

Comprehensive School Safety Plan

2025-2026 School Year

School: Montgomery High School
CDS Code: 49709204934154
District: Santa Rosa High
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Santa Rosa, CA 95405
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- with Law Enforcement
- with Fire Authority

Approved by:

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Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
Promoting School Safety.....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	7
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	8
Emergency Facility Use & Procedures.....	9
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	9
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	10
(E) Sexual Harassment Policies (EC 212.6 [b]).....	10
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	11
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	13
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	13
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	20
(J) Tactical Responses (See EOP, ANNEX B) (EC 32282(a)[2](J)).....	21
(K) Procedures for Preventing Acts of Bullying and Cyber-bullying.....	22
Opioid Prevention and Life-Saving Response Procedures.....	22
Response Procedures for Dangerous, Violent, or Unlawful Activities.....	23
Continuity of Operations.....	24
Safety Plan Review, Evaluation and Amendment Procedures.....	26
Safety Plan Appendices.....	27
Emergency Contact Numbers.....	28
Safety Plan Review, Evaluation and Amendment Procedures.....	29
Montgomery High School Incident Command System.....	32
Incident Command Team Responsibilities.....	33
Emergency Response Guidelines.....	34
Step One: Identify the Type of Emergency.....	34
Step Two: Identify the Level of Emergency.....	34

Step Three: Determine the Immediate Response Action34

Step Four: Communicate the Appropriate Response Action34

Types of Emergencies & Specific Procedures.....35

 Aircraft Crash35

 Animal Disturbance.....35

 Armed Assault on Campus35

 Biological or Chemical Release.....37

 Bomb Threat/ Threat Of violence37

 Bus Disaster.....38

 Disorderly Conduct38

 Earthquake39

 Explosion or Risk Of Explosion40

 Fire in Surrounding Area40

 Fire on School Grounds41

 Flooding41

 Heat (Excessive) and Air Quality42

 Loss or Failure Of Utilities43

 Motor Vehicle Crash43

 Pandemic45

 Psychological Trauma.....45

 Suspected Contamination of Food or Water45

 Tactical Responses to Criminal Incidents46

 Unlawful Demonstration or Walkout.....47

 Wildland/Urban Interface Fire47

Emergency Evacuation Map.....49

Quick Reference Guide50

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 Montgomery High School.

Safety Plan Vision

Montgomery High School is committed to fostering a safe, prepared, and responsive learning environment where every student and staff member feels secure and supported. We envision a school community that is proactive, well-trained, and equipped to respond effectively to any emergency, guided by best practices and a shared responsibility for one another's well-being.

Components of the Comprehensive School Safety Plan (EC 32281)

Montgomery High School Safety Committee

Montgomery High School Comprehensive School Safety Planning and Risk Assessment

At Montgomery High School, the Comprehensive School Safety Plan is reviewed annually by the School Site Council, following updates made by the school principal. The plan is presented during an open Site Council meeting, with advance notice provided to all community stakeholders, including parents, staff, and students. Each year, the School Site Council formally approves the plan before its submission to the Board of Education.

In response to ongoing health concerns such as COVID-19, the most current safety guidelines and information are available on our district website: <https://www.srcschools.org/Page/4485>.

Creating a Comprehensive District Risk Assessment Team (DRAT) Plan

School safety is a complex effort that includes physical security, emergency response, psychosocial support, and violence prevention. Montgomery High School participates in developing a District Risk Assessment Team (DRAT) Plan as part of this commitment. This comprehensive, proactive strategy involves:

Forming a multidisciplinary risk assessment team

Establishing centralized systems for reporting safety concerns

Identifying behavioral risk factors, triggers, and warning signs

Defining when and how to involve law enforcement

Implementing effective risk management and mitigation strategies

Promoting a positive and safe school climate

Providing ongoing training to staff and stakeholders

This process is designed to identify and reduce potential threats posed by individuals—including students, staff, or other community members—ensuring that our school remains a safe and supportive environment for all.

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_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing

Assessment of School Safety

At Montgomery High School, school safety is assessed and supported through a multifaceted approach that includes behavior management, physical campus security, relationship-building, and ongoing evaluation. The administration and supervision staff implement a clear discipline plan to address behavioral concerns while continuing to improve physical safety measures, such as door locks and securing entry and exit points on campus.

Montgomery prioritizes restorative and logical consequences over exclusionary discipline to keep students engaged in learning and connected to the school community. Administrators and staff are committed to fostering positive relationships across campus—especially among students and between students and staff—recognizing that strong relationships are foundational to a safe environment.

Restorative practices, including conferencing and mediation, help students reflect on the impact of their actions and take steps to repair harm. Additionally, student survey data is regularly reviewed to assess perceptions of safety and well-being, ensuring that student voice informs safety planning. The MHS Safety Committee regularly reviews and updates all safety protocols and disaster response plans to align with evolving needs and best practices.

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

Assessment of School Safety

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

Promoting School Safety

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

Support Staff at the Schools:

Counselors
Psychologists
Family Engagement Facilitators
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 that meet regularly:

District Behavior Threat Assessment Team (meets as needed to review students needing extra support) - More detailed below
Safety Advisory Round Table (SART) meets monthly
Safe Routes to Schools (SRTS) meets monthly
The Santa Rosa Partnership Policy & Operations meets 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 interventions, and violence prevention efforts, such as 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 various 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, along 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 out, the team makes recommendations, and the case is then tracked and managed by the school administrator. In addition, the completed documents are sealed in the student's cumulative folder. Additional training will be provided by both SCOE's Safety Culture Department Team and SRCS Wellness & Engagement Department to provide proper support.

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

Suicide Prevention with Risk Assessment Team and Staff

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

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

Annual Safety Notifications

Firearm storage SB 906

As of July 1, 2023, California sends parents or guardians an annual notification that informs them of its child access prevention laws and laws related to the safe storage of firearms.

SB10 - Melanie's Law

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

Safe Firearm Storage Annual Notification

As required by California law, parents and legal guardians in the Santa Rosa City School District are responsible for keeping firearms out of children's hands. 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 ensure 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.¹Note: 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.²In 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 a firearm being discharged by their 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.

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

Section III: Child Abuse Reporting Procedures

All school personnel are made aware through staff meetings and written notification of their obligation to report child abuse. Board Policy/Regulation 5141.4 states that the Board of Education recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for identifying and reporting such incidents as required by law.

Section III: Child Abuse Reporting Procedures

- a) Board Policy 5141.4 provides direction to school employees for reporting
 - i. child abuse.
- b) The District also provides each administrator with the Child Abuse reporting protocols
 - i. Booklet published by the Crime Prevention Center.
- c) Child abuse forms are located in the main office, readily available to staff/personnel
 - i. confidential use.
- d) Teachers and staff participate in an annual training and certification regarding their role as mandated reporters.

(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 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 consider 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 and 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 in at 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 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 uphold the student discipline policy.
6. AB 2855 states, "Each teacher will ascertain which students have disabilities that 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

According to Senate Bill 323, Students with Disabilities should have adaptations in their 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 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 the unique needs of their students.

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

In the event of a large-scale emergency, the gymnasium and other buildings may be made available as emergency shelters in coordination with and at the request of local emergency agencies.

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 allows a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency. The district office is notified, and an agreement is signed between the two parties to formalize the use.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Section V: Suspension and Expulsion

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

b. Students who are expelled are enrolled in an alternative education setting, Community Schools, operated by the Sonoma County Office of Education. Community Schools provide a different kind of learning environment for students who are experiencing difficulties in a traditional school setting or who are exhibiting negative behavior patterns in school or the community. Students may range in age from 12 to 18 years old, and a multiple-grade, multiple-subject curriculum is taught. There are two Community Schools in Sonoma County: Amarosa Academy in Santa Rosa and Headwaters Academy in Petaluma. Many of the students enrolled in these schools have been expelled from their district school, identified as habitually truant, or placed on probation by the juvenile court. The emphasis of the program is to re-establish the educational direction of students by providing a learning environment that meets their needs. Public and community agencies provide counseling and other support services.

c. Students who are expelled but have the expulsion suspended are enrolled in a regular or alternative program in the Santa Rosa City Schools.

d. All teachers can access suspension information in the student information system, AERIES, or by making requests to administrators. Teachers are notified of students who have been convicted of violent crimes directed toward school personnel. This is accomplished through a memo requesting teachers to contact an assistant principal for “more information” about a student.

e. Students who are on a suspended expulsion, or who are at Montgomery High School from an Administrative Review and Placement Committee referral, meet with the Administration upon their arrival, as well as regularly.

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

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

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

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

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917) Each district is required to have adopted a written policy on sexual harassment and shall provide a copy of such policy as it pertains to students with the annual notification. Districts are also required to display these policies in a prominent location, include them in employee and student orientation, and provide a copy of the policies to new and continuing students. For information on Santa Rosa City Schools' Sexual Harassment Policy and Nondiscrimination/Harassment Policy, please see the " 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, 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, any other form of unlawful discrimination, or the methods and procedures to be followed in the investigation of complaints, please contact the above-referenced compliance officer(s)/Title IX coordinator(s).

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

Section VIII. School-Wide Dress Code

- a. Board Policy 5132 and Administrative Regulation 5132 specially address "gang-related" apparel and behavior. The Board of Education believes that appropriate student dress contributes to a productive learning environment and that students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. This policy is reviewed each fall with all students and new students upon enrollment. Students who violate this policy are counseled (with parent notification) for a first violation, counseled (with parent notification), informed of possible suspension on the second violation, and may be suspended for further infractions.
- b. These policies are adjusted when necessary. When "gang"-related clothing or markings are newly identified, dress code standards are modified to ensure a safe and orderly environment for Montgomery High School students. This information is updated in the MHS Handbook and sent to parents and students as needed.
- c. A copy of the "student handbook", which includes a section on school dress, is sent to all students and families at the beginning of the school year. Students and Parents are directed to the MHS website for the same information. This information is reviewed with all students annually by administrators through whole-school, grade-level assemblies. Montgomery High School does not permit attire that is unsafe, unhealthy, disrespects others, causes a classroom distraction, is gang-related, or promotes sex, drugs, alcohol, tobacco, violence, profanity, or discriminates against any person or group.
- d. MHS will not tolerate any group activity that results in harm and/or intimidation to any other student or group of students. The following and any other standards determined by the administration or police are enforced (see SRCS Board Policy 5136 for further information).
- e. From the MHS 2023 - 2024 Student Handbook:

DRESS AND GROOMING

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supporting clothing is needed, such as lab classes (eye or body protection), dance (bare feet, flexible clothing), or PE (PE clothing/shoes).
- Allow students to wear comfortable clothing of their choice.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

Montgomery Dress Code

The primary responsibility for a student's attire resides with the student and their parents or guardians. Montgomery High School is responsible for ensuring that student attire does not interfere with the health or safety of any student and does not contribute to a hostile or intimidating atmosphere.

Students shall be given the most choice in how they dress for school. The dress code below explains any restrictions that support the school's educational goals.

1. Basic Principle: Certain body parts must be covered for all students

Clothes must be worn so that genitals, buttocks, and nipples are covered with opaque (cannot be seen through) material, and cleavage should not have coverage requirements. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear:*

Shirt/Top that provides coverage as discussed in this dress code.

Bottom: pants/sweatpants/shorts/skirt/dress/leggings

Shoes: activity-specific shoe requirements are permitted (for example, for sports)

High-school courses that include attire as part of the curriculum (for professionalism, public speaking, and job readiness) may include assignment-specific dress but should not focus on covering girls’ bodies or promoting culturally specific attire.

3. Students May Wear:

Hats, including religious headwear

Hoodie sweatshirts (the overhead is allowed)

Fitted pants, including leggings, yoga pants, and “skinny jeans.”

Midriff baring shirts

Pajamas

Ripped jeans are acceptable as long as underwear is not exposed.

Tank tops, including spaghetti straps, halter tops, and “tube” (strapless) tops

Athletic attire

Clothing with commercial or athletic logos, provided they do not violate Section 3 above.

4. Students Cannot Wear:

Violent language or images.

Images or language depicting drugs, tobacco, or alcohol (or any illegal item or activity) or the same use. This includes name brands and drug and alcohol-associated logos such as, but not limited to, Backwoods, Cookies, etc. If we google it and it comes back associated with drugs, tobacco, or alcohol, we will not be allowed to wear it.

Hate speech, profanity, pornography.

Images or language that create a hostile or intimidating environment based on any protected class.

Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.

Bathing suits.

Helmets or headgear obscures the face (except as a religious observance) or in the instance of mandated health and safety rules around wearing masks.

Dress Code Related to Gangs

For this policy, a gang is defined as two or more people who form an allegiance for a common purpose and engage, individually or collectively, in acts that may be threatening or criminal, including such behaviors as intimidation, threats, and violence. The wearing of clothing; rosary (red and/or blue) marking on one’s skin (tattooing); writing on books, papers, backpacks, and school property; and words or gestures not related to the curriculum that may be associated with these gangs are not allowed and included, but not limited to: Red or blue bandannas; red or blue shoelaces; red or blue belts; belt buckles with 13, 14; initials, three or four dots, or hand signs indicating 13 or 14 or known gang signs; three items or articles of clothing of any one color is also prohibited. Every effort will be made to address gang-related issues from an educational and counseling perspective and communicate to parents about any concerns. Except in severe situations that involve aggression, serious threats, or disruption of school activities, the suspension will be the consequence of last resort.

PHYSICAL EDUCATION DRESS POLICY

Montgomery Physical Education

Dress Policy

To participate in PE, a student is required to wear:

MHS PE Uniform: Crew Neck T-Shirt and Shorts or Sweats. (Purchase online through the Student Store)

OR

A plain, gray Crew Neck T-Shirt and Black athletic shorts or athletic pants with a minimum inseam of 5 inches.

OR

Any school spirit wear that meets the guidelines above for the cut and color for proper PE apparel.

Appropriately dressed students will be eligible to receive full credit based on full participation and fulfillment of PE standards.

Students who forgot their PE clothes that day will be given the option of using loaner clothing; if they choose not to take the option, they will sit out and receive a zero. Students who want to use loaners must ask teachers in their respective locker rooms during changing times, NOT during roll call.

Any student can rent PE clothing for the year. These used PE uniforms, like a library book, can be issued free of cost. Students must return the clothing at the end of the year to avoid the replacement cost and the LOP list (loss of privilege).

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

Section IX. Safe Ingress and Egress

a. Montgomery is a closed campus. Students cannot leave without parent/guardian permission and check out through the Health Office or Attendance Office.

b. Montgomery High School closes the gates to all roads entering campus except for two. The gates are closed 15 minutes after school starts and reopened 15 minutes before school ends.

c. Staff monitors the school parking lots before and after school and throughout the day. Neighbors are encouraged to report any suspicious activity around the campus perimeter.

d. Signs directing visitors to the main office are posted at every entrance.

e. Visitors to the campus are required to sign in at the Main Office and receive a name tag before proceeding to buildings other than the main office.

f. All substitute teachers are provided with lanyards with identification when moving around campus.

g. All Inside Work Experience students wear lanyards with identification when moving around campus.

h. Students are informed that they may be suspended for illegal activity on their way to and from school, at school-sponsored activities, and on campus.

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

Component:

People and Programs

Element:

Goal # 1: Continue to decrease alcohol, vaping, and drug use among students and reduce school violence

Opportunity for Improvement:

Montgomery needs to launch a wide-spread campaign to educate students of the adverse effects that alcohol, vaping, and drug use have on adolescents.

Reinforce the dress code as it pertains to tobacco, alcohol, and drug attire - specifically "Cookies" and "Backwoods" brand clothing.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Publicize to parents that portable “breathalyzers” have been purchased and will be used if/when there is a reason to believe the student has been drinking.	<p>Increase the communication between parents and administrative team.</p> <p>Share out at parent groups.</p>	No estimated cost.	Administrative Team	Awareness among students of the likelihood of getting caught having consumed alcohol, vaping, or other drugs. Decreasing numbers of suspensions for alcohol, vaping, and drugs each year.
Hold grade level assemblies to review the campus policies on illegal substances.	<p>Schedule and advertise meetings at the beginning of the year.</p> <p>Message content of the meeting home to families.</p>	No estimated cost.	Assistant Principals	
Have breathalyzers available to administrators at student events, such as dances and sport contests, as well as when needed on individuals under suspicion during the school day.	<p>Provide breathalyzers when necessary</p> <p>Complete health and safety checks as requested by staff members</p>	No estimated cost	Administrative Team	Awareness among students of the likelihood of getting caught having consumed alcohol, vaping, or other drugs. Decreasing numbers of suspensions for alcohol, vaping, and drugs each year.
To ensure a safe, enjoyable, and substance free environment at all school-sponsored dances by clearly communicating expectations, policies, and procedures including the use of breathalyzers- to students and their families, fostering transparency, mutual understanding, and shared responsibility for student well being.	Communicate with community/families via Parent Square	None	Administrative Team	Parent Square communication
Provide in-service for staff regarding the extent and symptoms of drug and vaping use.	Hold more opportunities for staff to learn about drug and vaping use	None	Administrative Team and PAC	Awareness among students of the likelihood of getting caught having consumed alcohol, vaping, or other drugs. Decreasing numbers of suspensions for alcohol, vaping, and drugs each year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce the wearing of "Cookies," "Backwoods," and other tobacco, drug, and alcohol related brands through a tightening of dress code policies.	Meet with campus supervisors. Notify parents in advance of the next school year. Explicitly reiterate expectations in grade-level assemblies.	None	Admin Team	Violations of Dress Code policies are monitored in the SIS, AERIES.
Reduce use of a marijuana on campus by educating parents to it's illegality in the hands of minors and on school campuses in general. This information will be added the Rules and Expectations messaging that goes out at the beginning of the school year.	Create a statement that outlines the issues with marijuana consumption with minors, its illegality in the hands of minors and on campuses, and how parents can help. Send at the beginning of the school year.	MTSS for educational resources	AP's	Admin will compare reported and documented instances of vaping and marijuana possession.
Reduce Physical Violence on campus by consistent discipline policies, promotion of the StopIt App, and increase pro-active restorative practices as well as Violent Prevention Program.	Tier 2 team meetings Provide information regarding discipline policies to students, staff and families. Grade level assemblies Student Handbook	None	AP's	Violations of discipline policies are monitored in the SIS, AERIES
Enhance communication via ParentSquare to the entire MHS community (including staff, students, and families) regarding any on-campus incidents, such as fights, threats of violence, harassment/bullying, or the presence of local law enforcement or fire officials. Ensure that the communication reinforces the school's policy on violence, fighting, and harassment, as well as the associated consequences.	Increased communication; parent square, handbook, announcement and messaging to MHS community. Grade Level Assemblies (share out via PS)	None	Admin Team	Parent Square Communication

Objectives	Action Steps	Resources	Lead Person	Evaluation
Communicate with parents and community adhering to school policy on drinking/drugs/alcohol at school sporting and general events.	Publicize this information in a Parent Square to the community.	None		Parent Square communication

Component:

Places

Element:

Goal #2 Continue to assure each student a safe, respectful, accepting and emotionally nurturing environment free from harassment.

Opportunity for Improvement:

Weekly meetings with the head custodian.

Promote Stop-It App

Objectives	Action Steps	Resources	Lead Person	Evaluation
Weekly Meetings involving the Campus Supervisors, Student Advisor and Assistant Principals are conducted to review the current status of campus. Identify concerns affecting student safety and conduct and to formulate responses.	weekly meetings.	None	Admin Team	Review the discipline dashboard in Aeries at the end of the year as a team
Utilize Homeroom sessions at the start of every school year to educate students about their rights and responsibilities. Allocate three days for Social-Emotional Learning (SEL) activities at the beginning of the year, followed by one mandatory SEL day in Homeroom each month thereafter.		District Support, SCOE culture and Climate Dept and PBIS Website	PAC Counselors/MTSS	Reports of bullying on campus will be tracked using electronic student record system and other methods. Historical information will be collected from our electronic student record system to establish a baseline. Data will be presented to the committee in April to establish realistic goals for future years noting that bullying incidents have been underreported and not accurately coded
Continue to address bullying on campus. The main focus will be to implement the SCRS Best+ PBIS (Positive Behavioral Intervention and Supports) program to educate students on behavioral expectations and to focus resources on those requiring more intensive levels of response.		District Support, SCOE culture and Climate Dept and PBIS Website	AP's/MTSS	Reports of bullying on campus will be tracked using electronic student record system and other methods. Historical information will be collected from our electronic student record system to establish a baseline. Data will be presented to the committee in April to establish realistic goals for future years noting that bullying incidents have been underreported and not accurately coded
Create a campus-wide campaign to advertise and promote the use of the Stop-It App.	Work with ASB and Student Gov to create and awareness campaign around the Stop-It App.	None	Admin Team and ASB	Incident Reports are tracked in the Stop-It App.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Distribute Planners with the Student Handbook to all 9th graders	Revise Student Handbook Order planners for 9th graders and SPED	\$2500	Admin and Business Office	
Increase parent use of the StopIt! app to anonymously report what students may be telling them at home.	Design a StopIt! app "How to . . ." for parents. Distribute StopIt! app directions at the beginning of the school year.	None	AP's Admin Counselors/MTSS	Evaluate the number of StopIt! app reports from last year to this year. Try to identify non-student reports.

Component:

Gangs information, Violence, Bullying, and Harrassment

Element:

Goal #3: Continue to increase awareness of gangs/gang activities, bullying and harassment leading to a reduction of fights and violence among students.

Opportunity for Improvement:

Include information about Gang Attire, Symbols and references along with information about bullying and harassment at a staff meeting and at student led assemblies

Objectives	Action Steps	Resources	Lead Person	Evaluation
Offer updates on gang activity and related information during staff meetings as necessary. Additionally, arrange for guest speakers, either from the community or within SRCS, to address MHS staff twice a year regarding gang, student, and community activity impacting the school.	Identify resources	Coordinator from Wellness and Engagement	Principal	Staff evaluations, feedback forms and copies of presentations.
Pursue firm policy of no gang apparel on campus.			Assistant Principals	The dress code identifies "gang apparel" as non-conforming dress for school. Emphasis on bandannas, rosaries, and other gang-apparel.
Actively pursue the identity of taggers and administer discipline.	Keep records/images of tagging on campus		Custodian	Potential gang activity at the beginning of the school year is addressed.
Increase pro-active restorative strategies to prevent fights.	Identify students in need of intervention due to conflicts over the previous school year. Have restorative sessions and groups with them before they engage in adverse behavior in current year.	Food, PBIS rewards	Restorative	End of year comparison to their previous year's discipline record.
Increase proactive interventions amongst the 9th graders.	Develop behavior expectations assignments, circles, and early interventions to use in 9th grade homerooms.		Restorative & MTSS	Check discipline data for 9th graders at the end of the school year.
Increase awareness of anti-bullying and harrasment proactive strategies and measures to support students	Identify student needs and have students participate in restorative justice; admin to provide anti bullying, anti harrasment awareness through grade level assemblies and handbook.	Food, Positive Reinforcement and incentives.	Assistant Principals	Discipline data, stopit app data and AP data.

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

Montgomery High School Student Conduct Code

Conduct Code Procedures

Section XI: School Discipline, Rules and Procedures.
Comprehensive School Safety Plan

- a. Rules regarding student behavior, including areas such as drugs, alcohol, tobacco, and violence are clearly stated and published in the student handbook which is updated yearly.
- b. Administrators provide a review of conduct policies and include prevention strategies related to (but not limited to) issues of drugs, alcohol, gangs, fights, harassment, weapons, and theft in grade-level assemblies at the beginning of the year. Students are clearly taught that the school's jurisdiction covers students' activities on the way to and from school, as well as during the regular school day and school-related activities. Students are made aware that they are to report incidents that occur and that administrators will follow up.
- c. Students are informed that firearms, including but not limited to knives, pistols, revolvers, or any device including replicas designed to be used as a weapon such as pellet and BB guns are not allowed at school.
- d. The school and district codes and gang policy are also reviewed and enforced.
- e. A student with multiple California Education Code violations during his/her secondary school may be referred for an expulsion hearing.
- f. All incoming students with serious conduct issues meet with an administrator prior to enrolling.
- g. Parents are notified of school suspensions by phone call and letter.
- h. Student Study Team meetings, initiated by any staff member, but frequently by counselors, are held for students needing more assistance to succeed (attendance, behavior, grades, social, psychological, medical, etc.) The team consists of parents, student, counselor, assistant principal, when needed the school psychologist, teachers when possible, and others.
- i. Information about these policies is reviewed with staff at staff meetings on a yearly basis.

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

Section XII. Hate Crimes Policies and Procedures.

- a. 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.
- b. Santa Rosa City Schools Board Policy 5114 addresses maintaining a safe and hate-free school environment.

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:

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

Stacy Desideri, Executive Director of Wellness & Engagement
 Santa Rosa City Schools
 110 Stony Point Road, Suite 105
 Santa Rosa, CA 95401
 (707) 890-3800 x 80413
 sdesideri@srcs.k12.ca.us

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

Vicki Zands, Assistant Superintendent of Human Resources
Santa Rosa City Schools
110 Stony Point Road, Suite 100
Santa Rosa, CA 95401
(707) 890-3800 ext. 80602
vzands@srcs.k12.ca.us

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

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

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

Opioid Prevention and Life-Saving Response Procedures

Purpose & Scope

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

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

Key Obligations for School Sites:

- 1. Mandatory Reporting – School staff must report threats of mass violence (such as shootings or attacks) to law enforcement or school safety teams.
- 2. Threat Assessment Protocols – Schools must conduct assessments to evaluate the credibility and severity of threats.

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

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

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

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

Continuity of Operations

Purpose & Scope

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

Emergency Operations & Decision-Making

a. Incident Command Structure (ICS)

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

- * Incident Commander – Principal or designated administrator.
- * Operations Chief – Oversees immediate response actions.
- * Logistics Chief – Manages supplies, facilities, and technology.
- * Planning Chief – Evaluates response effectiveness and continuity strategies.
- * Finance/Admin Chief – Tracks costs, payroll, and emergency funding.

b. Decision-Making Authority

- * The Superintendent or designee has final authority on school closures and emergency declarations.
- * Decisions align with CDE, local health departments, and emergency management agencies.

Instructional Continuity

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

- * Teachers will use asynchronous learning via district-approved learning management systems (e.g., Google Classroom, Canvas).
- * Assignments will be provided through take-home packets if technology access is limited.

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

- * Schools will transition to distance learning per CEC § 43500-43511 (Independent Study regulations).
- * Special education services will be provided per Individualized Education Programs (IEPs) via telehealth or alternative methods.
- * The district will ensure equitable technology access, including device distribution and internet access support.

Student & Staff Support Services

- * Mental Health & Counseling: Schools will maintain access to mental health services through counselors, social workers, and telehealth services.
- * Food & Nutrition Services: Meal distribution plans will align with CEC § 49550, ensuring students receive meals during closures.
- * Childcare & Supervision: Schools will coordinate with local agencies to provide emergency childcare for essential workers.

Communication Plan

- * Schools will maintain multiple communication channels (phone, email, website, SMS alerts, social media).
- * Emergency notifications will comply with CEC § 32282, ensuring timely parent and community updates.
- * Language access will be provided in accordance with CEC § 48985, ensuring communication in families' primary languages.

Recovery & Reopening

- * Schools will assess facility safety, staff readiness, and student needs before reopening.
- * A phased return plan will be implemented in coordination with public health and emergency management officials.
- * The district will apply for emergency funding assistance (FEMA, CDE grants) as needed.

Plan Review & Training

- * The Continuity Plan will be reviewed annually in compliance with CEC § 32286.
- * Staff will receive annual training on emergency roles, distance learning, and student support procedures.
- * Schools will conduct emergency drills per CEC § 35297 for preparedness.

Safety Plan Review, Evaluation and Amendment Procedures

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

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

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

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

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

The School Site Council adopted the recommended School Safety Plan.

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

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

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

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

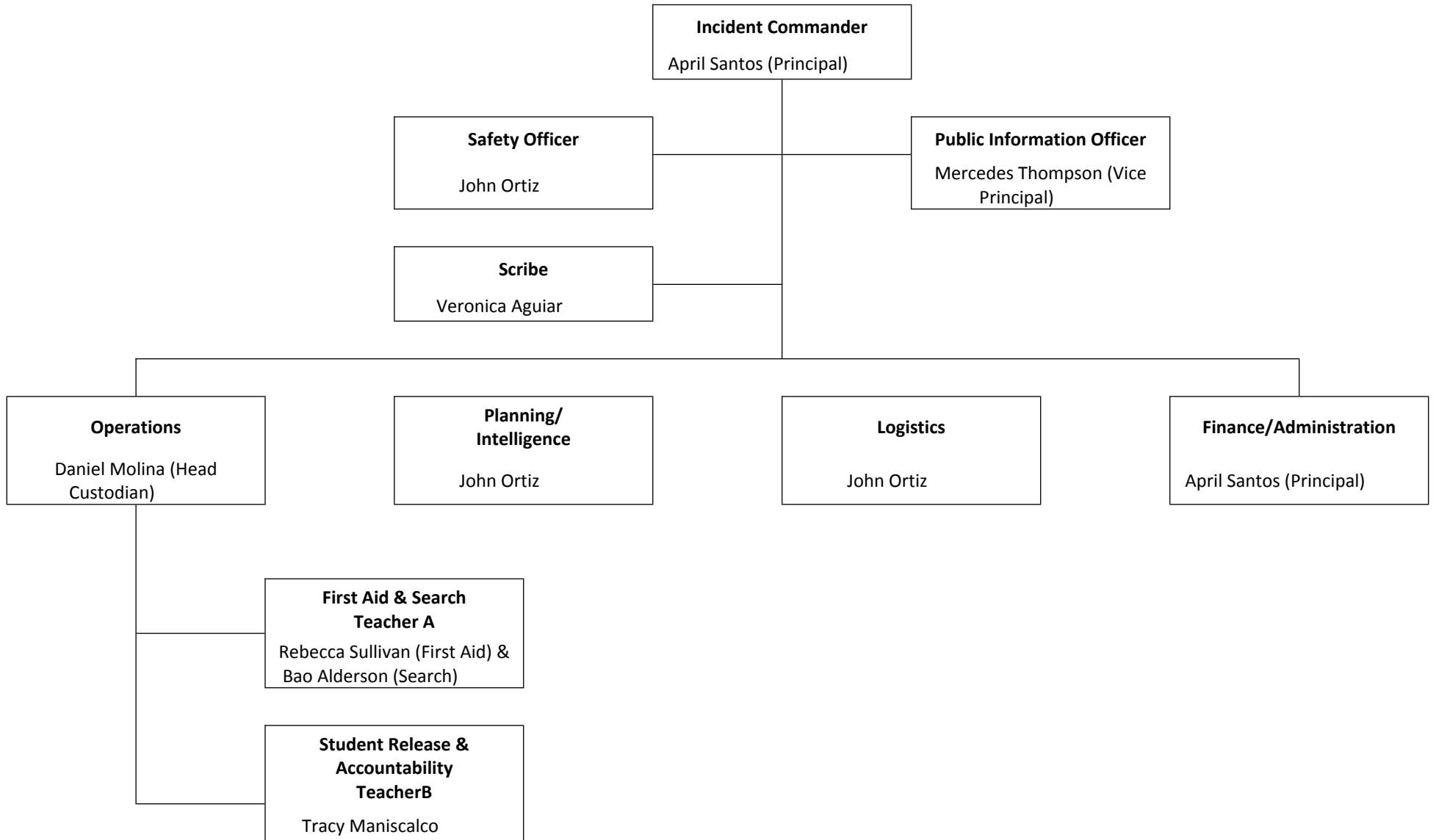
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic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

Safety Plan Review, Evaluation and Amendment Procedures

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

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

Montgomery High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

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

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

Refer to the Essential 5 Emergency Response Guidelines

Step Two: Identify the Level of Emergency

Initiate the Incident Command System relevant to the Emergency Response

Step Three: Determine the Immediate Response Action

Engage the Incident Command team appropriate to the situation

Step Four: Communicate the Appropriate Response Action

* Inform all relevant stakeholders based on the Emergency Tree

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance

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

Animal/Animal Disturbance

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus

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

Profile of an Active Shooter

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

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

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

Active Shooter Procedures

Inside:

RUN...

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

HIDE...

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

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

Information to provide to Law Enforcement or 911 Operator

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

FIGHT...

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

Outside:

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

How to respond when Law Enforcement Arrives

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

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

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

Biological or Chemical Release

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

Biological or Chemical Release

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

Bomb Threat/ Threat Of violence

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

Bomb Threat

If a threat by telephone comes directly to a school

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

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

Unsafe School Conditions

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

Location:

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

Procedure for movement to shelter:

Walking or bus transportation depending on the emergency

Bus Disaster

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

BUS DRIVERS/SCHOOL STAFF

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

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

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

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Disorderly Conduct

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

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

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

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

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/sit administrator.

Avoid arguing with the participant(s).

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

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

Stay away from windows and exterior doors.

PRINCIPAL/DESIGNEE ACTIONS:

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

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

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

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

Outside of School

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

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

Cancel all outside activities.

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

Assign staff members to assist as necessary.

STAFF ACTIONS:

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

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

Care for the injured, if any.

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

Earthquake

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

In the event of an Earthquake:

- 1) Duck, cover, and hold.
- 2) Evacuate classes to the rally points at the Football field.
- 3) Safety Officer and Incident Command evaluate the emergency and deploy Crisis Teams as appropriate.

Mitigation

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

Preparedness

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

Response

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

Recovery and Reconstruction

- Assess building and campus safety and damage
- Identify contacts for support as needed
- Mobilize the Crisis Response team as needed

- Make plans to relocate classes and other academic business at an alternate site as needed
- Track costs to delineate expenditures
- Debrief
- Update plan as needed

Attach or reference:

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

Explosion or Risk Of Explosion

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

Explosion/Threat of Explosion

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

Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions

* If Montgomery HS becomes unsafe, move students to a closest suitable alternate shelter.

Location: Church of the Roses

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

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

Fire in Surrounding Area

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

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

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

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

Air Quality

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

Fire on School Grounds

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

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

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

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

Flooding

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

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

Incident Commander

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

General Staff:

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

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

Heat (Excessive) and Air Quality

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

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

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

Other heat advisory related resources that may be helpful:

Santa Rosa City Schools Heat & Air Quality Advisory:

<https://drive.google.com/file/d/1zHoNMWJHkyOaqIYUJeHAswsG7fKUSI13/view?usp=sharing>

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

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

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

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

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

Loss or Failure Of Utilities

Notify the District Superintendent

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

During the School Day

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

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

Before the Start of the School Day

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

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

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

Motor Vehicle Crash

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

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

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

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

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

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

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

Notify the Superintendent/ District Emergency Preparedness Director.

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

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

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

Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

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

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

Take attendance at the evacuation assembly area

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

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

Care for the injured, if any.

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

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

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

Pandemic

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

Psychological Trauma

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

PRINCIPAL/DESIGNEE ACTIONS:

Keep the individual under continuous adult supervision.
Keep the individual on campus until the parent/guardian has been notified.

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

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

Provide parents/guardian with the names and phone numbers of mental health resources
Recommend that the parents/guardian make an immediate contract with a therapist.
Request that the parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
Provide follow-up collaborative support for the student and parents (as indicated) within the school.
Develop a safety plan prior to the student's return to school.
Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify principal/designee
Notify school nurse, school psychologist, counselor or social worker.
Protect the individual from injury.

Suspected Contamination of Food or Water

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

PRINCIPAL/DESIGNEE ACTIONS:

CALL 911
Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide a list of potentially affected students and staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Notify District Superintendent/District Emergency Preparedness Director of situation and number of students and staff affected.

STAFF ACTIONS:

Notify principal/designee

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

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

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

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

Tactical Responses to Criminal Incidents

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

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

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

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

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

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

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

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

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

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

Unlawful Demonstration or Walkout

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

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

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

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

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

Administration will respond to student protest per Board Policy 5131.4.

Wildland/Urban Interface Fire

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

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

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

2. Regularly monitor the following:

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

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

3. Implement ICS, if necessary.

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

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

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

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

Air Quality

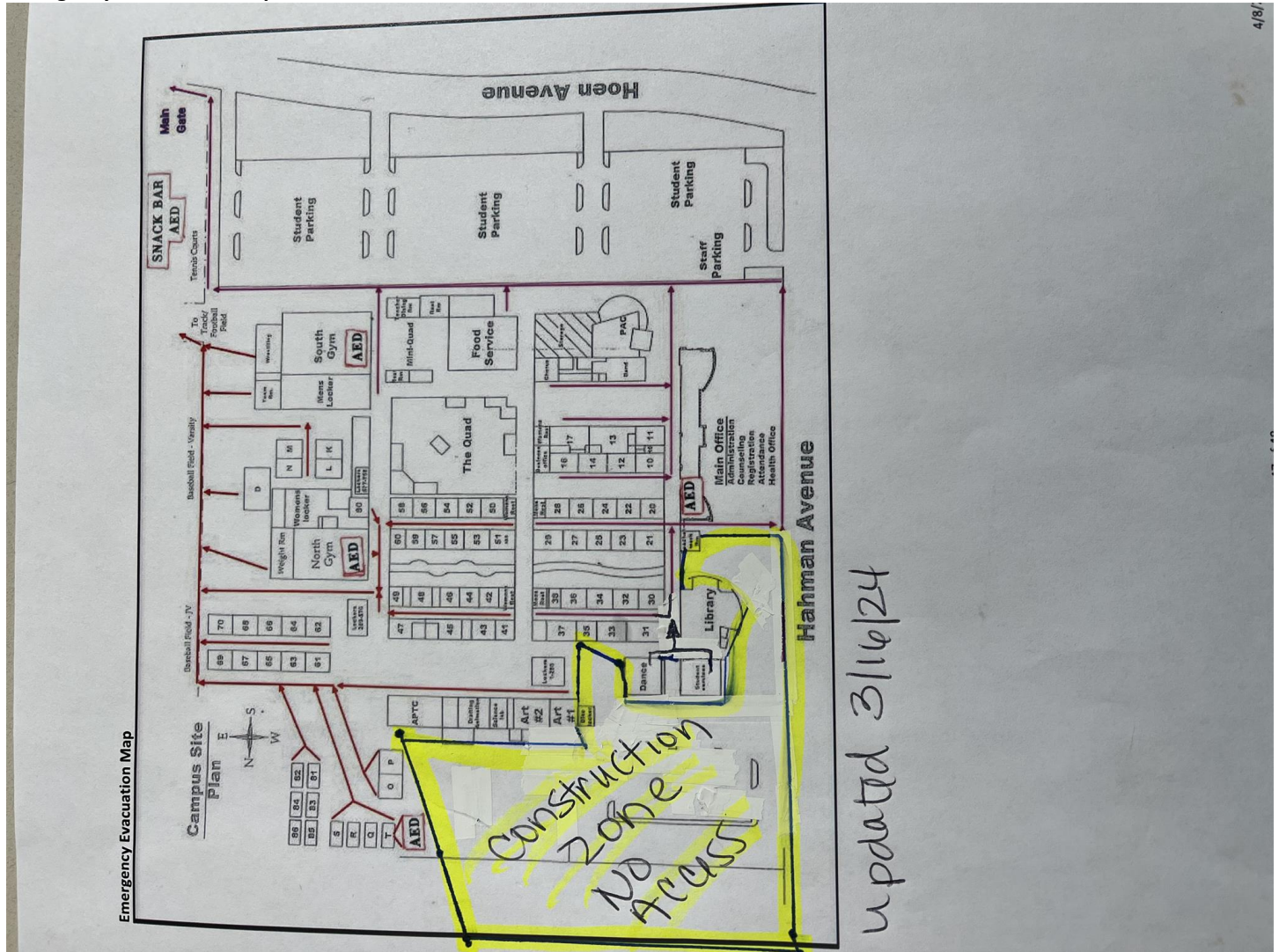
1. The Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.

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

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

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

Emergency Evacuation Map



Quick Reference Guide

EMERGENCY RESPONSE ACTIONS



1. SHELTER IN PLACE

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

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



2. DROP, COVER & HOLD ON

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

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



3. SECURE THE CAMPUS

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

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



4. LOCKDOWN/BARRICADE

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

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



5. EVACUATION

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

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

THE ESSENTIAL
FIVE

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THE ESSENTIAL
FIVE

Emergency Response Actions





Last Update November 2023

Comprehensive School Safety Plan

**2025-2026
School Year**

School: Montgomery High School
CDS Code: 49709204934154
District: Santa Rosa High
Address: 1250 Hahman Dr.
Santa Rosa, CA 95405
Date of Adoption: 2024-2025
Date of Update: April 1, 2025
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Katie Boyd	SSC Chair		4/8/25
April Santos	Principal		4/8/25
Paul Lowenthal (signed on separate page)	SRFD - Division Chief Fire Marshal		
Matt Crosbie (signed on separate page)	SRPD - Sergeant		
Adrian Juarez	ELAC President		