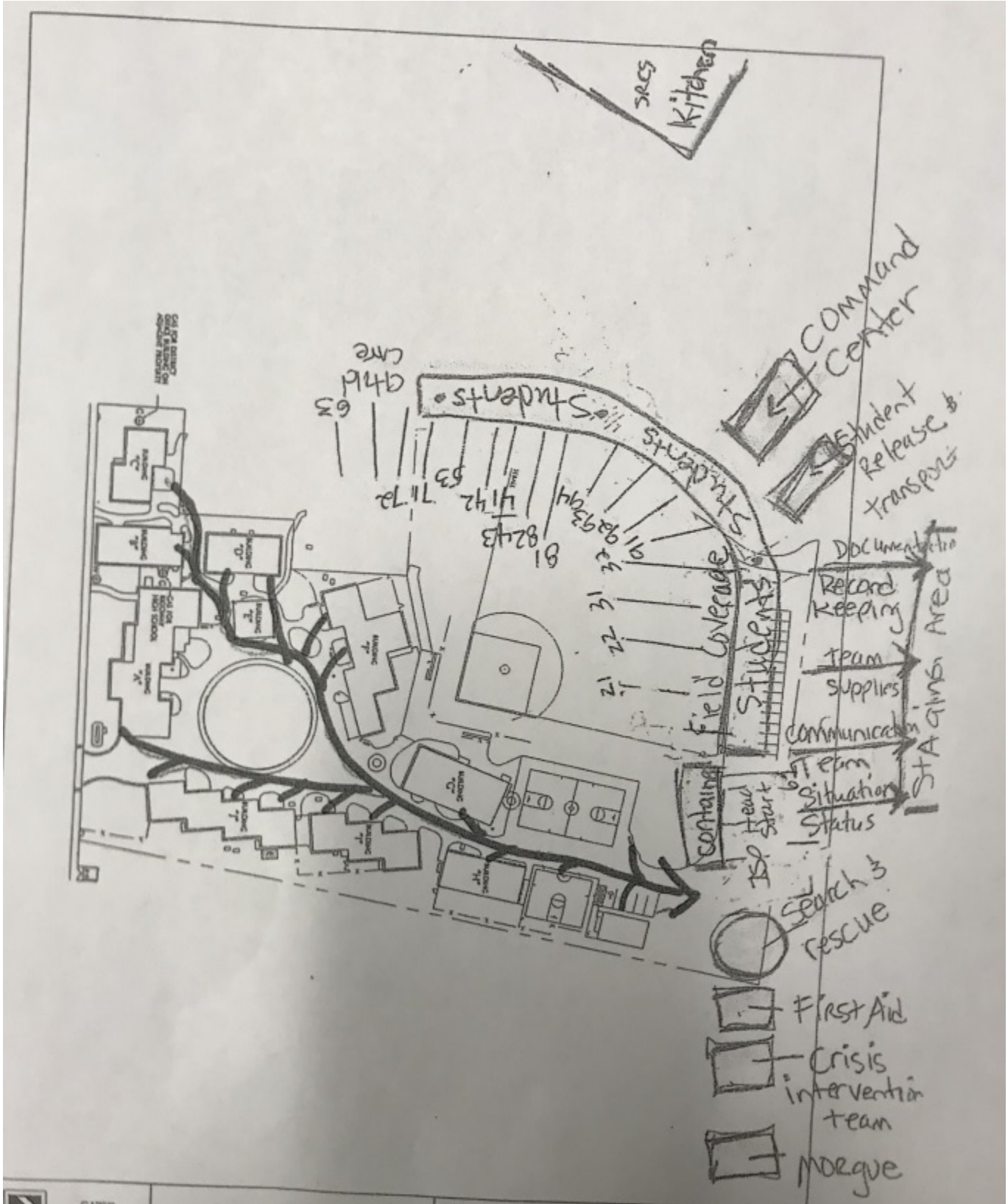
1. The Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.

2. The principal will communicate to staff and students via the PA System when activities will remain indoors.

3. The principal will communicate to parents that students are safe and due to the air quality activities will resume and remain indoors.

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

Emergency Evacuation Map



Provided by: RESIG

Quick Response Guide

Drop, Cover, Hold On



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

Evacuation



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

Run Hide Fight



- | | | |
|--|---|---|
| <p>RUN</p> <ul style="list-style-type: none"> • Locate threat and run away from it • Know escape routes • Leave belongings • Keep hands visible for law enforcement | <p>HIDE</p> <ul style="list-style-type: none"> • Lock and barricade doors • Cover windows, close blinds and curtains • Stay low to the ground, spread out, if possible • Be quiet, silence cell phones | <p>FIGHT</p> <ul style="list-style-type: none"> • Be prepared to fight • Improvise a weapon • Create distractions: yell, make trip hazards, throw items, turn off lights, blast fire extinguisher |
|--|---|---|

Lockdown



- Shut and lock doors and all windows
- Pull draperies or close blinds and blacken any doorway windows
- DO NOT open the door for anyone or peek out the windows
- Move students and staff out of the line of sight, often away from windows, staying low and quiet. Take roll, record names of missing students
- Turn off lights. Silence cell phones
- Wait for a communication of "all clear" or you are escorted out by Fire/Law

Shelter-in-place



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

Emergency Numbers

District Office: _____
 Fire Department: _____
 Law Enforcement: _____
 Ambulance: _____
 Poison Control: 1-800-222-1222

Trigger Incident

- | | |
|--------------------------|--------------------------------|
| Civil Unrest | Earthquake/Landslide |
| Active Shooter/Terrorism | Fire |
| Gas Leak | Hazardous Materials |
| Bomb Threat/Explosion | Flood/Dam Failure/Severe Storm |

Response Teams

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

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