

Comprehensive School Safety Plan

**2025-2026
School Year**

School: Abraham Lincoln Elementary
CDS Code: 49709126052153
District: Santa Rosa Elementary
Address: 850 West Ninth St.
Santa Rosa, CA 95401
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- with Fire Authority

Approved by:

Name	Title	Signature	Date
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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Abraham Lincoln Elementary School.

Safety Plan Vision

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to create a positive learning environment that teaches strategies for violence prevention and has high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Abraham Lincoln Elementary Safety Committee

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

Presently, as COVID-19 continues to reside in our community, updated safety information and guidelines can be found in our district's website: <https://www.srcschools.org/Page/4485>.

Assessment of School Safety

In compliance with all state protocols. See Safe School Environment Component 1, 2, 3

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

Leadership and Lead Teacher dedicated to ensuring compliance with latest protocols in regards to the pandemic. See Standardized Emergency Response Management System (Emergency Action Plan)

Promoting School Safety

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

Support Staff at the Schools:

Counselors -
Psychologists -
Family Engagement Facilitators -
EL Specialists -
SOLL Counselors -
Restorative Specialists -

Support Staff at the District Level:

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

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

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

District Behavior Threat Assessment Team

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

In partnership with the Sonoma County Office of Education, a protocol has been developed with a series of forms for conducting a Level 1 Assessment Team meeting. A Threat Assessment Flow Chart is included to visually guide the process. Furthermore, the guidelines and all the forms can be found in the Administrators/Co-Administrators Drive Safety folder. The process consists of

completing and collecting interview forms, a Level 1 protocol form is filled, the team makes recommendations, the case is tracked and then is managed by the school administrator. In addition, the completed documents are sealed in the student's cume folder. In order to provide proper support, additional training will be provided by both SCOE's Safety Culture Department Team and SRCS Wellness & Engagement department.

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

Suicide Prevention with Risk Assessment Team and Staff

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

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

Annual Safety Notifications

Firearm storage SB 906

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

SB10 - Melanie's Law

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

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

Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reporting Procedures

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

Although you are responsible for making the report, you may consult with the principal or ask for assistance. You are not required to do so. Be careful to not put yourself in the role of an investigator in trying to ferret more information from a child; this is the function of CPS or the police. It is sufficient and appropriate to report suspected child abuse. The law is designed to provide confidentiality to the reporter. See SRCS Policy and Administrative Regulation 5144 Child Abuse Reporting Forms, and phone numbers for the police and Child Protective Services, are available in the office and located in the staff room.

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

Disaster Plan (See Appendix C-F)

The Santa Rosa City Schools District maintains an Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures. Student and Staff Drills are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP).

Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/District Superintendent.

These protective measures are taken before, during and following an earthquake:

A disaster necessitating the implementation of this “Emergency Response Plan” is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life or widespread injuries or substantial property damage.

OBJECTIVES

This plan has the following objectives in an emergency:

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

PUPIL PROTECTION POLICY

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

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

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

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

Emergencies are described by one of the following three levels:

1. Level One Emergency: A localized emergency which school district personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.
2. Level Two Emergency: A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, Sheriff’s Department, etc. Examples: fire, severe earthquake with injuries and/or structural damage.
3. Level Three Emergency: A major disaster, clearly beyond the response capability of school district personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies

may be seriously delayed and/or impaired.

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

Plan Implementation:

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

Planning:

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

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

Drills:

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

Evacuation Routes:

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

Parent Communication/Responsibility:

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

Supplies and Equipment:

Disaster supplies and equipment are maintained as follows:

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

Emergency File:

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

Communications:

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

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

Emergency Actions:

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

All Clear

Convert School Directed Transportation Drop and Cover

Duck, Cover and Hold

Emergency Preparedness Procedures:

Evacuation

Leave Building Secure Building Stand By

Take Cover

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

The emergencies outlined in this Plan are:

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

Volunteers will receive basic emergency training at the Volunteer Orientation.

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

Emergency Facility Use & Procedures

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

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Abraham Lincoln Elementary School does not experience high incidents of crime on campus or during school-related functions. The crime rate in the surrounding areas is moderate. There are no known safety hazards on campus or nearby at this time.

Policies Regarding Actions Which Would Lead to Suspension and/or Expulsion

Board Policies: 5114, 5114.1 Administrative Regulations: 5114, 5114.1, 5114.4, 5114.5, 5114.6, 5114.

Suspension from School

(BP 5144 – See policies on the SRCS website)

A student may be suspended for any of the acts listed in the Education Code if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s).

A student may be suspended for any of the acts listed in the Education Code if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s).

A student may be suspended or expelled for acts that are related to a school activity or attendance that occur at any time including but not limited to the following circumstances:

(Education Code 48900(r))

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the school campus.
- (4) During or going to or coming from a school-sponsored school-related activity.

Who May Suspend and...for How Long?

Teachers may suspend a student from his/her class for up to 2 days. Unless a suspension letter is written up by the principal, this is not considered a formal suspension to be placed in the cumulative record. Principals, Principal's Designee, and/or the Superintendent may suspend a student up to 5 days at a time, for a maximum of 20 days per year. This applies to general education students only. Education Code 48902 - Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any acts of student assaults (Penal Code 245).

Alternative to Suspensions/Options

All schools within the Santa Rosa City Schools District may establish a progressive discipline policy which may include, parent conference, detention, student study team, referral to support services staff, Restorative Practices, SARB/SART (School Attendance and Review Board/Team), etc

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

As stated in the Administrative Regulation 5114.9.3 guidelines, the district shall inform teachers of students who have attempted to cause bodily injury to another person in violation of Section 243 of the Penal Code. The district shall provide the information to these teachers based upon any written records that the district maintains or receives from a law enforcement agency regarding a student. A binder is kept on file in the main office for teacher perusal of students who have been suspended.

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

Abraham Lincoln is committed to protecting its students, employees from bullying, harassment or discrimination for any reason and of any type. All students and employees are entitled to a safe equitable and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated and shall be a cause for disciplinary action. We strive to train staff and students on intervention and instructional strategies on prevention, including violence prevention. We follow up when incidents are reported or occur.

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

Bullying may involve, but is not limited to:

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

Sexual Harassment

Definition

Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature has the purpose or effect of unreasonably interfering with an individual's education or creating an intimidating, hostile, or offensive educational environment.

Examples:

Making unsolicited written, verbal, physical, and/or visual contact with sexual overtones such as:

1. Suggestive or obscene letters, notes, invitations, pictures, or objects.
2. Leering and other suggestive or lewd looks, expressions, or gestures.
3. Derogatory comments, slurs, jokes, or epithets.
4. Assault, touching, impeding, or blocking movement.
5. Continuing to express sexual interest after being informed that the interest is unwelcome.
6. Making, threatening, or implying reprisals following a negative response.

Confidentiality: Reasonable efforts will be made to keep a complaint and the results of the investigation confidential. Witnesses shall be informed that it is a violation of the district policy to disclose the complaint, the nature, and the outcome of the investigation or the parties involved.

Disciplinary action: Students in grades 4 - 12 are subject to disciplinary action. Interventions may include conferencing, warning, counseling, detention, school service, and Saturday school. More serious infractions or chronic violations of the district's sexual harassment policy may result in suspension or expulsion.

Retaliation prohibited: A student shall not be subject to retaliation or reprisal for filing a complaint. Every effort will be made by school personnel to ensure non-retaliation and, if this policy is violated, appropriate disciplinary action will be taken.

Complaint procedures:

Informal resolution: Students are encouraged to inform the student who is subjecting them to sexual harassment but are not required to do so.

Formal complaint: If a student has tried but is unable to communicate directly with the person, or does not feel comfortable in doing so, a school staff member should be informed about the problem, and this information passed on to the principal to investigate.

Review and procedures:

1. The principal shall review the complaint, whether it is by the student, parent, or referred by a staff member.
2. The principal will contact the parent of the aggrieved to ensure that they are aware of the complaint and the process that will ensue. A follow-up letter with a copy of the district's sexual harassment policy and a complaint form will be mailed home.
3. The principal shall conduct an investigation and inform the student who is being accused of sexual harassment and that student's parents.
4. Upon completion of the investigation, the principal shall determine whether the harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or disciplinary action.
5. A closing letter will be sent to the parents of the aggrieved to apprise them of the findings of the investigation, and that action has been taken if there was sufficient evidence to verify the complaint.
6. The principal shall keep a written record of all interviews and contacts made in conducting the investigation.
7. A copy of all written communications, including closing letters, shall be sent to the District Title IX officer.

Responsibilities of staff members:

1. All staff members who are responsible for students shall ensure that students are in an environment that is physically and emotionally safe.
2. Staff shall seriously address any student actions which involve harassment, intimidation, threats, or aggressive conduct, whether it is verbal, nonverbal, or physical. If the conduct appears to be sexual harassment as outlined previously, the situation should be brought to the attention of the principal.
3. Teachers will instruct students on conduct which reflects respect for others and shall reflect the school's written behavior standards. In grades 4-6, teachers will more specifically address sexual harassment as part of the health curriculum, a class meeting, special presentation, or other instructional means which are appropriate to the maturity level of the students. They will be informed of the procedure for making a complaint, how it will be followed up, and the possible consequences for those who engage in sexual harassment.
4. Incorporate aspects of "Second Step" and/or other curriculum as units relate to refusal skills, assertiveness, and peer pressure.

K-3 Suggested Activities:

1. Classroom meetings at the beginning of the year emphasizing the need for respect for one another and that every student has a right to come to school and feel safe.
2. Students should be made aware of what is considered appropriate physical contact and what is not deemed appropriate in a school setting.
3. Encourage students that they should let their parents or staff member know if someone does not respect this right.

4-6 Suggested Activities:

1. Classroom meetings at the start of the year to address the need for respect and safety.
2. During the first trimester of the year, teachers will discuss with students the issues of harassment, in general, and weave in the specifics of sexual harassment. This may be done as part of a class meeting or a more formal curricular approach.
3. A peer theater group could be invited to present harassment and sexual harassment to a class or group and a follow-up discussion question and answer period. The use of appropriate videos on the topic may be used to initiate the discussion. Current events and other newsworthy items related to school safety or harassment in the workplace may be appropriate for older elementary students.
4. Incorporating aspects of the "Second Step" or similar curriculum as units relate to refusal skills, assertiveness, and peer pressure.

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

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

Stacy Desideri, Executive Director of Wellness & Engagement

Santa Rosa City Schools

110 Stony Point Road, Suite 105

Santa Rosa, CA 95401

(707) 890-3800 x 80413

sdesideri@srcs.k12.ca.us

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

Vicki Zands, Assistant Superintendent of Human Resources

Santa Rosa City Schools

110 Stony Point Road, Suite 100

Santa Rosa, CA 95401

(707) 890-3800 ext. 80602

vzands@srcs.k12.ca.us

Refer to district Policy and Administrative Regulation 5145.

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

At Abraham Lincoln Elementary School our focus is on learning. Just as adults dress appropriately for work, our students are expected to dress appropriately for school at all times. Some clothes that are fine for play, recreation, or special occasions are not appropriate for school. Student clothing and property must not present a health, safety hazard, or a distraction that would interfere with the educational process.

Based on input from community groups active within the Abraham Lincoln community, it is apparent that there is gang* activity in the Abraham Lincoln community. The school realizes that the symbols and dress used by gangs are changing and will review the dress code on a yearly basis. In order to keep our students safe, our community has developed the following dress code.

1. All underwear shall be concealed.
2. Bellybuttons and midriffs must be covered. This includes when a student is standing or if a student is to raise their hand, their bellybuttons and midriffs must be covered.
3. Shoes should cover the feet and have backs. CROCS are not allowed. Shoes, clothing, and jewelry should be safe and appropriate for PE and play.
4. Acrylic or fake nails that go beyond the finger tip are not allowed.
5. Shirts or outerwear with drug, alcohol, or tobacco product logos or messages may not be worn at school or school events.
6. Short skirts, short shorts, low-cut tops, or spaghetti straps are not appropriate school apparel. When a student stands with their arms at rest by their sides, their fingers must be touching material.
7. Torn jeans are allowed only if there are no torn areas above the fingers tips when the student's arms are at rest by their sides.

8. All apparel shall fit and worn appropriately. Oversized clothes are not appropriate for school.
9. Students will refrain from gang-related clothing such as bandanas of any color, hairnets, scarves, chains, jewelry, rags, belts hanging from clothing, scripted belt buckles, shoes, and shoelaces which contain gang symbols or writing.
10. Students will refrain from wearing clothing that displays numbers that refer to gangs, drugs, or other letters and numbers deemed by the school administration to be gang-related or violent in nature. (A known list of numbers/letters includes but are not limited to: 8, 13, 14, 15, 18, 69, 80, 81, 88, 311, 415, 420, 707, SUR, NORTE, VSRN, VSL, PL, ABZ, PSC, NX4, etc.)
11. Students will refrain from using logos, pictures, stickers, or symbols associated with sex, violence, profanity, or gang affiliation.
12. Students will refrain from wearing any professional sports' teams hats, jerseys or jackets unless it is SRCS School Sanctioned Apparel. This includes SF Giants, 49'ers and Raiders. It also includes sports teams from all leagues and types of sports.
13. Hats and hoods may only be worn outside the classroom.
14. Students will refrain from wearing make-up including false eye lashes and false nails.
15. Students are only allowed to wear pajama pants on designated school spirit days.
16. Student are not allowed to use any materials to write or draw on their body or any other person's body.

Property-the following items are not allowed at school

1. Drug, drug paraphernalia, alcohol, violence, obscene, suggestive, vulgar, sexual pictures, images, or words displayed on accessories, clothing, binders, or backpacks.
2. Lighters or matches
3. Knives of any kind
4. Weapons including look-a-likes or imitation ones
5. Laser pens or lights
6. Whiteout
7. No gum
8. Toys may only be brought to school with prior permission from the teacher.
9. Electronic devices must remain in backpacks and turned off while at school or participating in school activities.

*Santa Rosa City Schools' Administrative Regulation 5114.16 states "For purposes of this policy, a gang is defined as two or more people who form an allegiance for a common purpose and engage, individually or collectively, in acts which may be threatening or criminal, and which may include such behaviors as intimidation, threats, and violence."

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

Many of the streets near the school are busy, especially at the beginning and end of the school day. Pedestrians and bicyclists should use the utmost care at each intersection. Special care should be taken on school grounds. Students and parents need to be extremely careful dropping off and picking up their children. Children should not run to and from vehicles. A crossing guard is assigned to the crosswalk directly in front of Lincoln on West 9th Street. When s/he is on duty, students must wait until directed by him/her to cross the street. Look both ways and then proceed carefully.

CAMPUS INGRESS/ENGRESS:

All students and campus visitors are to use the main campus enterway next to the staff office in the front of the campus.

CAMPUS VISITORS

All campus visitors, including parents, are asked to report to the office. Our site has a volunteer sign-in binder that should be filled out when arriving on campus. Visitors need to wear a visitor's badge. Signs are posted at entrances indicating that all visitors are to report to the office.

RELEASING CHILDREN FROM SCHOOL

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

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

CHILD SAFETY INSTRUCTIONS

Students are regularly reminded about behaviors that will maximize their safety in public and going to and from school, especially in how to respond to strangers or potentially unsafe situations. These reminders may be given during an assembly or if there is information about suspicious activity in the community. In such cases, where appropriate, a written safety alert will be sent home to advise parents.

VOLUNTEER SCREENING

What is the process to register as a parent or community volunteer?

Classroom Volunteers: First, you will contact the School Site. If they have a need for volunteers, they will complete the My Mentor program. This includes fingerprinting through the SRSC district office and a cleared TB test. In addition, the volunteer will need to complete the Mandated reporter training before being cleared for campus. Mandated reporter training will need to be renewed annually.

Field trip Volunteers: First, you will contact the teacher in charge of the field trip. If they have a need for volunteers, they will complete the My Mentor program. This includes fingerprinting through the SRSC district office and a cleared TB test. In addition, the volunteer will need to complete the Mandated reporter training before being cleared for attending the field trip. Mandated reporter training will need to be renewed annually.

Athletic Volunteers: First, you will contact the School Site. If they have a need for volunteers, they will complete the My Mentor program. This includes fingerprinting through the SRSC district office and a cleared TB test. In addition, the volunteer will need to complete the Mandated reporter training before being cleared for campus. If volunteers are needed, the School Site will direct you to the Recruitment Technician in Human Resources who will contact you to obtain all of your clearances.

Do parents need to register as volunteers?

If a parent is performing a volunteer role that is beyond the scope of working directly with their child, they are required to be registered as a volunteer.

Do field trip chaperones require clearance in addition to the field trip packet provided at the school site?

Volunteers attending an overnight field are required to get fingerprint clearance.

Volunteers for day field trips are not required to get fingerprint clearance. In both cases, volunteer chaperones must adhere to all district field trip policies and procedures.

If you will be driving students for the field trip, the School Site will also have you complete the Field Trip Driving Form.

Does every volunteer require fingerprint clearance?

Department of Justice fingerprint clearance (and in some cases, FBI clearance) is required of volunteers whose responsibilities may result in unsupervised work with students. A volunteer who has not lived in California for 2 years will need to be FBI fingerprinted as well as DOJ.

How long does it take to complete volunteer processing steps?

The entire process takes approximately 2-4 weeks. It depends on if the volunteer needs fingerprint clearance. Fingerprint results can take up to one month to come back from the DOJ and FBI, so it is recommended that schools and volunteers plan accordingly for annual overnight field trips or projects requiring the clearance of volunteers.

Also, athletic volunteers have a number of additional clearances that they need to complete before they can coach.

Do I need to be fingerprinted if I am an employee of SRCS or a retired employee of SRCS?

If you are a current employee in our District, no additional fingerprints are required. In almost all cases retirees will need to be re-fingerprinted.

Do I need to be fingerprinted if I am a volunteer or employee of another government agency or outside organization?

Agencies are not allowed to share the confidential information required in a livescan request, so you will need to be re-fingerprinted to volunteer with Santa Rosa City Schools.

How often do I need to get fingerprinted?

As long as you do not make a request to be removed from our volunteer list, your fingerprints will continue to remain active and you will not need to be re-fingerprinted.

How often do I need to do the Mandated reporter training?
Volunteers will need to renew their Mandated reporter training every year.

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

Component:

Abraham Lincoln has the supervision in class and on the play yard during recess and lunch recess.

Element:

Staffing

Opportunity for Improvement:

Ongoing training, consistent meetings with updates to ensure compliance with state guidelines

Objectives	Action Steps	Resources	Lead Person	Evaluation
Supervision	6 yard duties	District support	Jeanine Wilson	Referrals to the office/discipline

Component:

Tier 2 MTSS Team

Element:

Tier 2 MTSS Team's prioritizes support for students who have exhausted Tier 1 supports.

Opportunity for Improvement:

The Tier 2 MTSS team meets weekly. Improvement can be made in the area of streamlining the process for referral and communication back to teachers and families about supports.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Referral system to ensure supports for students	Created google form, meet as a team weekly, review and assess referrals.	Teacher data, district assessments, counselor, discipline data	Audrey Mosquera	Jeanine Wilson and team
Disseminate resources and actions to support students.	Team decides actions and next steps.	Teacher data, district assessments, counselor, discipline data	Audrey Mosquera and team	Jeanine Wilson and team

Component:

Student Engagement

Element:

Create and maintain enrichment opportunities for students before, during and after school.

Opportunity for Improvement:

Create a system to evaluate programs and ensure opportunities during distance learning as well as on-site learning.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Migrant Ed tutoring	Establish an environment where students can get support with skills and homework.	Selected staff (paid stipend) and Mini-Corp	Patricia Law and Jeanine Wilson	Patricia Law and Migrant Ed Teacher feedback
Lunch Bunch	Students are provided an opportunity during lunch to socially interact and engage with their peers in a safe environment (both distance Learning and on campus)	Principal, counselor and teachers	Principal, counselor and teachers	Principal, counselor and teachers
BEST days	School staff members will create rotation to review school wide expectations	Support staff, Counselor, TOSA, Lead Teachers, Student Engagement and Restorative Specialist.	Lead Teacher and Principal	Lead Teacher and Principal
Life Skills assemblies	Monthly Assemblies to celebrate students who have displayed character traits and making good decisions	Student Engagement, Support staff, Counselor, Lead Teachers, TOSA, and Restorative Specialist.	Jeanine Wilson	Jeanine Wilson
Student Store	Weekly students will have the opportunity to purchase items with "Lincoln Leopards" (school money) which are earned from meeting the school expectations.	Student Engagement, Staff and principal	Student Engagement, Rafael Tamayo	Rafael Tamayo and Jeanine Wilson

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

Abraham Lincoln Elementary Student Conduct Code

Abraham Lincoln Elementary School students will show respect for one another, allow teachers to teach and students to learn, and conduct themselves so that everyone can come to school each day feeling safe and ready to learn. People in the school should conduct themselves in such a way as to not hurt others on the “outside” with muscle or the “inside” with words. Children are expected to conduct themselves in travel or play in such a way that they are not hurt and they don’t hurt anyone else. Behavior, which threatens the emotional or physical well-being of other students, staff, and volunteers, cannot be tolerated. School-wide activities include student rewards for being safe, kind, respectful, and responsible.

RULES FOR ALL SETTINGS

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

- Respect other people’s property, bodies, and feelings.
- Solve Problems
- Make Good Decisions
- * Be Safe, Respectful, Responsible and Kind

The following are NOT allowed:

- Unnecessary noise, talking, or physical contact that is disruptive.
- Refusing to follow the directions of any school staff members.
- Unsafe play and play in a supervised area.
- Littering and not picking up after oneself.
- Foul language that offends or hurts others.
- Threats or harassment.
- Hateful or violent behavior.
- Stealing or damaging school or personal property.
- Fighting or another unsafe and inappropriate physical contact.
- Tobacco, alcohol, or illegal drugs.
- Knives, firearms, firecrackers, or other dangerous objects.

Possible interventions and consequences for not following the rules:

- Each teacher has classroom consequences for misconduct which may include ignoring minor misbehavior; non-verbal warnings and cues; warn student privately; name on board to conference with the teacher later; time-out; time-out to another classroom; parent contact/conference; or refer to principal “Verbal warning”, suspension or expulsion
- Student(s) solve problem or game ends/equipment or privilege taken away
- Time-out from activity/play area
- Restriction from activity or play area
- Refer to principal
- Parent contact or conference
- Parent comes to school to accompany the student in class or during lunch
- Refer to Student Study Team, counseling or outside referral
- Behavioral agreement
 - Commitment Contract

- School service (pick-up trash during recesses and lunch) with parental agreement
- Suspension
- Refer to the district for expulsion recommendation

Refer to district discipline Policies and Administrative Regulations 5114.1 - 5114.16.

Specific Consequences for Misbehavior:

Verbal Warning

- Unsafe behavior
- Out of Supervised Area
- Minor violations of playground rules
- Inappropriate language unless vulgar or threatening

Students solve problem or game ends/equipment or privilege taken away

- Complaints about game rules not being followed
- Verbal disagreements
- Failure to follow bicycle/helmet rules

A time-out from activity/play area (sit on the assigned bench)

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

Restrict from playground

- Student leaves the time-out area or is causing trouble in the time-out area
- Student repeats unsafe behavior
- Failure to follow staff directions
- Pushing/shoving

Noon Supervision Communication with Teachers (written communication with parent signature):

- Pushing/shoving
- Student leaves the time-out area or is causing trouble in the time-out area
- Student repeats unsafe behavior
- Failure to follow staff directions
- Excessive roughness in a game or on equipment
- Failure to heed a previous warning
- Verbal altercation between students

Complaints about game rules not being followed

- Verbal disagreements
- Failure to follow bicycle/helmet rules
- Unsafe behavior
- Out of Supervised Area
- Minor violations of playground rules
- Inappropriate language unless vulgar or threatening

Referral to Principal or School Counselor

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

Bus Citation/Suspension

- Warning for first bus referral
- Subsequent referrals will result in the suspension of bus privileges

- 4th citation will result in loss of bus privilege for the remainder of the school year

Suspension/Expulsion

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

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

Classroom

Teachers should immediately establish guidelines and rules for appropriate student conduct. These should be communicated verbally, posted in writing, and shared with parents. They are most effective when they are few in number, regularly reinforced, and are part of a positive classroom environment. In most cases, consequences in the class and parent contacts work best. Referral to the office should be for offenses, which are serious or chronic in nature. Last 15 minutes of each day teachers may send students to the reflection room to write and discuss appropriate behaviors.

Assemblies

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

PLAYGROUND RULES

- Walk to and from recess.
- Play in areas supervised by adults.
- Buildings are off-limits to students during recess and when unsupervised.
- Except in an emergency, students must have a pass to come to the office.
- Playing with balls or running games in the play structure area is not permitted.
- Children should remain on the playground until bell rings (unless raining)
- When recess is over, students are to WALK directly to class lines in a quiet and orderly fashion.
- On rainy days, students will be supervised in their classes at recess and lunch (see rainy day schedule).
- Students are to eat sitting in designated areas.
- Maintain a clean school by throwing garbage away and not littering.
- Tackling, pile-ups, pushing or other types of unsafe behavior are not permitted.
- Throwing rocks, gravel, sawdust, and other objects are dangerous and not permitted.
- All students are included in games.
- Run safely in play areas. Follow the directions of supervisors.

Area Black Top

- Only bouncy balls may be used on the handball wall and buildings. No soccer balls, volleyballs or basketballs are to be used on the walls.
- Soccer balls, footballs and the kicking of balls are on the field only.
- Students should carry school balls to and from recess.
- Return balls and playground equipment to ball carts.

Playground Apparatus

- The area under the apparatus is kept clear; a child who drops to the ground should not linger.
- Children should keep their hands and feet to themselves when on or near the equipment.
- When waiting for a turn, wait in line.
- Only go down the slide and one person at a time.
- Hands are in contact with the apparatus.
- No moving or throwing of wood chips/shavings.
- No tag or chase games are allowed in or around the play structure (wood chips/shavings area).
- The play structure is off-limits before and after school (except under after school program supervision).
- The only structure that students are allowed to climb on top of is the parallel bars.

Kindergarten Play Structure
Same rules as the playground apparatus
For kindergarten recess use

Conduct Code Procedures

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

The law affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the school to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs, or practices shall not be tolerated.

A hate crime is defined in part, “any criminal act(s) or attempted criminal act(s) to cause physical injury, emotional suffering, or property damage where there is a reasonable cause to believe that the crime was motivated, in whole or in part, by the victim’s race, ethnicity, religion, sexual orientation, or physical or mental disability.”

Reporting

All staff and administrators should accurately and sensitively advise students and parents reporting harassment of the relevant school policies and the options for stopping the harassment. In all instances, students and parents reporting harassment should be told how to file a formal complaint. Reporting procedures should be easy to use and well-publicized. At least one employee should be formally designated and trained to receive complaints. The names and positions of the persons designated should be made known to all members of the school community.

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

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

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

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

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

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

Santa Rosa City School District and Abraham Lincoln Elementary School recognize the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Abraham Lincoln Elementary School has developed strategies to support a safe and orderly environment free from bullying and intimidation.

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 other student or site personnel.

Procedures for Preventing Acts of Cyber-bullying Abraham Lincoln is committed to protecting its students, employees from cyberbullying, bullying, harassment, or discrimination for any reason and of any type. All students and employees are entitled to a safe equitable and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated and shall be a cause for disciplinary action. Our philosophy is one of a culture of health, wellness, safety, respect, and excellence. We strive to train staff and students on intervention and instructional strategies on prevention, including violence prevention. We follow up when incidents are reported or occur.

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

Bullying may involve, but is not limited to: Unwanted teasing, Threatening, Intimidating, Stalking, Cyberstalking, Cyberbullying, Physical Violence, Theft, Sexual, religious, nor racial harassment, & Public humiliation.

Santa Rosa City Schools Board Policy Bullying Reporting and Filing of Complaints

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

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures. BP 5131.2 Students The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate the bullying of any student. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. (cf. 5131 - Conduct) (cf. 5136 - Gangs) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. (cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with the involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans. (cf. 0420 - School Plans/Site Councils) (cf. 0450 - Comprehensive Safety Plan) (cf. 0460 - Local Control and Accountability Plan) (cf. 1220 - Citizen Advisory Committees) (cf. 1400 - Relations between Other Governmental Agencies and the Schools) (cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying. (cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of the district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. (cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promote effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. (cf. 6142.8 - Comprehensive Health Education) (cf. 6142.94 - History-Social Science Instruction) (cf. 6163.4 - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

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

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop a means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement. The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9) (cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

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

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

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

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

Continuity of Operations

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

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

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

Safety Plan Review, Evaluation and Amendment Procedures

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

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

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

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

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

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

The School Site Council adopted the recommended School Safety Plan.

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

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

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

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

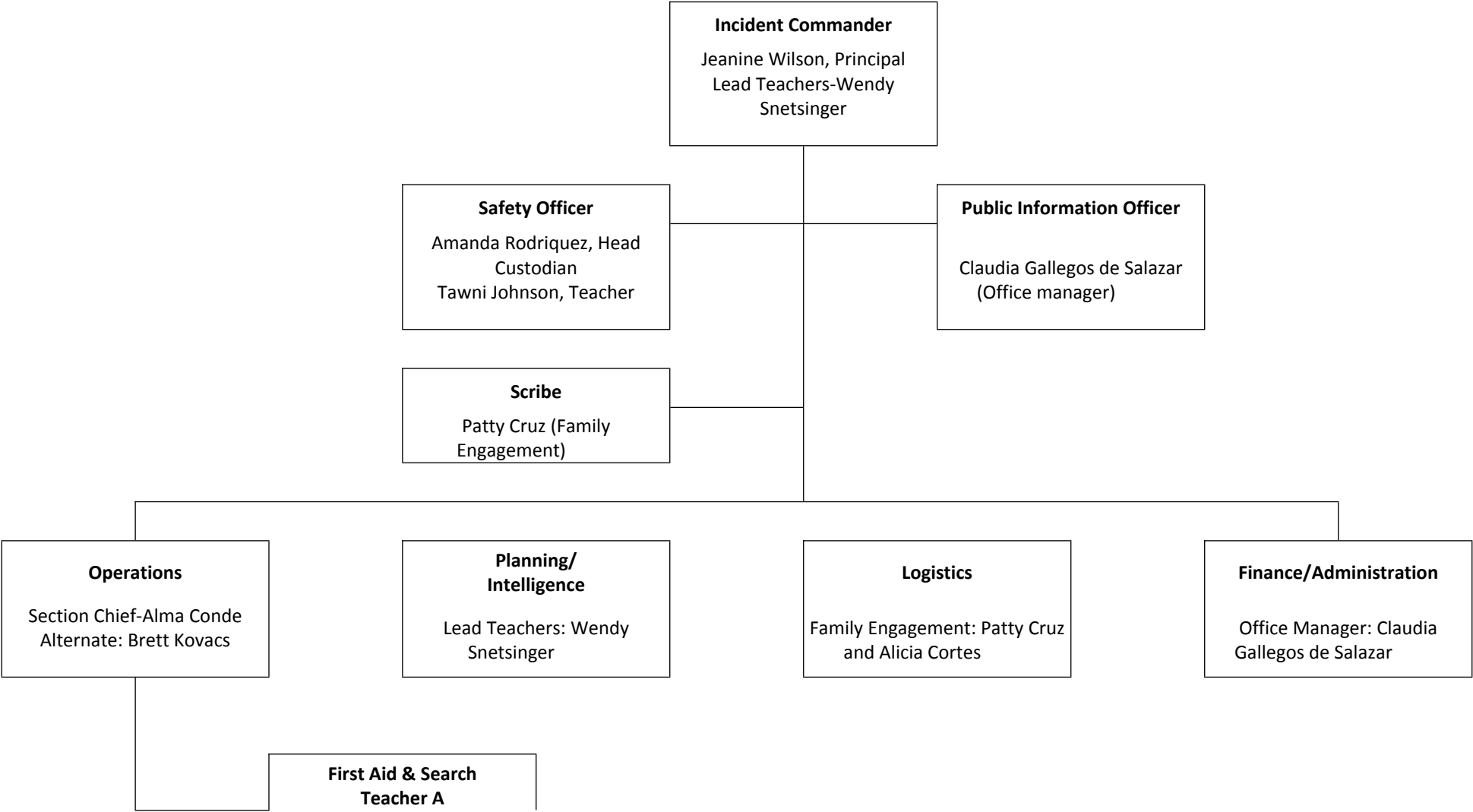
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire & EMS	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic	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. Anna Trunnell
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	After Hours Emergency (707) 543-3805
Other	Animal Regulation, (Sonoma County)	707-565-7100	Animal Control

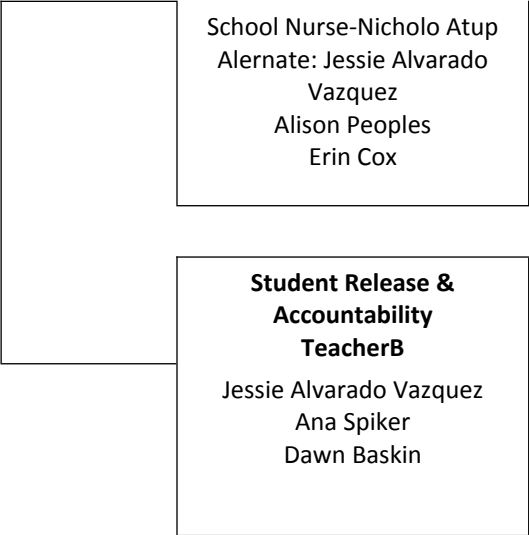
Safety Plan Review, Evaluation and Amendment Procedures

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)
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 Evacuation & Post-emergency Procedures Post emergency procedures by doors (LockDown, Emergency Numbers, Evacuation Map) Emergency Contacts Update individuals and contact information found on emergency contact charts. (B) Disaster Procedures - Section: Disaster Plan 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. Documentation & Recordkeeping (Attachment G) Ensure the necessary records are properly maintained Update Student Release forms as needed (Attachment G)	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

Abraham Lincoln Elementary 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:

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Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Levels of Emergencies

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

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

Step Two: Identify the Level of Emergency

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

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

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

Step Three: Determine the Immediate Response Action

Plan Implementation

The Plan will be:

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

Step Four: Communicate the Appropriate Response Action

School Personnel Responsibilities:

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

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

Office Tech - In charge of student emergency cards.

The principal follows the communication guideline below:

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance

Animal/Animal Disturbance

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus

Profile of an Active Shooter

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

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

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

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

Know your escape routes

Leave your belongings behind

Take your cell phone

Keep hands visible for responding Law Enforcement

HIDE...

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

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

Information to provide to Law Enforcement or 911 Operator

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

FIGHT...

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

Outside:

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

How to respond when Law Enforcement Arrives

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

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

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

Biological or Chemical Release

Biological or Chemical Release

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

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

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

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

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

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

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

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

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

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

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

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

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

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

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

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

*A written threat should be turned over to the police department.

**Individual receiving the call should complete the Bomb Threat Report

Unsafe School Conditions

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

Location:

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

Procedure for movement to shelter:

Walking or bus transportation depending on the emergency

Bus Disaster

BUS DRIVERS/SCHOOL STAFF

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

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Disorderly Conduct

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

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

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

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/site 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

Duck, Cover, and Hold On!

The Disaster Drill signal EARTHQUAKE - xx919 - signal is audible and consists of a pre-tone, voice message ENG/SPN (DROP, COVER, HOLD ON), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! DROP, COVER, HOLD ON!!!), flashing lights go on or an oral command to "DUCK, COVER AND HOLD" given by the teacher or other staff members who realize that an earthquake is occurring.

During

When Inside

1. Personally execute Action "DUCK, COVER AND HOLD ON" upon the first indication of an earthquake. Responsibility of Classroom Teachers or Principal
2. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.
3. Warn students to avoid touching electrical wires that may have fallen to the ground.
4. Notify the custodian of breaks or suspected breaks in utility lines or pipes.

When outside

Upon the command "DUCK, COVER AND HOLD ON", students and staff should immediately move away from buildings and other objects that might topple over, DROP to the ground and COVER the head.

This ACTION is considered appropriate for, but is not limited to, the following:

- * Active Shooter
- * Bomb threat
- * Chemical accident
- * Explosion or threat of explosion
- * Fire
- * Other similar occurrences that might make the school buildings unsafe.

After

Evacuate Building when earthquake stops

1. Fire alarm bell

Description:

- Teachers close doors. Exit outside to blacktop with red emergency bags and emergency containers.
- Students and staff move in an orderly and quiet manner along prescribed routes from inside school buildings to an outside area of safety. (see evacuation map and assigned line up areas)
- Teachers take attendance. If all students are accounted for, hold up green laminated paper inside of the red bag. If any students are not accounted for, ask the beginning student in the line to hold up red laminated paper inside of the red bag, write names

of missing students on Pink Attendance Form and send a runner to the principal.

- This ACTION should be followed by another action or a return to school buildings and normal class routine. ALL CLEAR signal, long continuous bell: command given by the principal/designee.

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.

Explosion or Risk Of Explosion

Explosion/Threat of Explosion

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

Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions

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

Location: Norwegian Hall (617 West 9th street) or Finley Center. Procedure for movement to shelter:
Finley Park

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

Fire in Surrounding Area

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

1. Sound fire signals: fire alarm (bell or horn signal).
2. Students and adults evacuate building to outside blacktop areas.
3. Teacher leaves room last, taking class records, emergency supply duffel bags and keys, closes doors (not locked), and windows.
4. In outside assembly areas, teachers take roll, report missing students, and administer first aid to any injured person.
5. If the fire is serious, students are taken to an alternate location for protective supervision until parents can be notified for pickup.

Flooding

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

Incident Commander

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

General Staff:

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

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

Heat (Excessive) and Air Quality

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

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

Other heat advisory related resources that may be helpful:

Santa Rosa City Schools Heat & Air Quality Advisory:

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

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

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

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

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

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

Loss or Failure Of Utilities

Notify the District Superintendent

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

During the School Day

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

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

Before the Start of the School Day

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

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

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

Motor Vehicle Crash

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

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

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

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

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

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

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

Notify the Superintendent/ District Emergency Preparedness Director.

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

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

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

Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

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

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

Take attendance at the evacuation assembly area

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

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

Care for the injured, if any.

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

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

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

Pandemic

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

Psychological Trauma

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

PRINCIPAL/DESIGNEE ACTIONS:

Keep the individual under continuous adult supervision.

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

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

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

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

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

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

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

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

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

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

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

STAFF ACTIONS:

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

Notify principal/designee

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

Protect the individual from injury.

Suspected Contamination of Food or Water

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

PRINCIPAL/DESIGNEE ACTIONS:

CALL 911

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

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

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

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

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

STAFF ACTIONS:

Notify principal/designee
CALL the POISON CENTER HOTLINE 1-800-222-1222.
Administer first aid as directed by the poison information center.
Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.
Post the Poison Control Center emergency number in the front office, school health room (located in the main office) and on all phones that can call outside.
Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

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

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

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

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

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

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

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

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

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

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

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

Raise hands and spread fingers

Keep hands visible at all times

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

Avoid pointing, screaming or yelling

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

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

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter

Number of Shooters

Physical description of shooters

Number and type of weapons held by shooters

Number of potential victims at the location

Lockdown Procedure:

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

Lockdown Preparations:

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

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

Additional Lockdown Procedures:

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

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

How to assist those with disabilities during a lockdown:

Visually impaired

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

Hearing impaired

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

Individuals with crutches, canes or walkers

- Assist to safety, if necessary

Individuals in wheelchairs

- If necessary, move wheelchair to appropriate place

Run-Hide-Fight/Active Shooter Procedures:

Inside:

RUN...

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

HIDE...

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

Spread out (if possible)

Be prepared to FIGHT

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

Information to provide to Law Enforcement or 911 Operator

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

Number of potential victims at the location

FIGHT...

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

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

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

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

Outside:

If shots fired - immediately "Drop and cover"

If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

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

Raise hands and spread fingers

Keep hands visible at all times

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

Avoid pointing, screaming or yelling

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

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

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

Unlawful Demonstration or Walkout

Prohibited Activities

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

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

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

Wildland/Urban Interface Fire

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

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

2. Regularly monitor the following:

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

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

3. Implement ICS, if necessary.

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

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

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

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

Air Quality

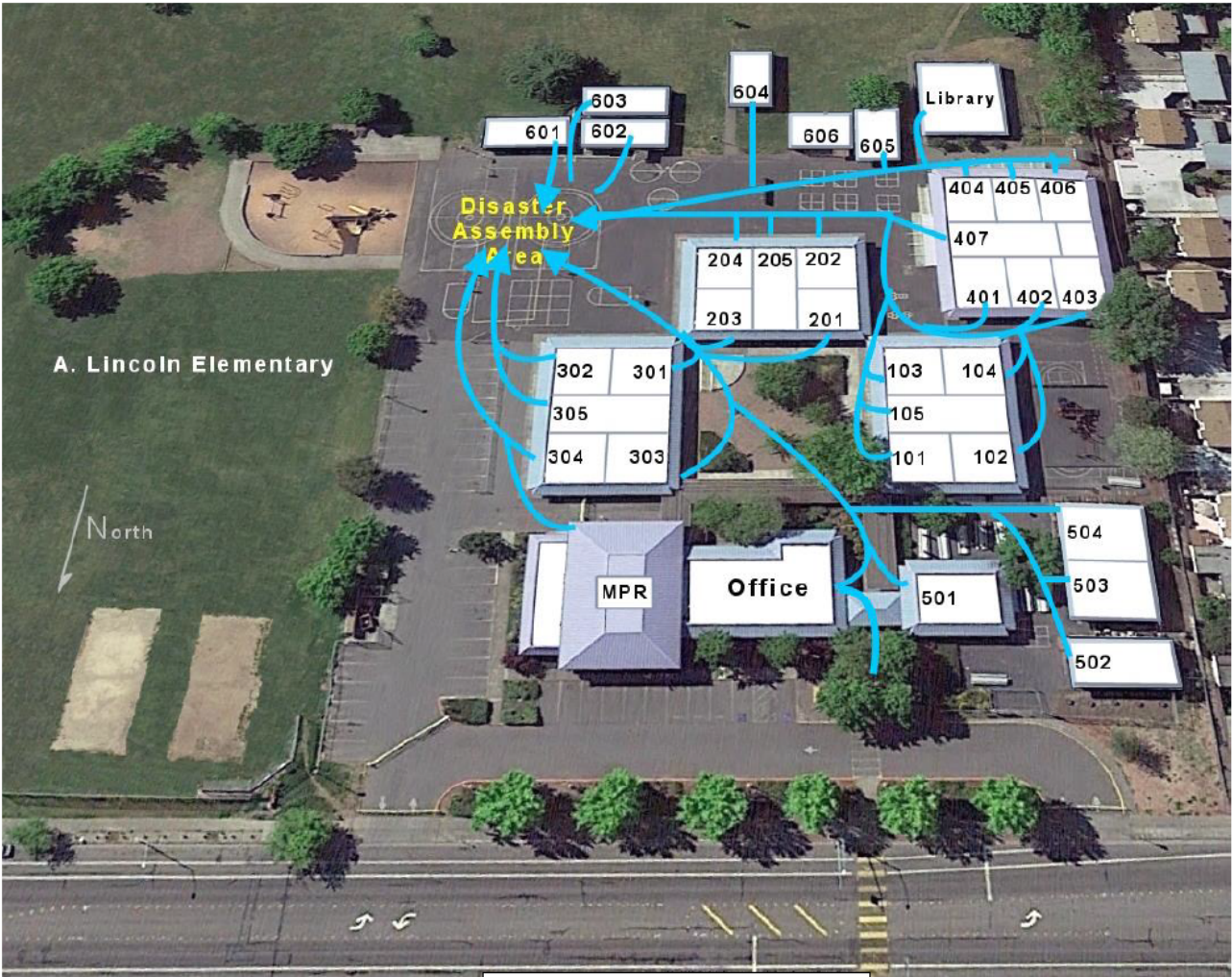
1. The Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.

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

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

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

EVACUATION MAP



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 windows and air vents, and shut down air conditioning/ heating units.



2. DROP, COVER & HOLD ON

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



3. SECURE THE CAMPUS

Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked, and all students and staff remain inside until otherwise directed. Instruction continues as planned.



4. LOCKDOWN/BARRICADE

Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.



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.

THE ESSENTIAL
FIVE
Emergency Response Actions



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