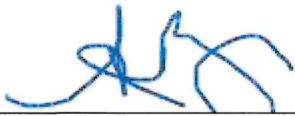





Comprehensive School Safety Plan

**2025-2026
School Year**

School: Piner High School (IC tree updates as needed)-shared w/staff on Google Drive
CDS Code: 49709204935292
District: Santa Rosa High
Address: 1700 Fulton Rd.
 Santa Rosa, CA 95403
Date of Adoption: March 27, 2025
Date of Update: March 25, 2025
Date of Review:
 - with Staff March 26, 2025
 - with Law Enforcement
 - with Fire Authority

Approved by:

Name	Title	Signature	Date
Andrea Correia	Principal		March 27, 2025
Marc Anderson	SSC Chair		March 27, 2025
Paul Lowenthal (signed on separate page)	SRFD - Division Chief Fire Marshal		
Matt Crosbie (signed on separate page)	SRPD - Sergeant		
Laura Martinez	ELAC President		March 25, 2025
Norma Vasquez	Site Safety Committee co-chair		March 25, 2025


Name	Title	Signature	Date
Guadalupe Perez-Cook	Site Safety Committee co-chair		March 25, 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 Santa Rosa City Schools District Office 110 Stony Point, Ste. 210 Santa Rosa, CA 95401.

Safety Plan Vision

Vision:

Piner High School will be a dynamic educational community filled with compassionate individuals prepared to engage in the 21st Century. We will promote inquiry, collaboration, creativity, perseverance, and rigor in order to foster civic engagement and personal success.

School-wide Learner Outcomes (SLOs):

- **Students will demonstrate rigor by pushing their own abilities, by engaging fully in the process of learning, and by actively constructing knowledge while meeting learning requirements.**

- Students will tolerate differences in group members and use clear and effective communication when working together, all while synthesizing and exchanging various ideas and knowledge to reach a common, measurable, final goal and outcome.
- Students will produce an inventive solution to a **problem, question, and/or assignment** and bring it to polished fruition by application of diligence and technique.
- Students will question, gather, analyze, synthesize, and manipulate information from a variety of sources in response to a question, the original problem, and/or a genuine desire to develop a fuller understanding of the subject matter.
- Students will continue to actively pursue solutions despite obstacles and unexpected difficulties, demonstrating determination and purposefulness in addressing academic and personal challenges.

Components of the Comprehensive School Safety Plan (EC 32281)

Piner High School (IC tree updates as needed)-shared w/staff on Google Drive Safety Committee

The PHS Safety Planning Committee will strive to be comprised of a diverse group of volunteer stakeholders in the school community, including: certificated employees (teachers, counselors), classified employees (office staff, student safety advisors, student advisor, campus supervisor), students, and administrators.

Creating a Comprehensive District Risk Assessment Team Plan -

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

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

SRCS District Risk Assessment Protocol or

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

Assessment of School Safety

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

The PHS Safety Planning Committee feels that we have developed sufficient plans and routines for responding to a variety of emergencies. The Committee meets 5-6 times a year and reviews data to assess that the Piner campus is a safe place for our learning community, although there are several ideas for ways to improve school safety beyond our current status, for example: painting large room numbers and building letter signs on the outsides of campus buildings, focusing efforts next year on developing more nuanced plans for staff response during a full-scale evacuation at the beginning of the school year, and first-aid training for staff ('Stop the Bleed'). The site/district handbook addresses the following policies to address student safety, rules and procedures on school discipline, schoolwide dress code, safe Ingress and Egress procedures, Counseling support to address mental health, and school suspension and expulsion policies. During the first week of the school year, a presentation is made to students and staff on these essential components.

Education Code 48900 and 48915 violations of school rules are made available through reports from the District's student information system. This data is collected and compiled after each semester for review by administration. Piner High School uses this information and measures listed below to continually assess and review the status of school crime.

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

Results of the Panorama and Youth Truth Surveys (separate surveys are taken by students, staff, and community members) are reviewed and provide data that guides the development of the safety plan and site policies.

Piner provides appropriate administrative, counseling, and support services for students, and the curriculum provides students with opportunities to learn effective communication skills.

District and school-level administrators meet with the SRPD to discuss common issues. The Gang Task Force and Probation Department are also frequent collaborators through the annual Violence Prevention Program Seminar and related meetings.

Piner is equipped with an electronic security system that is activated after 11 pm on weekdays and remains

active all day on weekends.

Piner has a video surveillance system that monitors and records the school grounds with over 100 cameras. The footage from these cameras is used to review any incidents of vandalism or student school violations and is part of the collection of information available to school administrators to prevent and increase safety on campus.

Several staff members and administrators have had training in Restorative Practices. We work as a team to try to address the root causes of troubling behavior among students. These strategies are used to reconnect students to the community and help reduce tension on campus (especially after, in response to, an altercation). These services have been approved by the Board of Education as an alternative to the expulsion pathway.

SRCS provides Piner High School with personnel who are here to support Piner students and their social, emotional, and physical needs. These resources include a Family Engagement Facilitator, Restorative Resource Specialists, School Psychologists, Student Safety Advisors, Campus Supervisor, and a variety of Counselors (including Counseling Interns).

Piner uses the 'StopIt' App campus-wide to facilitate confidential reporting of concerns to administrators. This tool tends to be used primarily for reporting cyberbullying, but it can also be used to report any other concern and is not exclusive to student use.

Safety Emergency Practice drills are scheduled throughout the school year and staff provides feedback via a Google form for continuous improvement of safety drills.

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

SRCS Board Policies 5144.1-5144.2 provide due process and a set of actions designed to prevent and deal with behavior problems of students. These Board Policies are described in more detail in section C.

District and school officials, in collaboration with the SRPD, update their mutually developed 'Santa Rosa School-Police Procedure Handbook' annually. It describes actions to be taken by school officials and police officers in situations involving violations of the law. Board Policy 5144 provides direction regarding police intervention. The 'Santa Rosa School-Police Procedure Handbook spells out the role of police officers in handling crimes on campuses.

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

All District Policies, Regulations, and Procedures may be accessed online at the district website (www.srcschools.org), and copies are kept in binders in the main office. Each year staff receives updates of the board policies.

Piner has security cameras, alarm panels, and exterior and interior locks/keys. These improvements support our ability to maintain a high level of safety on campus.

SRCS and RESIG launched the use of the StopIt App across the district in February 2018. This application provides students/staff/community members with the ability to create an anonymous report regarding any inappropriate activity and/or bullying that may be occurring. Protocols and response strategies were devised by SRCS and site-level personnel. All schools, including Piner High School, provide our students/staff/community members with information on how to access this application and report activity that needs to be addressed and/or investigated.

Per Board Policy 5140, the principal of Piner High School establishes rules to ensure the welfare, safety, and security of all students. These rules are outlined to students, staff, and parents/guardians in the following ways: District and School Policies and rules are outlined in the student handbook (given to all students, free of charge); Teachers are presented with topics of immediate concern and are requested to discuss in the classroom; Daily school bulletins are read throughout campus by ASB during period 4 (often include clarifications to existing school rules and reminders); the new Piner High School website (www.piner.srscschools.org) has a link to the student handbook and several other helpful resources, and a Parent rights notification letter is given to all parents/guardians at the beginning of the year and to new enrolling families throughout the year.

The school implements Board Policy/Administrative Regulations 5131.6 regarding **Drug and Alcohol Abuse**. Piner High School is within a Drug-Free Zone established by the City of Santa Rosa and is posted as such.

SRCS has adopted a partnership with the Restorative Resources organization. These services have been approved by the Board of Education as an alternative route to suspension/expulsion.

Piner is involved with the Multi-Tiered Support System (MTSS) and the Aeries behavior data systems. In 2015-16, Piner developed a team that analyzed behavior data and developed ways to promote a positive culture on campus. Piner has an established 'Tier 2' team to work with students who require additional support. Piner continues to focus on a promoting positive campus culture.

Piner is a closed campus, as provided in Board Policy 5112.5.

Parents/guardians are held responsible for damage caused by student vandalism per Board Policy 5131.6.

Per Administrative Regulation and Board Policy 1250, visitors to Piner are required to sign in at the Main Office and receive a name tag. These regulations also provide direction in dealing with unwelcome visitors or trespassers who cause disturbances or loiter. Visitors who do not follow these regulations are subject to school consequences (if they are students from another campus) or police citations (if they are non-students).

Promoting School Safety

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

Support Staff at the Schools:

Counselors -

Psychologists -

Family Engagement Facilitator

EL Specialists -

Restorative Specialists

Support Staff at the District Level:

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

Suicide Prevention Therapist - available when the need is present

Director of Mental Health - to train & facilitate/manage the district's resources

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

District Behavior Threat Assessment Team (meets as needed to review students needing extra supports) -

More detailed below

Safety Advisory Round Table (SART) meets monthly

Safe Routes to Schools (SRTS) meets monthly

The Santa Rosa Partnership Policy & Operations meet monthly

Santa Rosa Public Safety Working Meeting meets quarterly

District Behavior Threat Assessment Team

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

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

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

Suicide Prevention with Risk Assessment Team and Staff

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

SRCS District Risk Assessment Protocol or

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

Annual Safety Notifications

Firearm storage SB 906

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

SB10 - Melanie's Law

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

Safe Firearm Storage Annual Notification

Parents and legal guardians in the Santa Rosa City School District 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.

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

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

The Santa Rosa Police Department and the Santa Rosa City Schools annually publish the "Santa Rosa School-Police Handbook."

The District also provides each administrator with a Child Abuse Booklet published by the Crime Prevention Center.

Child abuse forms are located in the main office readily available for confidential use.

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

Disaster Plan (See Appendix C-F)

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

OBJECTIVES

This plan has the following objectives in an emergency:

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

PUPIL PROTECTION POLICY

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

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

Adaptations for Students with Disabilities

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

Emergency Evacuation Procedures

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

Assign staff responsibilities for assisting students with disabilities.

Ensure that accessible evacuation routes are clearly identified.

Individualized Emergency Plans

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

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

Training for Staff and First Responders

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

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

Behavioral and Sensory Considerations

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

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

Shelter-in-Place & Lockdown Plans

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

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

Compliance with Federal & State Laws

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

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

Public Agency Use of School Buildings for Emergency Shelters

Piner 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 (ARC), 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

Students who violate a section of the Education Code are subject to suspension. Consequences for infractions of school rules are delineated in a Discipline Grid developed by District administrators so that discipline has consistency district-wide and suspensions/expulsions are administered equitably.

Students who are expelled are enrolled in Community Schools, a program operated by the Sonoma County Office of Education. Students who are expelled but have the expulsion suspended are enrolled in a regular or alternative program within Santa Rosa City Schools.

The following procedures are used for violations of Education Code 48900:

Suspension:

- Parents or guardians of students suspended from school are sent a suspension letter that lists the appropriate educational code for the offense.
- Parents or guardians are also notified via the telephone or in person.
- Students will be informed to reach out to their teachers directly about any missed school work, in addition, to the communication about homework from the administration.
- Students who are suspended for 3-5 days may require an Administrative re-entry meeting upon their return to campus.
- Students who are suspended will be referred to a Restorative meeting or outside services as needed (ie.-VPP/KKIS).

Expulsion:

- Students who are recommended for Expulsion are suspended for five school days and are requested for extended suspensions are generally removed from campus for the duration of the expulsion process.
- Parents or guardians of students suspended from school are sent a suspension letter that lists the appropriate educational code for the offense.
- Parents or guardians are also notified via the telephone or in person.
- All students who return from an expulsion either within or from outside the Santa Rosa School District (SRCS) must have an Administrative Review prior to entry at Piner.
- As adopted by the Board of Education, Site Administration may use referrals to Restorative Resources as an alternative to expulsion.

(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.

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

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

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

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

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

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

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

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

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

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

Board Policy and Administrative Regulation 5136 specifically addresses "**gang-related**" apparel. A gang is defined as two or more people who form an allegiance for a common purpose and engage, **individually or collectively**, in acts that may be threatening or criminal, and which may include such behaviors as intimidation, threats, and violence.

School administrators receive updated information throughout the year at monthly meetings with SRPD. Adjustments are made to these policies. When "gang" related incidents are identified, dress codes can be modified to ensure a safe and orderly environment for Piner students and staff.

Clothing that, in the opinion of the Santa Rosa Police Department and/or school administration, represents gang-related items or gang paraphernalia is strictly forbidden.

Adjustments made throughout the year are provided to students, staff, and parents through newsletters, student announcements, and on the Piner High School Website.

Piner High School adopted a dress code in the 2019-20 school year. This dress code was designed to address Board Policy 5132. Updated information was relayed from the Santa Rosa Police Department and modifications to the policy were based on the most recent data available. The new dress code was approved by the PHS Site Council.

Piner High School has adopted a dress code that is aimed at creating a positive learning environment by reducing inequities and unnecessary disciplinary incidents. The key features of this dress code focus on the following elements: all students are encouraged to dress in a manner that is comfortable and conducive to learning, students should be able to wear clothing without fear of actual unnecessary discipline or body shaming, the student dress code should serve to support all students to develop a body-positive self-image. See Student - Family Handbook for full details.

Under the dress code policies, students must still wear: **Bottoms, Tops, Shoes, and Clothing that covers genitals, buttocks, and areolae/nipples with opaque material.**

Students CAN NOT wear clothing with; **Violent language or images; Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same; Hate speech, profanity, pornography; Images and/or language that create a hostile or intimidating environment based on any protected class; Visible underwear or bathing suits of similar design.**

Each year there are “fads” that show up on our campuses. We are neither listing these nor making a regulation to cover all possible problems that may arise. When a fad starts on the Piner campus it will be reviewed by school staff and administration. It is impractical to list every possibility of dress that is not conducive to learning. The final determination of what is not conducive to learning shall be made by the principal or his/her designee. Parents and students who disagree may appeal to the principal.

Students who engage in gang-related activities and/or wear gang-related apparel significantly impact the educational environment by creating an atmosphere of intimidation and fear which threatens the safety of students and staff.

Dress Code Violation Consequences:

1st Offense: Warning with Guardian Contact

2nd Offense: Guardian meeting and potential for detention

3rd Offense: Other disciplinary action may include additional detention time, suspension, restorative assignment, community service, or placement on the Loss of Privilege List.

****School administration may change any or all procedures and policies regarding gang activity and/or affiliation due to observed changes in behavior, apparel, etc., and/or information obtained by community agencies and resources.

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

Piner High School is a closed campus. Students are permitted to leave with parents' permission by checking out through the health office or attendance office.

The school parking lots and entry points are monitored by staff before school, after school, and throughout the day. Neighbors are encouraged to report any suspicious activity around the campus's perimeter.

The Police Department Dispatch (707-528-5222) responds promptly to calls from the school site when support is needed.

Signs directing visitors to the Main Office are posted at every entrance.

Visitors to the campus are required to sign in at the Main Office and receive a name tag before proceeding to offices or the classroom areas.

Students are informed that they may be suspended for illegal activity, which occurs on the way to and home from school and at school-sponsored activities as well as on campus.

Students who are caught leaving and returning to campus (crossing the yellow line) during school hours are subject to a search.

Evacuation routes and procedures are posted in each classroom.

Fire lanes, loading zones, speed bumps, handicap spaces, and parking lots are all clearly marked to allow for safer movement.

Upgrades and improvements to the parking lot have been included in the school’s Facilities Master Plan, which will be addressed through the SRCS Bond funds.

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

Component:
Campus climate

Element:
Climate

Opportunity for Improvement:
Building connection and relationship with campus staff

Objectives	Action Steps	Resources	Lead Person	Evaluation
To reduce the number of absences.	Referrals to counselors and the Tier 2 team for student support	SRCS Wellness and Engagement Office, PHS Attendance Office	VPs and Attendance Tech	Aeries data on attendance, SARTS and SARBs, SRCS Analytics reports
To motivate students to attend every class, and to arrive on time.	Continue to encourage teachers to welcome students at the door; create interesting 'bell-ringers' and be creative.	Admin team, Student Safety Advisors, Restorative	Admin Team, Tier 1 & 2 Teams	Street Data - staff self reporting of greeting students at the door, student reporting on being greeted at the door
To increase relationships/engagement with students	Continue to build connections/relationships, and provide more Classroom Circles, ASB cards fee reduction	Class performance data-Aeries; counselors, coaches, parents/guardians may have important knowledge to share at Tier2/SSTs	Site administration, Counselors, and CSEA attendance staff in coordination with district personnel	Street Data - counter to count the number of students attending events of campus Panorama and Youth Truth survey results

Component:
SAFETY

Element:
Emergency Preparedness - student release

Opportunity for Improvement:
Piner can build on the emergency structures already in place to enhance, develop, and clarify our policies and procedures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Update IC Chart to reflect staff needs	Survey all staff at first fall meeting, solicit requests for changes (ex: priority release levels).	District Exec. Director W & E, PHS Admin Team	Admin Team	Efficient and effective execution of drills
To determine key roles for break-out groups in full evacuations/IC team	Review CI roles and safety plan information provided at the beginning of the school year	District Exec. Director W & E/PHS Admin Team	Admin Team	Team leaders will understand their roles, and will be able to teach their team members. Exit ticket
Practice IC safety team responsibilities and duties	Mock practice drill on student release, include student CERT members	IC chart with job duties and responsibilities	Admin Team and Safety Planning Committee members	Successful set up of student release stations and hands on experience with student release

Component:
Staff Training

Element:
Safety and Emergency Preparedness

Opportunity for Improvement:
Piner can build on the emergency training already provided to enhance, develop, and clarify safety.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To continue to provide First-Aid training (Stop the Bleed/tourniquet training and Narcan) to Staff.	<p>Continue to work with District Exec. Director W & E about pieces of training being offered</p> <p>Continue to train staff how to use the tourniquet that is in their Classroom Emergency Backpacks, training provided at staff meeting</p> <p>Training on how to use Narcan</p>	<p>District Exec. Director W & E, PHS Admin Team</p> <p>Training video or Site Nurse / outside agency staff</p>	Admin Team and Safety Planning Committee members	Sign in document of staff completing the training

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

Piner High School (IC tree updates as needed)-shared w/staff on Google Drive Student Conduct Code

Rules regarding student behavior, including drugs, alcohol, tobacco, and violence are clearly stated and published in the student handbook which is updated yearly, summary of content presented at grade level presentations the first week of school, and the presentation sent to families following the presentation through Parent Square and students are provided reminders through announcements as needed.

Students are informed that firearms, including pistols, revolvers, replicas, or any device designed to be used as a weapon such as pellet and BB guns, are not allowed at school. The school and district codes and gang policy are also reviewed and enforced.

A Loss of Privilege policy which includes a 25 days loss of extra-curricular and co-curricular activities is implemented for students at Piner High School based on the following:

- o Each suspension from school for an Education Code 48900 violation except (K) suspension
- o Such penalty will only be enforced within the final 25 school days of the year for all students grades 9-12.
- o Santa Rosa City Schools A.R. 6145.1(a)

In addition to the mandatory expellable offenses, students with an accumulation of E.C. 48900/48915 offenses during his/her secondary school years may be referred for an expulsion hearing.

All incoming students with serious conduct issues meet with an administrator prior to enrolling.

Special Education students are provided with a behavioral intervention plan when 10 days of suspension are accrued.

A student with excessive behavior referrals may be referred for Administrative Review, possibly being placed at another school.

Parents are notified of suspensions by phone call and letter.

Student Study Team meetings, initiated by any staff member, but frequently by counselors, are held for students needing additional assistance to succeed (attendance, behavior, grades, social, psychological, medical, etc.). The team consists of parents, students, counselors, administration, a school psychologist, and others as needed.

The Parent Annual Notice distributed each fall includes information about the District's Policy regarding violence, harassment, alcohol, and other drugs. It also includes the information that all District schools are tobacco-free environments.

Tobacco/substance abuse education/cessation is implemented whenever a student is found to have used or possessed tobacco or other products. This is a cooperative effort between the police, the school, and referrals to the Violence Prevention Program (VPP).

Students found to have violated the District's policy regarding alcohol or other drugs will be reported to the police and may be referred to a drug education program in addition to school consequences for their actions.

The school board has adopted policies regarding weapons or violence on campus. These policies call for the suspension from school of students who commit violent acts and require the request for an expulsion hearing when students bring weapons to school. Students found in violation of any Penal Code infractions will also be reported to the Santa Rosa Police (707-528-5222).

School-level discipline plans are maintained at each site and are updated annually.

Conduct Code Procedures

Information about these policies is reviewed with staff at staff meetings on a yearly basis. Rules regarding student behavior, including drugs, alcohol, tobacco, and violence are clearly stated and published in the student handbook and reviewed with students.

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

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

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

Education Code 200-201

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

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

- (b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.
- (c) Harassment on school grounds directed at an individual based on personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.
- (d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.
- (e) There is an urgent need to teach and inform pupils in public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.
- (f) It is the intent of the Legislature that each public school undertakes educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.
- (g) It is the intent of the Legislature that this chapter shall be interpreted as consistent with Article 9.5 (commencing with Section 11135) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code, Title VI of the federal Civil Rights Act of 1964 (42 U.S.C. Sec. 1981, et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681, et seq.), Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)), the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), the federal Equal Educational Opportunities Act (20 U.S.C. Sec. 1701, et seq.), the Unruh Civil Rights Act (Secs. 51 to 53, incl., Civ. C.), and the Fair Employment and Housing Act (Pt. 2.8 (commencing with Sec. 12900), Div. 3, Gov. C.), except where this chapter may grant more protections or impose additional obligations, and that the remedies provided herein shall not be the exclusive remedies, but may be combined with remedies that may be provided by the above statutes.

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).

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

Bullying and Cyber-bullying prevention education primarily occurs in 9th-grade computer classes or at the 9th-grade annual presentations and is reinforced throughout a student's high school career.

The primary tools used by students, staff, and community members to report acts of cyber-bullying is the StopIt App and in-person.

All acts of reported bullying will be taken seriously and a thorough investigation will be conducted, which would result in appropriate disciplinary actions (including suspension or expulsion).

Annual presentations at the beginning of the school year will be used for annual site training on recognition, prevention, and reporting of any concerns.

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 confidential. 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 employees 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 the posting of harmful material, the Superintendent or designee may file a complaint with the Internet site or service to have the material removed. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be posted in schools and offices.

Opioid Prevention and Life-Saving Response Procedures

Purpose & Scope

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

1. Prevention Strategies

a. Education & Awareness

- i. Implement evidence-based opioid prevention curricula in health education classes.
- ii. Conduct annual training for students, staff, and parents on opioid risks, including fentanyl dangers.
- iii. Display information and resources about opioid dangers and available support services.

b. Partnerships & Community Engagement

- i. Collaborate with local health departments, law enforcement, and community organizations to enhance prevention efforts.
- ii. Provide parent workshops on substance abuse prevention and intervention strategies.
- iii. Engage peer support groups for at-risk students.

2. Life-Saving Response Procedures

a. Emergency Protocols for Suspected Overdose

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

- ii. **Call 9-1-1 Immediately** – Report a suspected overdose and follow dispatcher instructions.
 - iii. **Administer Naloxone (Narcan)** – If available, trained staff should administer intranasal naloxone following CDE guidelines.
 - iv. **Perform Rescue Breathing/CPR** – If the individual is not breathing, initiate rescue breathing or CPR as needed.
 - v. **Monitor & Support** – Stay with the individual, monitoring for responsiveness and signs of improvement.
 - vi. **Inform Parents/Guardians** – Contact the student’s emergency contacts as per school policy.
 - vii. **Incident Reporting** – Document the response in accordance with district and CDE policies.
- 3. Naloxone (Narcan) Availability & Training**
- a. Schools will stock naloxone kits in designated areas (e.g., nurse’s office, front office, security stations).
 - b. Staff training (including school nurses, administrators, and volunteers) on naloxone administration will be conducted annually.
 - c. Good Samaritan protections apply to staff administering naloxone in good faith.
- 4. Post-Incident Follow-Up & Student Support**
- a. Provide counseling and substance use intervention for affected students.
 - b. Refer students to community treatment programs as needed.
 - c. Conduct a debriefing with staff and responders to assess response effectiveness and identify areas for improvement.
 - d. Offer re-entry planning and support for students returning to school after substance use treatment.
- 5. Staff Roles & Responsibilities**
- a. School Nurses & Health Personnel: Primary responders, oversee naloxone administration and training.
 - b. Administrators: Ensure compliance with state laws and facilitate staff training.
 - c. Teachers & Staff: Recognize signs of opioid use/overdose and follow emergency protocols.
- 6. Communication & Reporting**
- a. Maintain confidentiality while ensuring appropriate notifications.
 - b. Submit incident reports per school district and state requirements.
 - c. Notify local health agencies for additional support and monitoring trends in opioid use.
- 7. Review & Continuous Improvement**
- a. Conduct annual policy reviews to ensure alignment with updated laws and best practices.
 - b. Perform annual training for opioid overdose response.
 - c. Gather feedback from staff, students, and community partners to refine strategies.

Response Procedures for Dangerous, Violent, or Unlawful Activities

SB 906

Education Code 49390 link

Risk of Homicidal Threat

Writing or Action: Any writing or action that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or school activity

Possession, Use, or Depiction: possession use, or depiction of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death (can include verbal, written, or electronic)

Must determine reasonable suspicion

Grades

Notify Law Enforcement right away, not after your own investigation has been concluded

Continuity of Operations

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

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

- Safety Committee Site Team meetings (5-6 per school year)
- Regular attendance to pieces of training through sessions offered by SRCS, SCOE and RESIG
- Monthly administrator training focusing on specific areas of communication, emergency protocols, safety protocols, medical training, etc.
- PD Days where specific sessions are dedicated to safety training such as Stop the Bleed, First aid, Narcan use, etc.
- Staff meetings to discuss and evaluate emergency drill performance/Safety Drills Feedback Form
- Monthly District and Community Safety Team meetings such as Safety Advisory Round Table (SART) and Safe Routes to Schools (SRTS) to discuss and communicate safety needs and improvements around our school community
- Quarterly meetings with Santa Rosa Public Safety to collaborate and obtain knowledge of updated emergency and safety protocols with the local police and fire departments

Purpose & Scope

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

Emergency Operations & Decision-Making

a. Incident Command Structure (ICS)

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

Incident Commander – Principal or designated administrator.

Operations Chief – Oversees immediate response actions.

Logistics Chief – Manages supplies, facilities, and technology.

Planning Chief – Evaluates response effectiveness and continuity strategies.

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

b. Decision-Making Authority

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

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

Instructional Continuity

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

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

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

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

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

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

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

Student & Staff Support Services

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

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

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

Communication Plan

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

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

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

Recovery & Reopening

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

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

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

Plan Review & Training

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

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

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

Safety Plan Review, Evaluation and Amendment Procedures

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

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

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

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

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

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

The School Site Council adopted the recommended School Safety Plan.

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

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

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

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

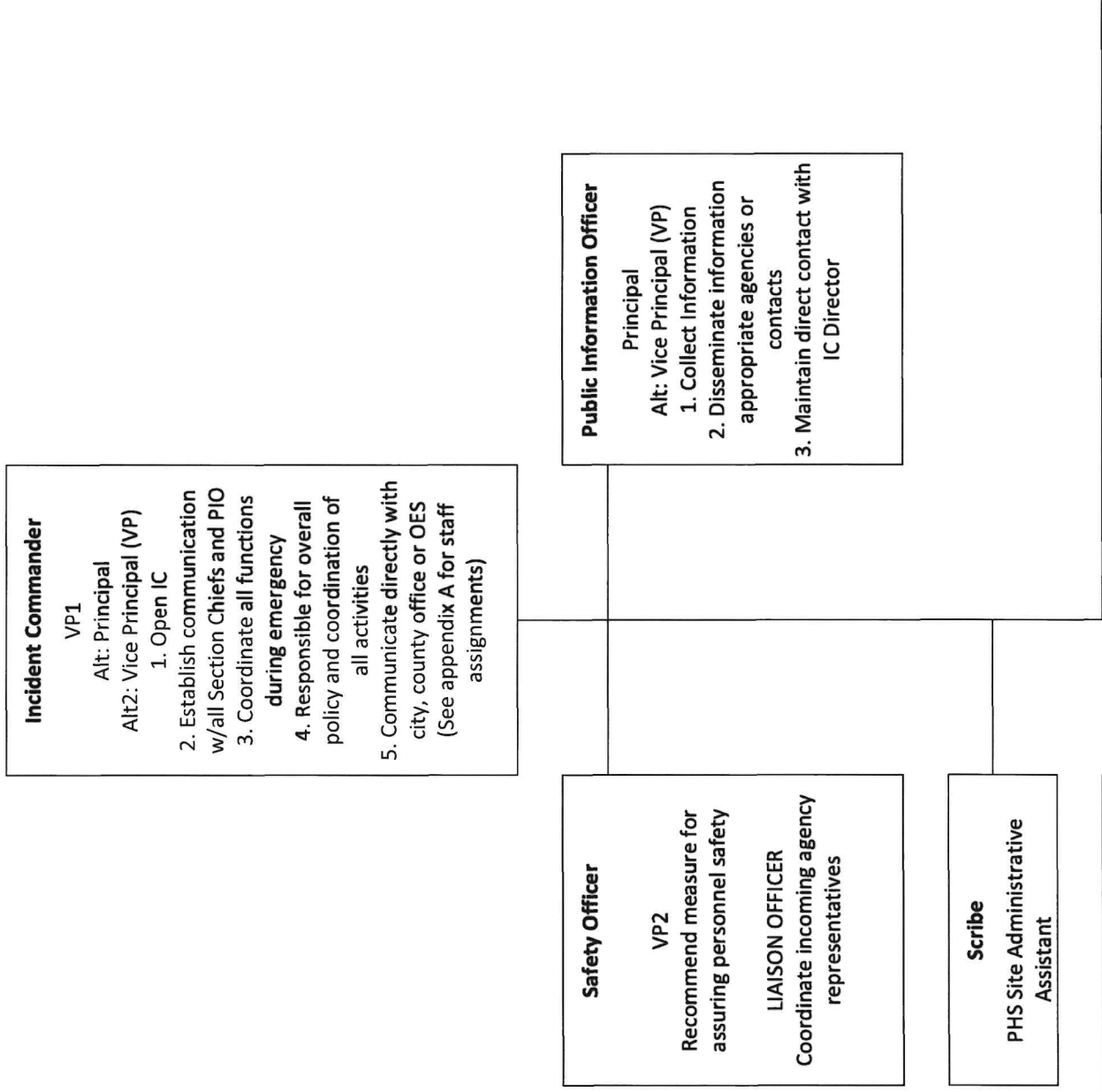
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	911 or 707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law 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 80105	Dr. Daisey Morales
School District	SRCS District Communications Team Branch Director	707-890-3800 x 80305	Dr. Roderick Castro
Public Utilities	Pacific Gas & Electric Company	1-800-743-5002	Outages
Public Utilities	SR Utilities Dept. (Water)	707-543-4200	Water
Other	Animal Regulation, (Sonoma County)	707-565-7100	Animal Control

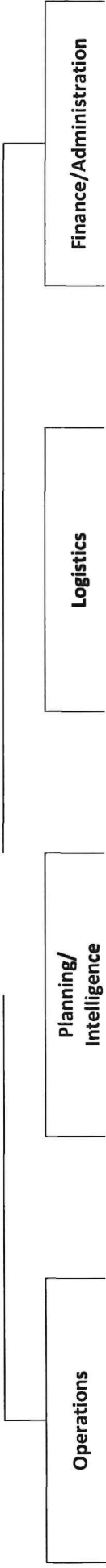
Safety Plan Review, Evaluation and Amendment Procedures

Activity Description <i>(i.e. review steps, meetings conducted, approvals, etc)</i>	Date and Time	Attached Document <i>(description and location)</i>
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 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 (IC) Staff Training Exercise Design Worksheet for Staff Training Safety Plan Appendices Update responsible persons & their titles in Incident Command System Chart (IC)	Updated annually starting in February - March 2025	Black Safety Clipboard/ all PHS admin offices https://drive.google.com/file/d/1LaKaCWU3E2kJFb0offESwvAISRfz4p1d/view?usp=drive link
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 February - March	Safety Plan - copy in Main Office

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 2 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 particular evacuation procedures established if special assistance is required during an evacuation such as noise-canceling headphones in the emergency bag and classroom assistant available to support students.</p> <p>Documentation & Recordkeeping Ensure the necessary records are properly maintained Update Student Release forms as needed</p>	<p>Updated annually starting in February - March</p>	<p>Safety Plan - Emergency Supply Equipment shed next to cafeteria</p>
<p>Safety Plan reviewed and approved by SSC</p>	<p>March 27, 2025</p>	<p>SSC Minutes</p>
<p>Safety plan approved by law enforcement and fire department</p>	<p>Annually in July</p>	<p>Signature page attached-see page 1 of this document</p>
<p>Safety Plan amended to include an updated ICS staff chart with current school staff</p>	<p>Annually in August</p>	<p>Attached in the Incident Command System chart / Link:https://drive.google.com/file/d/1LakaCWU3E2kJFb0offESwvAISRfz4p1d/view?usp=drive_link</p>
<p>Safety Plan reviewed by Staff</p>	<p>Annually in April and August</p>	<p>Staff Meeting Minutes - April 16, 2025 and August 2025 (first staff meeting)</p>
<p>Youth Truth climate survey report reviewed by SSC</p>	<p>Annually in the Spring when report is received</p>	<p>SSC Minutes - March 27, 2025</p>
<p>CA Dashboard report reviewed by SSC with attendance & discipline</p>	<p>Annually when the report is made available</p>	<p>SSC Minutes - March 27, 2025</p>
<p>WASC update report reviewed by SSC</p>	<p>Annually when the report is made available</p>	<p>SSC Minutes - March 27, 2025 and Staff/PAC monthly meetings</p>

Piner High School (IC tree updates as needed)-shared w/staff on Google Drive Incident Command System





<p>SECTION CHIEF: Coordinates all operations functions.</p> <p>COMMUNICATION TEAM:</p> <ol style="list-style-type: none"> 1. Establish communication links. 2. Maintain a log of incoming/outgoing communications 3. Report all findings to Operations Chief <p>ASSEMBLY/SHELTER TEAM</p> <ol style="list-style-type: none"> 1. Set up a secure assembly area 2. Provide sanitation facilities, if needed 3. Provide shelter and feeding areas <p>MAINTENANCE/FIRE/SITE SECURITY TEAM</p> <ol style="list-style-type: none"> 1. Locate all utilities; turn off if necessary 2. Conduct perimeter control 3. Do Fire/Hazardous materials control 4. Assess spill/fire-fighting needs <p>CRISIS INTERVENTION TEAM</p> <ol style="list-style-type: none"> 1. Assess need for on-site mental health support 2. Determine need for outside agency assistance <p>Comprehensive Safety Plan</p> <ol style="list-style-type: none"> 3. Provide crisis intervention/counseling 4. Monitor well being of school emergency team. staff. 	<p>SECTION CHIEF Coordinates all logistics functions</p> <p>SUPPLIES & STAFFING</p> <ol style="list-style-type: none"> 1. Assess food preparation facilities 2. Assess supplies status: Check water supplies Estimate # of students/staff Check first aid supplies Check supplies of blankets, etc. 3. Control conservation of water/supplies 4. Report all needs to LOGISTICS CHIEF <p>TRANSPORTATION TEAM</p> <ol style="list-style-type: none"> 1. Assess transportation needs 2. Report findings to LOGISTICS CHIEF to determine if necessary to provide 	<p>SECTION CHIEF Coordinates all operations functions.</p> <p>SITUATION STATUS TEAM</p> <ol style="list-style-type: none"> 1. Collect information from other teams and maintain on situation status boards 2. Update information regularly <p>DOCUMENTATION TEAM</p> <ol style="list-style-type: none"> 1. Fill out paperwork for RIMS reports 2. Maintain time logs 3. Complete after-action reports 	<p>SECTION CHIEF Coordinates all finances/admin functions</p> <p>RECORDKEEPING TEAM</p> <p>Maintains records to assist in reclaiming costs:</p> <ul style="list-style-type: none"> • Financial - Purchasing control • Personnel -Cost recovery • Volunteers - Insurance claims • Payroll -Misc. <p>Note: The recordkeeping team many not be necessary at individual school sites, but may be required at the district or county office level.</p>

**First Aid & Search
Teacher A**

FIRST AID TEAM

1. Set up first aid area
2. Bring supplies to designated area
3. Assess injuries and provide first aid
4. Prioritize injuries (triage)
5. Complete master injury report
6. Report all findings to Operations Chief

SEARCH AND RESCUE TEAM:

1. Conduct damage assessments
2. Conduct rescues-Note: always in teams of at least two
3. Transport injured to the first aid station
4. Maintain communication with student release/staff accounting team
5. Determine missing persons
5. Report all findings to Operations Chief

**Student Release &
Accountability
TeacherB**

**STUDENT RELEASE/STAFF
ACCOUNTING TEAM**

1. Obtain injury and missing person reports from each teacher
2. Set up a secure reunion area
3. Check student emergency cards for authorized releases
4. Complete and update release logs

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

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

Management, Planning & Intelligence, Operations, Logistics, Finance & Administration

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

Step Two: Identify the level of Emergency

Initiate the Incident Command System relevant to the Emergency Response

Step Three: Determine the Immediate Response Action

Engage the Incident Command team appropriate to the situation

Step Four: Community the Appropriate Response Action

Inform all relevant stakeholders based on the Emergency Tree

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

Levels of Emergencies

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

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

Step Two: Identify the Level of Emergency

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

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

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

Step Three: Determine the Immediate Response Action

Plan Implementation

The Plan will be:

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

Step Four: Communicate the Appropriate Response Action

School Personnel Responsibilities:

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

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

Office and Health Tech - In charge of student emergency cards.

The principal follows the communication guidelines below:

1. If a **weapon/active threat** on campus, call the police
2. Contact your immediate supervisor by:
 - a. Written text with "911" or "I am calling an emergency"
 - b. Immediately call after
3. If no response, call the district's emergency Ext. 80799 or (707) 890-3800 X80799
 - Three individuals will be called District Site Liaison, Asst. Supt.
4. If no response, call Superintendent, Dr. Daisy Morales work cell (707) 975-0080

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 explosions.
6. Do not enter any building or classroom, until authorized by the Principal/designee, and the fire department.
7. The principal advises parents of the release of students to an alternate location.

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

Animal Disturbance

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

Animal/Animal Disturbance

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

1. Isolate the pupils from the animal - (Shelter in place if necessary)
 - 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 1234 to report.

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

Armed Assault on Campus

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

Profile of an Active Shooter

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

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

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

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

Know your escape routes

Leave your belongings behind

Take your cell phone

Keep hands visible for responding Law Enforcement

HIDE...

Call 911 for assistance if possible

Lock and barricade door(s)

Cover windows, close blinds, and curtains

Tell students to be quiet and silence cell phones

Stay low to the ground and hide away from windows

Spread out (if possible)

Be prepared to FIGHT

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

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter

Number of Shooters

Physical description of shooters

Number and type of weapons held by shooters

Number of potential victims at the location

FIGHT...

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

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

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

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

Outside:

If shots fired - immediately "Drop and cover"

If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

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

Raise hands and spread fingers

Keep hands visible at all times

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

Avoid pointing, screaming or yelling

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

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

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

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

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 (Shelter in Place)

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.)

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

Bomb Threat/ Threat Of violence

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

Bomb Threat

If a threat by telephone comes directly to a school

1. The person receiving a call should attempt to keep the caller on the telephone as long as possible and alert someone else by a prearranged signal so they can get on an extension and notify the telephone company to trace the call.

* Dial "911" -- tell operator, 'This is (name of the caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is (). Please trace the call.'

* Give any additional information needed by the operator. This must be done quickly. (The call cannot be traced once the caller has hung up.)

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

3. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover identity.

4. The principal shall determine whether to evacuate the building(s) threatened.

* Upon a decision to evacuate (principal and law enforcement), if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted by office staff.

* Avoid the use of the general alarm, if possible.

* Use the personal notification by designated persons or the PA system to evacuate the threatened rooms.

* If it is necessary to evacuate the entire school, use the fire alarm.

5. Students and staff will return to the buildings only when they have been cleared by Law Enforcement and the Principal or designee has authorized the reoccupation and return to classrooms upon hearing the ALL CLEAR through the PA system.

6. The principal may also decide to call the fire department or police, if, in his/her opinion is warranted.

- The principal notifies parents of the situation.
- If students have been removed to an alternate/safe location for pick up.
- Resume school after the building(s) have been inspected and determined safe by proper authorities.
- Do not publicize the threat any more than necessary.

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

Unsafe School Conditions

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

Location:

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

Procedure for movement to shelter:

Walking or bus transportation depending on the emergency

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

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/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive 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.

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

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.

Drop, Cover, Hold:

- Drop to the floor and move away from the windows.
- Move under the closest piece of sturdy furniture. If outside, move away from buildings, trees, and wires and drop to the ground, cover the back of your neck with your arms and hands.
- Hold on to furniture, grabbing hold of a table or desk leg to keep it over you. Place your free arm over the back of your neck.
- Stay under furniture until the shaking has stopped.
- If staying in the classroom, please use the RED/GREEN sign to signal the status of your classroom. Place this card in a window that is visible from the outside [GREEN=SAFE, RED=NEED ASSISTANCE].
- In some earthquake situations, classes may need to exit to the field or parking lot depending on available exit routes. Teachers should have their emergency bags. No student should exit before the teacher. Students should leave behind all personal possessions.
- Teachers should check that all students are present and report findings on the 'Piner High School Missing and Injured Persons Report.'
- Wait for additional directions from the administration.

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)

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

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, or Principal Designee

Unsafe School Conditions

* If Piner High School becomes unsafe, move students to the closest suitable alternate shelter.

Location: Comstock Middle School - 2750 W Steele Ln, Santa Rosa, CA 95403 or James Monroe Elementary School - 2567 Marlow Rd Santa Rosa, CA 95403 Procedure for movement to shelter: Walk through the neighborhood. (see attached map for path to sites)

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Director.

The decision to evacuate students off-site depends on the situation and will be made by the principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive 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/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Fire on School Grounds

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

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

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

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

Air Quality

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

Flooding

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

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

Incident Commander

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

General Staff:

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

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

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency responders and in consultation with the principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive 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://dochub.com/patriciaturner4ac28d02/gDqeQZ6VzQrDg1QK0jLO4Y/air-quality-guidelines-spring-2023-pdf?dt=KZptUNgTHJvzgyyBgBXs>

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

If needed: The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

Loss or Failure Of Utilities

Notify the Site Immediate Supervisor via text, and if no response call X80799; (707) 890-3800 X80799; if no response, District Superintendent: (707) 848-9617.

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.

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

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.

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

Pandemic

For the most current information please use the Santa Rosa City Schools' website under: COVID-19 Information (<https://www.srscschools.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.

The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

Tactical Responses to Criminal Incidents

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

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

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

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

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

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

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

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard

students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

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

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

Unlawful Demonstration or Walkout

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

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

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

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

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

Administration will respond to student protest per Board Policy 5131.4.

Wildland/Urban Interface Fire

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

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

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

2. Regularly monitor the following:

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

o The health of students, staff members, and faculty, especially those who have respiratory problems. Consider using portable air cleaners in designated rooms. Air quality will probably be better in rooms that have fewer doors and windows.

3. Implement ICS, if necessary.

4. Provide Psychological First Aid (PFA). PFA is an early, brief, and focused intervention that can help reduce the social and emotional distress of children and adults after traumatic events. More information on Psychological First Aid for Schools (PFA-S), which is an evidence-informed intervention specifically designed to assist students, staff, and families, can be found in a REMS TA Center Web page Psychological First Aid for Schools (PFA-S), Helpful Hints publication Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect—Model & Teach, and Webinar Implementing Psychological First Aid (PFA) in School and Postsecondary Settings.

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

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

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

Air Quality

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

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

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

4. The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent and/or Law Enforcement.

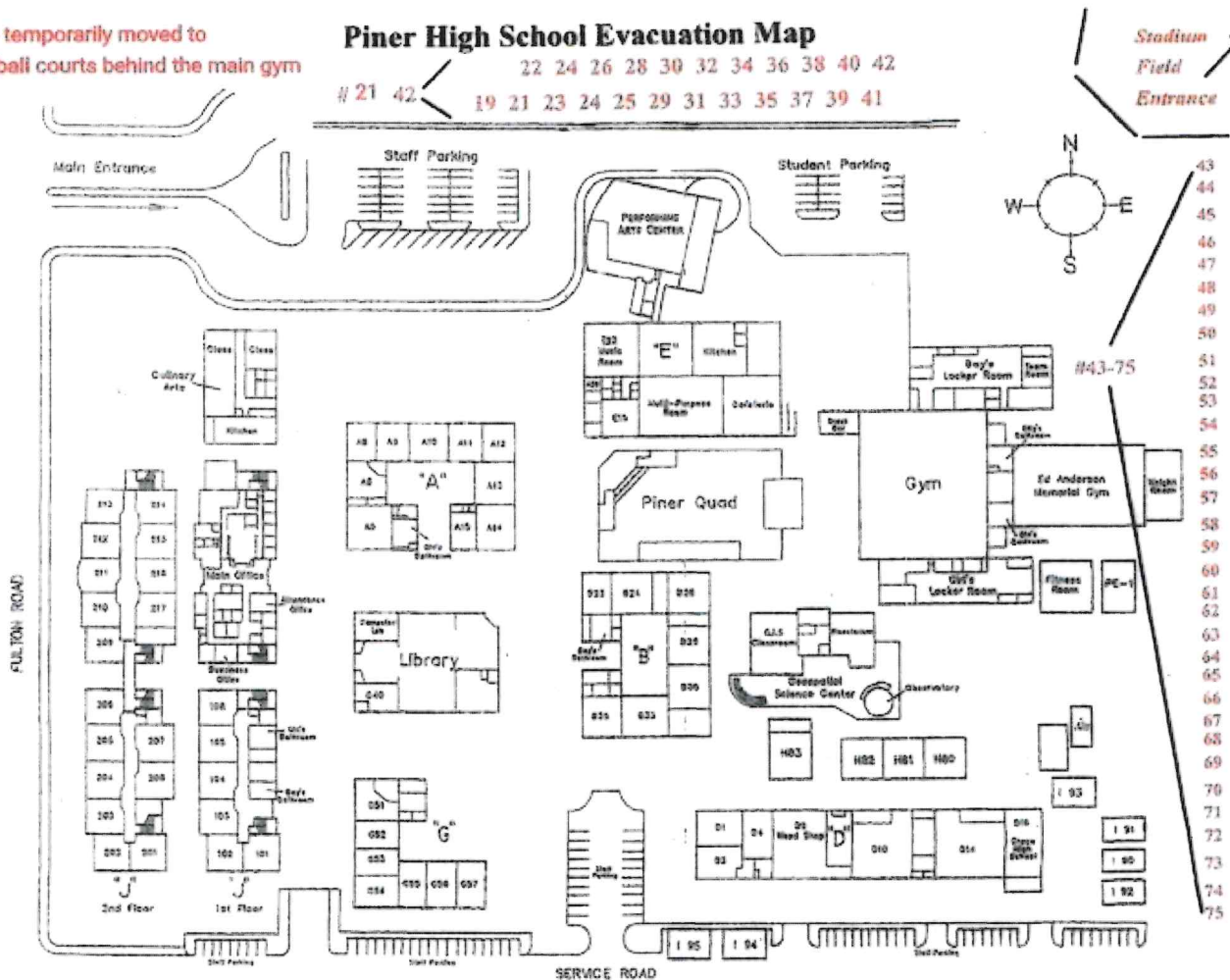
Emergency Evacuation Map

#1-20 - temporarily moved to basketball courts behind the main gym

Piner High School Evacuation Map

22 24 26 28 30 32 34 36 38 40 42
 # 21 42 19 21 23 24 25 29 31 33 35 37 39 41

Stadium
Field
Entrance



NOTE: Please draw the most direct safe route from your class to your line up pavement area as listed on the Evacuation Locations document.

EMERGENCY RESPONSE ACTIONS



1. SHELTER IN PLACE

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

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



2. DROP, COVER & HOLD ON

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

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



3. SECURE THE CAMPUS

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

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



4. LOCKDOWN/BARRICADE

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

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



5. EVACUATION

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

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