



# Comprehensive School Safety Plan

## 2025-2026 School Year

**School:** James Monroe Elementary School  
**CDS Code:** 49709126052161  
**District:** Santa Rosa Elementary  
**Address:** 2567 Marlow Rd.  
Santa Rosa, CA 95403  
**Date of Adoption:** 2024-2025  
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- with Staff February 19, 2025  
- with Law Enforcement  
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
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## **Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 110 Stony Point Road, Suite 210, Santa Rosa CA 95401.

## **Safety Plan Vision**

The Comprehensive School Safety Plan (CSSP) for James Monroe Elementary School has been developed to:

Provide a safe and orderly learning environment for students and staff.

Protect the safety and welfare of students and staff.

Protect the school's facilities and property.

Provide safe, orderly and efficient guidance and support to restore normal operation of an environment conducive to learning.

Provide coordination between the school site and the District Office Emergency Operations Center (EOC).

Provide coordination between sites, city, and County Emergency Operations Center as necessary.

Ensure compliance with State and Federal school safety program regulations.

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

### James Monroe Elementary School Safety Committee

Katheryne Stoural  
Cynthia Cousland  
Megan Braia  
Karl Craig  
Berenice Flores Camacho

### Assessment of School Safety

School administration and supervision staff at James Monroe Elementary School will continue to seek restorative, logical consequences as an alternative to exclusionary discipline, in order to keep students on campus and engaged in learning. The administration and all school staff continue to work diligently at building relationships within our entire school community, with a specific focus on building positive student-to-student and student-to-staff relationships. The goal is that through this work, there will be fewer behavior incidents overall, particularly in the area of classroom disruptions. Through restorative conferencing and mediation, school staff strive to help students gain an understanding of the impact of their behavior, and provide opportunities to repair the harm done to others or to the campus.

SRCS is Creating a Comprehensive District Risk Assessment Team (DRAT) Plan.

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

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

SRCS District Risk Assessment Protocol or [https://docs.google.com/document/d/1xsJWcdZ6\\_Sl\\_kE4PKSFHzn\\_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing](https://docs.google.com/document/d/1xsJWcdZ6_Sl_kE4PKSFHzn_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing)

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

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

### Promoting School Safety

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

Support Staff at the Schools:  
Counselors -  
Psychologists -  
Family Engagement Facilitators -

EL Specialists -  
SOLL Counselors -  
Restorative Specialists -

Support Staff at the District Level:

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

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

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

District Behavior Threat Assessment Team

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

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

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

Suicide Prevention with Risk Assessment Team and Staff

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

SRCS District Risk Assessment Protocol or [https://docs.google.com/document/d/1xsJWcdZ6\\_Sl\\_kE4PKSFHzn\\_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing](https://docs.google.com/document/d/1xsJWcdZ6_Sl_kE4PKSFHzn_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing)

Annual Safety Notifications

Firearm storage SB 906

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

SB10 - Melanie's Law

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

Safe Firearm Storage Annual Notification

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Abuse Prevention And Reporting - AR 5141.4 Students

### Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)  
(cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)  
(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5144 - Discipline)  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)  
(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

## 6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. The District may require volunteers to obtain training in the identification and reporting of child abuse and neglect and to report know or suspected incidents of child abuse or neglect. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance)

### Reporting Procedures

#### 1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Child Protective Services - Sonoma County

1202 Apollo Way  
Santa Rosa, CA 95407  
Child Abuse Hotline - (707) 565-4300  
Toll Free (800) 870-7064 (24 hour reporting lines)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

## 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

## 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

## Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

#### Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Regulation SANTA ROSA CITY SCHOOLS

approved: January 13, 2016 Santa Rosa, California

revised: April 12, 2017

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

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

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

#### OBJECTIVES

This plan has the following objectives in an emergency:

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

#### PUPIL PROTECTION POLICY

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

1. The safety and security of students and school staff are of paramount importance. All actions taken shall bear in mind the safety and well being of both students and district employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.

3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student's emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and they also wear SCOE or other agency badges.
5. Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
6. AB 2855 states "Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for each student will be developed to ensure their safety."

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

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

#### **Emergency Evacuation Procedures**

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

Assign staff responsibilities for assisting students with disabilities.

Ensure that accessible evacuation routes are clearly identified.

#### **Individualized Emergency Plans**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

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

In an emergency event where a shelter is needed, the following link can assist with the use of SRCs Online Facility Use Permits:

<https://srcs.civicpermits.com/Account/Login>

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

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

The following outlines the types of suspensions a student may receive. For further information, contact Student and Family Engagement at (707) 890-3800 x 80418.

### Teacher Suspension

A student may be suspended from class, when other means of correction have been attempted, for the rest of the day and the next day by the teacher who will report the suspension to the principal and send the student to the principal or designee for appropriate action. As soon as possible, the teacher will telephone or write to the parent/guardian requesting a parent/teacher conference. A school counselor or psychologist may attend, and the parent/guardian or the teacher may request that an administrator attend the conference.

During the suspension, the student may not return to the teacher's class without the consent of the teacher and the principal. If the student has other classes during the day, the suspension only applies to the class he/she was suspended from. If the student has violated Education Code 48900 (i) or (k), the teacher may require the parent/guardian to attend a portion of a school day in the student's classroom.

### Principal Suspension

The principal may suspend a student from 1-5 days per event, up to twenty (20) days per school year, if the principal determines the student has committed any of the acts in Section 48900. The student may be suspended if the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the principal or superintendent within any other school district(s), including, but not limited to:

While on school grounds.

While going to or coming from school.

During the lunch period whether on or off the school campus.

During, or going to, or coming from a school-sponsored or school-related activity.

An informal conference will be held by the principal or designee with the student and, whenever practicable, the person who referred the student for suspension. The purpose of the conference is to inform the student of the reason for the suspension and the evidence against him/her and to give the student an opportunity to present his/her version and evidence. The principal or designee will also discuss prior interventions attempted to change the student's behavior. Unless the student waives his right to the conference or is physically unable to attend, the conference will be held within 2 school days. The conference may be omitted if it is determined that there is a clear and present danger to the lives, safety or health of students or school personnel.

At the time of the suspension a school employee will make a reasonable effort to contact the parent/guardian in person or by telephone. A notice in the primary language of the parent/guardian (if it is practicable) will be mailed requesting that the parent/guardian attend the conference and listing the rights of the student and parent/guardian. The suspension and the cause will be reported to the Superintendent. Law enforcement authorities will be notified if there was assault with a deadly weapon or force likely to produce great bodily harm. The school will refer a recommendation for expulsion to Student and Family Engagement, who will notify the parent and request a conference with the parent and student. For further information, contact the Student and Family Engagement office at (707) 890-3800 x80418.

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

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

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(a) (2) Willfully used force or violence upon the person of another, except in self defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the principal's designee.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind,

- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
- (e) Committed or attempted to commit robbery or extortion. Safe Schools and Discipline 61
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm, meaning a replica of a firearm so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit specified acts of sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged or attempted to engage in hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

(B) Notwithstanding paragraph (1) and subparagraph

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

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

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

Additional grounds for suspension or expulsion:

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

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

Education Code 48900.4 (Grades 4-12) Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment.

Education Code 48900.7 (Grades K-12) Made terroristic threats against school officials or school property or both. "Terroristic threat" shall include any statement, written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. The district is required to expel from school for a period of not less than one year a student who is determined to have possessed, sold, or otherwise furnished a firearm; brandished a knife at another person; unlawfully sold a controlled substance while at school; committed or attempted to commit a sexual assault, or committed a sexual battery; or possessed an explosive. In addition, any student who commits one of the aforementioned violations will be referred to the criminal justice or juvenile delinquency system.

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

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

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

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

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

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

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

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

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

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

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

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

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

California Education Code 35183 states that:

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dressup days and color days. Schools that have adopted school uniforms experience a “coming together feeling,” greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing “gang-related apparel” if the governing board of the school district approves a plan that may be initiated by an individual school’s principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months’ notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil’s parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

#### 35183.1.

(a) A pupil may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies. Nothing in this section shall be construed to limit a local educational agency’s discretion and authority to prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony.

(b) For purposes of this section, the following terms have the following meanings:

(1) “Adornment” means something attached to, or worn with, but not replacing, the cap and gown customarily worn at school graduation ceremonies.

(2) “Cultural” means recognized practices and traditions of a certain group of people.

(3) “Local educational agency” means a school district, county office of education, or charter school.

#### 35183.3.

Notwithstanding any other provision of law, a person shall have the right to wear a dress uniform issued to him or her by a branch of the United States Armed Forces while participating in the graduation ceremony for his or her high school if that person meets both of the following requirements:

(a) He or she has fulfilled all of the requirements of this code for receiving a diploma of graduation from high school, and is otherwise eligible to participate in the graduation ceremony.

(b) He or she has completed basic training for, and is an active member of, a branch of the United States Armed Forces.

35183.5. (a) (1) Each school site shall allow for outdoor use during the school day, articles of sun-protective clothing, including, but not limited to, hats.

(2) Each school site may set a policy related to the type of sun-protective clothing, including, but not limited to, hats, that pupils will be allowed to use outdoors pursuant to paragraph (1). Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel may be prohibited by the dress code policy.

(b) (1) Each school site shall allow pupils the use of sunscreen during the school day without a physician’s note or prescription.

(2) Each school site may set a policy related to the use of sunscreen by pupils during the school day.

(3) For purposes of this subdivision, sunscreen is not an over-the-counter medication.

(4) Nothing in this subdivision requires school personnel to assist pupils in applying sunscreen.

#### Santa Rosa City Schools Board Policy 5132 Students - Dress and Grooming

The Board of Education believes that appropriate student dress contributes to a productive learning environment, and that students’ clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

At the beginning of each school year, students and parents/guardians shall be informed in writing about the school dress code. A student who violates the school dress code shall be subject to appropriate disciplinary action.

When gangs constitute a danger to students, the Superintendent or designee may restrict student dress, as necessary, to comply with Board policy related to school safety and gang activity.

#### Uniforms or Common Student Dress

The Board recognizes that in order to promote student safety and discourage theft, peer rivalry, and/or gang activity, the principal, staff, and parents/guardians within a district school may elect to establish a reasonable school dress code requiring students to wear uniforms or common student dress (CSO).

The Board shall approve either a uniform or common student dress code when it determines that such a code promotes the academic focus and/or health and safety of a school's students.

The Superintendent or designee shall establish procedures whereby parents/guardians may elect to have their children exempted from an adopted school uniform or common student dress policy. The CSD exemption process shall include a designated deadline for parents/guardians to complete and submit a CSD Waiver Exemption form for that year. Students shall not be penalized academically, or otherwise discriminated against or denied attendance to school, if their parents/guardians do decide to request an exemption waiver.

The Superintendent or designee shall ensure that resources and criteria are identified for student assistance in purchasing uniforms/common student dress.

The Superintendent or designee shall establish procedures whereby common student dress code may be evaluated to determine whether common student dress should continue, be rescinded, or be modified.

James Monroe Elementary School has a dress code policy for all students. All students are required to conform to the dress code. The following dress code requirements apply to all students.

1. All clothing must fit.
2. Pants must be worn at the waist and may not be more than one size bigger than the student's waist.
3. Shirts and tops must cover the midriffs. Tank Tops must have sleeves at least 2 inches wide. School T-shirts are acceptable any day.
4. Skirts, dresses and shorts must be as long as the students finger tips when their arms are flat at their sides. They must be long enough not to be revealing or inappropriate for school.
5. No hats, caps, or head coverings are to be worn indoors, unless for medical or religious reasons.
6. Belts (brown or black) may be worn but must be tucked into belt loops. No initials or other markings are allowed on the buckle or belt.
7. Shoes must be flat with closed toes or athletic style. Crocks, slippers, and slides, may not be worn to school.
8. Jackets allowed in any color. School sweatshirts are acceptable any day. No symbols affiliated with gangs, nudity, sex, violence, drugs/alcohol, or profanity.
9. Application of minimal make-up will be limited to the home. It will not be applied at school due to the health reasons and the distraction it adds to the school site.

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

The streets near James Monroe Elementary School are busy, especially at the beginning and end of the school day. Utmost care should be used by pedestrians and bicyclists at each intersection. Special care should be taken on school grounds. Students and parents need to be extremely careful dropping off and picking up their children. Children shall walk to and from vehicles. A crossing guard is assigned to James Monroe at the crosswalk on Marlow Road directly across from the school. When the crossing guard is on duty, students must wait until directed to cross the street.

Students at James Monroe arrive to and leave from the campus by one of four methods: Bus, Bicycle/Scooter/Skateboard, Walking, and Parent/Guardian Vehicles.

Parent drop off occurs along the East side of the school in front of the main entrance.

Buses drop off and pick up students in the bus circle on the East side of the campus in front of the main entrance.

Bicycles are not ridden on campus. They enter and depart from the main entrance of the campus or from the gate on the Northeast corner of campus near the Kindergarten Playground.

Skateboards and scooters are not ridden on campus and may therefore enter and depart from all entrances/exits.

Walking students enter from the Southeast and Northeast corners of campus along Marlow Road.

Teachers, yard duty staff, and administrator supervise students as they ingress and egress.

As per California Code, Penal Code - PEN § 627.2, No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering.

As such, all outsiders and visitors to campus are required to report to and register at the school main office immediately upon arrival on campus. Visitors must show identification to office staff.

The office may issue a temporary visitor's pass at their discretion, if it is determined that the individuals presence is appropriate as per California Penal Code 627.4.

Parents or other visitors who have not checked in to the office are directed to do so or are escorted to the main office. Signs are posted at the main entrance indicating that all visitors are to report to the office.

California Code, Penal Code - PEN § 627.2

No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs.

California Code, Penal Code - PEN § 627.4

(a) The principal or his or her designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the outsider's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

(b) The principal, his or her designee, or school security officer may revoke an outsider's registration if he or she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

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

**Component:**

Social Environment

**Element:**

People & Programs

James Monroe Elementary School focuses on fostering positive relationships with students to decrease overall discipline problems and help all students feel more connected to the school.

Overall, the faculty and administration believe that these efforts have successfully provided appropriate consequences for discipline issues.

At Monroe, we believe that we are all 'Building Our Future Together'.

Our primary goal in this component is "Community Building." We will explore and implement ideas for building a greater sense of community for students and families. It is our goal to bring our diverse population together as one school community. The administration and staff will continue to develop more strategies for further engaging students, helping students feel they belong and creating an environment where students enjoy coming to school to learn.

Additionally, the administration and staff, in partnership with school families, will create community experiences to bring together students, parents, and families. Events such as Bingo Night, Movie Night, Literacy Night, Student MTSS and other Assemblies are examples of our effort to build one community. The faculty and staff will continue to explore ideas that will help highlight the various school programs.

Again, the goal will be to bring all of our diverse populations together so that all families feel included in the school community, feel that their voices are heard and that their student's progress is celebrated.

**Opportunity for Improvement:**

Have at least one goal, measurable objective and activity for each component.

Explore and implement ideas for building a greater sense of community among our diverse population so that all families and staff members feel included in the James Monroe School Community, feel that their voices are heard and that their student's progress is celebrated.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Provide each student with resiliency skills. Provide a safe, secure, and caring learning environment and school climate.</p>	<p>Provide each student resiliency skills. Provide leadership, character trait training and resiliency training for students through assemblies, regular classroom lessons and special events. Provide counseling services to students to help build self-esteem. Reinforce positive behavior with BEST rewards. Provide training for Restorative Practice at staff meetings.</p>	<p>Training &amp; Funding</p>	<p>Principal Counselor Restorative Specialist All Other Staff</p>	<p>Tier 2 meetings. Discipline Data. Panorama Data. Youth Truth Data.</p>
<p>Staff and students will participate in BEST activities and Assemblies.</p>	<p>Continue monthly awards assemblies to reward positive behavior and school pride (students, principal, and staff). Invite families and community members to assemblies. Involve students in preparing assemblies. Continue BEST Awards Assemblies and trainings.</p>	<p>Training &amp; Funding</p>	<p>Principal Counselor IMT Student Council Teacher ESOM Elem Tech</p>	<p>Tier 2 meetings. Discipline Data. Panorama Data. Youth Truth Data.</p>
<p>Professional development in social-emotional wellness. Exploration as a staff of possible SEL programs.</p>	<p>Staff training in Toolbox, Kimochis, Kelso the Frog, and Lifeskills</p>	<p>Training on Site</p>	<p>Principal Counselor Tier 1 Lead</p>	<p>Tier 1 Meetings. Tier 2 meetings. Discipline Data. Panorama Data. Youth Truth Data.</p>
<p>Create more activities that allow more students to share school programs with their families.</p>	<p>Ensure Parents are invited to the following school events: Back to School Night, Music Concerts, Open House, Parent-Teacher Conferences, SST's, Literacy/Math Nights PFO ELAC SSC</p>	<p>Parent Square. Cost for Refreshments, incentives, etc.</p>	<p>Family Engagement Teachers Principal</p>	<p>Attendance at Events.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Continue implementing programs and activities to further encourage greater participation by more students.	Continue to build greater student voice through the representation process in Student Leadership and increase efforts to support the success of the student leadership club on campus.	Staff Time	Principal Counselor Club Advisor	Number of students who participate in Leadership. Events to increase student participation on campus.
The faculty and staff will work with parent groups to increase parent participation in those groups already available on campus.	Hold ELAC, SSC, PFO, etc to encourage parent and community participation with the intent of building community and offering parent education.	Cost for Refreshments, incentives, etc.	Principal Family Engagement Facilitator	Number of events. Number of parents attending events.

**Component:**

Physical Environment

**Element:**

Assure each student a physically safe environment.  
Provide physical and psychological safety through planning, practice and preparation.

**Opportunity for Improvement:**

Have at least one goal, measurable objective and activity for each component

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff and students will participate in safety drills to mitigate potential disaster.	Provide Safety Training.	Site Staff Needs Incident Command training. Planning & Funding. RESIG partnership.	Administration: Principal, Custodian, District Support Staff, Safety team	Annual review by SRFD. Annual review by SSC/Safety Team.
Increase campus security.	Utilize Camera System. Utilize Alarm System.	Custodians to arm, disarm system. Principal & DO Support Staff to Monitor Cameras as needed.	Head Custodian Principal District Support Staff	
Improve Facilities: <ul style="list-style-type: none"> <li>• Cleanliness</li> <li>• Organization</li> <li>• Buildings</li> </ul> School painting originally scheduled for Summer of 2025 rescheduled to Summer 2026 due to summer programs on campus 2025.	Schedule	Planning & Funding	Director of Facilities. Director of Maintenance.	Project Management by Facilities and M&O

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

### **James Monroe Elementary School Student Conduct Code**

James Monroe 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.

Our discipline plan identifies behavioral expectations that promote Safety, Respect, Responsibility, and Kindness.

Consequences for rule violations include warnings, parent notifications, and detentions, restorative approaches, counseling as needed, time out, think tanks and/or suspension, depending on the nature of the conduct in question.

The purpose of our discipline plan is to provide a safe, secure learning environment.

#### **BEST School Rules**

Four School Values: Be Respectful, Be Responsible, Be Safe, Be Kind:

- Respect other people's property, bodies, and feelings.
- Follow directions and cooperate with others.
- Use language that is respectful and courteous.
- Play safely and only in areas with adult supervision.
- Honestly accept responsibility for one's actions.
- Be kind in your words and actions toward others.

Read during Morning Announcements:

Students,

Remember that at our school we are kind to each other and to ourselves.

We care about each other's feelings.

We treat each other with respect.

We are careful with our words.

We keep our hands and feet to ourselves.

At our school we follow the directions of our teachers and all of our staff.

### **Conduct Code Procedures**

James Monroe Elementary School follows the requirements set forth in the SRCS Information Handbook as well as the JMES Student & Family Handbook. Links to these are sent home to families at the beginning of the school year using Parent Square.

The SRCS Information Handbook is available on the SRCS website at: <https://www.srcschools.org/families/handbooks> .

The JMES Student & Family Handbook is available on the JMES website at: <https://jmes.srcschools.org/for-parents/james-monroe-handbook> .

Teachers review the school's behavior expectations during the beginning of the school year.

The principal hosts an assembly at the Beginning of the Year and reviews behavior expectations, including the dress code.

All Students participate in BE Days, in August and again in January, where teachers present rules and behavior expectations at key points on campus including the Play Structure, Blacktop, Bathrooms, Hallways, MPR, and Entryway.

We believe it is important for students to know and understand the behavior expectations, so they can follow them.

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

### **Non-Discrimination Statement**

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

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

District Equity/Discrimination (All Students):

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

District Equity/Discrimination (All Employees):

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

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

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

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

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

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

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

Purpose & Scope

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

1. Prevention Strategies
  - a. Education & Awareness
    - i. Implement evidence-based opioid prevention curricula in health education classes.

- ii. Conduct annual training for students, staff, and parents on opioid risks, including fentanyl dangers.
- iii. Display information and resources about opioid dangers and available support services.
- b. Partnerships & Community Engagement
  - i. Collaborate with local health departments, law enforcement, and community organizations to enhance prevention efforts.
  - ii. Provide parent workshops on substance abuse prevention and intervention strategies.
  - iii. Engage peer support groups for at-risk students.
- 2. Life-Saving Response Procedures
  - a. Emergency Protocols for Suspected Overdose
    - i. Recognize Symptoms – Signs of opioid overdose include slow or no breathing, blue lips/nails, unresponsiveness, and pinpoint pupils.
    - ii. Call 9-1-1 Immediately – Report a suspected overdose and follow dispatcher instructions.
    - iii. Administer Naloxone (Narcan) – If available, trained staff should administer intranasal naloxone following CDE guidelines.
    - iv. Perform Rescue Breathing/CPR – If the individual is not breathing, initiate rescue breathing or CPR as needed.
    - v. Monitor & Support – Stay with the individual, monitoring for responsiveness and signs of improvement.
    - vi. Inform Parents/Guardians – Contact the student’s emergency contacts as per school policy.
    - vii. Incident Reporting – Document the response in accordance with district and CDE policies.
  - 3. Naloxone (Narcan) Availability & Training
    - a. Schools will stock naloxone kits in designated areas (e.g., nurse’s office, front office, security stations).
    - b. Staff training (including school nurses, administrators, and volunteers) on naloxone administration will be conducted annually.
    - c. Good Samaritan protections apply to staff administering naloxone in good faith.
  - 4. Post-Incident Follow-Up & Student Support
    - a. Provide counseling and substance use intervention for affected students.
    - b. Refer students to community treatment programs as needed.
    - c. Conduct a debriefing with staff and responders to assess response effectiveness and identify areas for improvement.
    - d. Offer re-entry planning and support for students returning to school after substance use treatment.
  - 5. Staff Roles & Responsibilities
    - a. School Nurses & Health Personnel: Primary responders, oversee naloxone administration and training.
    - b. Administrators: Ensure compliance with state laws and facilitate staff training.
    - c. Teachers & Staff: Recognize signs of opioid use/overdose and follow emergency protocols.
  - 6. Communication & Reporting
    - a. Maintain confidentiality while ensuring appropriate notifications.
    - b. Submit incident reports per school district and state requirements.
    - c. Notify local health agencies for additional support and monitoring trends in opioid use.
  - 7. Review & Continuous Improvement
    - a. Conduct annual policy reviews to ensure alignment with updated laws and best practices.
    - b. Perform annual training for opioid overdose response.
    - c. Gather feedback from staff, students, and community partners to refine strategies.

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

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

Key Obligations for School Sites:

- 1. Mandatory Reporting – School staff must report threats of mass violence (such as shootings or attacks) to law enforcement or school safety teams.
- 2. Threat Assessment Protocols – Schools must conduct assessments to evaluate the credibility and severity of threats.
- 3. Parental Notification – If a student is involved, parents or guardians must be notified as appropriate, following school and legal guidelines.
- 4. Coordination with Law Enforcement – Schools must collaborate with law enforcement agencies to determine appropriate safety measures and responses.
- 5. Firearm Access Review – If a credible threat is identified, law enforcement may investigate whether the individual has access to firearms.

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

## Continuity of Operations

### Purpose & Scope

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

### Emergency Operations & Decision-Making

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

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

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

#### b. Decision-Making Authority

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

### Instructional Continuity

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

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

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

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

### Student & Staff Support Services

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

### Communication Plan

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

### Recovery & Reopening

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

### Plan Review & Training

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



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

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

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

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

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 March for the coming school year.

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

**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

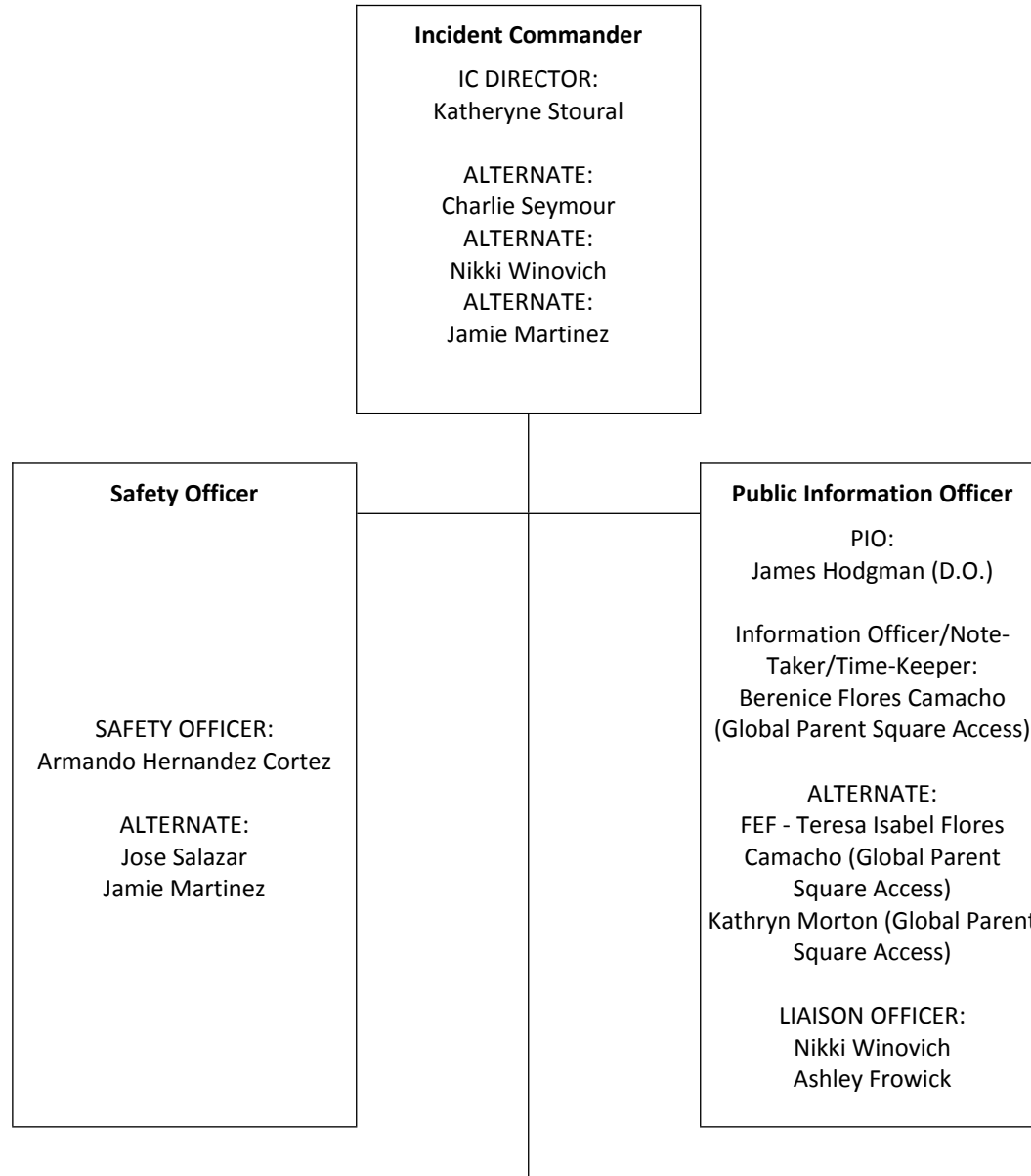
Type	Vendor	Number	Comments
Emergency Services	Fire & Santa Rosa Emergency Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch - Dial "9" before number if calling from school phone
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic	SR Police Department (Non-Dispatch)	707-528-5222	Non-Emergency Dispatch
Local Hospitals	Memorial / Kaiser / Sutter Hospitals	525-5300/393-4000/576- 4000	Local Hospitals
School District	Office of the Superintendent	707-890-3800 x 80101	Dr. Daisy Morales
School District	SRCS District Communications Team Branch Director	707-890-3800 x 80301	Dr. Roderick Castro
Public Utilities	Pacific Gas & Electric Company	800-743-5002	Outages
Public Utilities	SR Utilities Dept. (Water)	707-543-4200	After Hours Emergency (707) 543-3805
Other	Animal Regulation, (Sonoma County)	707-565-7100	Animal Control

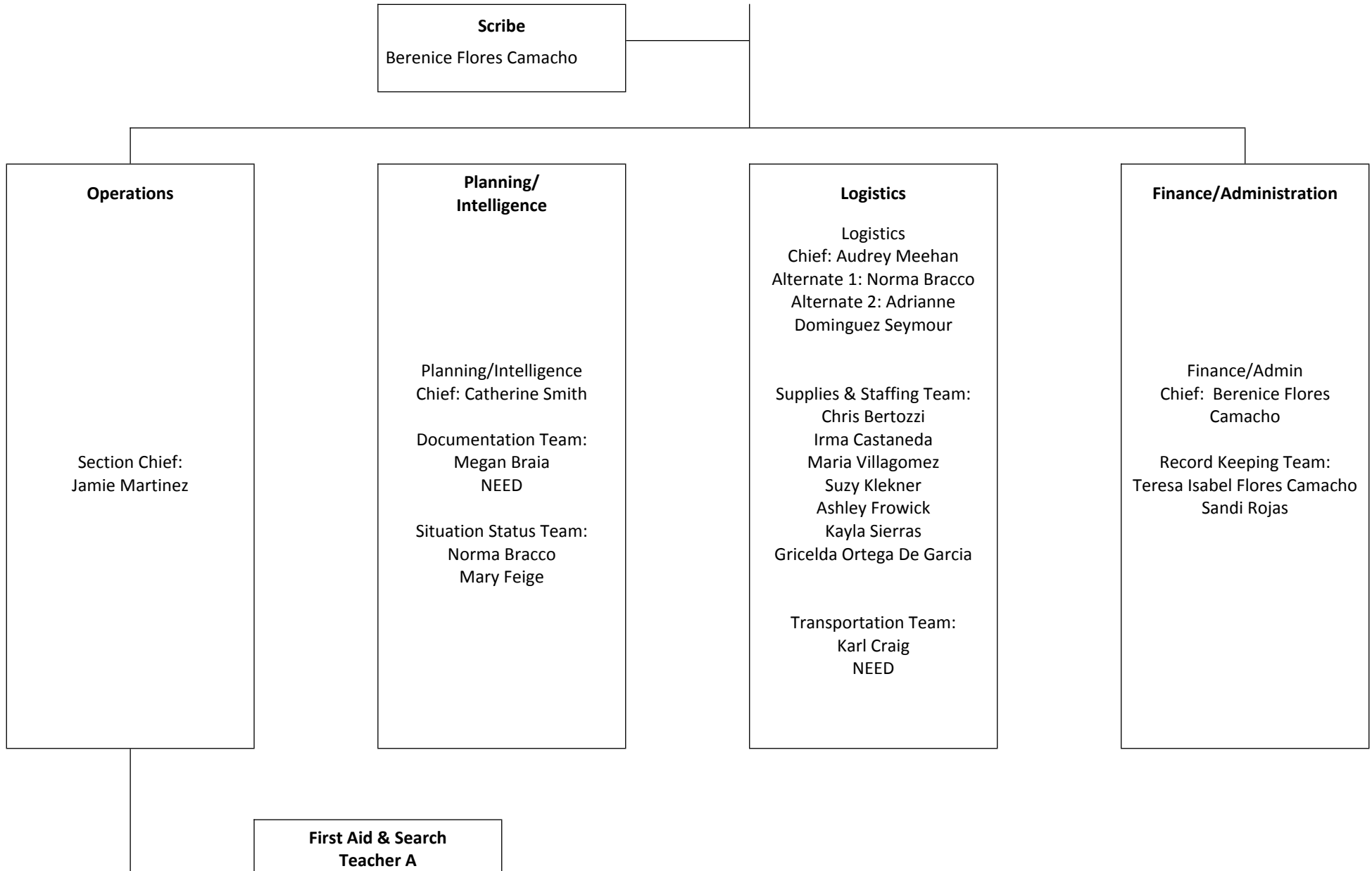
## Safety Plan Review, Evaluation and Amendment Procedures

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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
<p>Emergency Supplies (H) A Safe and Orderly School Environment Conducive to Learning (EC355294.2) - Component 3 Update Emergency Supplies inventory/Go Kits Replenish any missing supplies, dead batteries or expired items. Research new supplies</p> <p>Evacuation &amp; Post-emergency Procedures Post emergency procedures by doors (LockDown, Emergency Numbers, Evacuation Map)</p> <p>Emergency Contacts Update individuals and contact information found on emergency contact charts. (B) Disaster Procedures - Section: Disaster Plan</p> <p>Student Information Update list of students with medical needs (binder) Update list of students' emergency information Update list of students with disabilities - ensure students have special evacuation procedures established if special assistance is required during an evacuation such as noise-canceling headphones in the emergency bag and classroom assistant available to support students.</p> <p>Documentation &amp; Recordkeeping (Attachment G) Ensure the necessary records are properly maintained Update Student Release forms as needed (Attachment G)</p>	Update annually & securely maintained	Emergency Action Plan
Safety Plan reviewed and approved by SSC	Annually in February-March	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, Leadership and Staff Meeting Notes
CA Dashboard report reviewed by SSC with attendance & discipline	Annually when the report is made available	SSC Minutes

**James Monroe Elementary School Incident Command System**





Light Search and Rescue Team

Chris Bertozzi  
Ashley Frowick  
Devin Marvosh  
Karl Craig  
Audrey Meehan  
Cynthia Cousland

First Aid Team:

Sandy Petersen  
Suzy Klekner  
Teresalsabel FloresCamach  
Mary Feige  
Jose Salazar  
Mike Persinger

Maintenance/Fire/Site

Security team  
Armando Hernandez  
Jose Salazar

Assembly/Shelter Team:

Alexis Allie Solari  
Nely Ogston  
Kayla Sierras

Crisis Intervention Team:

Lorie Wilcox  
Kat Morton Wilson  
Andrea Orozco  
Jamie Martinez

Communications Team

Adrienne Seymour  
Jason Andrews  
Karl Craig

**Student Release &  
Accountability  
TeacherB**

Student Release & Staff

Accounting

Lorie Wilcox

Suzy Klekner

Teresa Isabel Flores Camacho

Nely Ogston

Kayla Sierras

AndreaOrozco

Jamie Martinez

## **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:

Management

Planning & Intelligence

Logistics

Finance & Administration

Operations

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

### **Management**

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

### **Planning & Intelligence**

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

### **Operations**

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

### **Logistics**

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

### **Finance & Administration**

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

## **Emergency Response Guidelines**

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

Refer to the Essential 5 Emergency Response Guidelines

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

Initiate the Incident Command System relevant to the Emergency Response

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

Engage the Incident Command team appropriate to the situation

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

- Inform all relevant stakeholders based on the Emergency Tree
- Collaborate with district PIO to create messaging for staff, students and parents

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

### **Aircraft Crash**

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

### **Animal Disturbance**

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

#### Animal/Animal Disturbance

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

### **Armed Assault on Campus**

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

#### Profile of an Active Shooter

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

#### Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

#### Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

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

#### Active Shooter Procedures

##### Inside:

##### RUN...

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

##### HIDE...

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

Call 9-911 from school phone, or 911 from cell phone, and notify the District Superintendent/District Emergency Preparedness Coordinator when it is safe to do so.

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

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

##### FIGHT...

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

##### Outside:

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

##### How to respond when Law Enforcement Arrives

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

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

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

### **Biological or Chemical Release**

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

#### Biological or Chemical Release

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

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

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

#### Bomb Threat

If a threat by telephone comes directly to a school

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

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

#### Unsafe School Conditions

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

#### Location:

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

#### Procedure for movement to shelter:

Walking or bus transportation depending on the emergency

### **Bus Disaster**

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

#### BUS DRIVERS/SCHOOL STAFF

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

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

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

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

### **Disorderly Conduct**

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

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

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

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

#### Inside School

##### STAFF ACTIONS:

Report disruptive circumstances to principal/sit administrator.

Avoid arguing with the participant(s).

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

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

Stay away from windows and exterior doors.

##### PRINCIPAL/DESIGNEE ACTIONS:

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

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

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

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

## Outside of School

### PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

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

Cancel all outside activities.

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

Assign staff members to assist as necessary.

### STAFF ACTIONS:

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

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

Care for the injured, if any.

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

## Earthquake

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

### Duck, Cover, and Hold On!

The Disaster Drill signal EARTHQUAKE - 78919 - 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 appropriate for:

- \* Earthquake
- \* Explosion
- \* Surprise Attack

### 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 no 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.

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.

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**

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

Explosion/Threat of Explosion

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

Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions

- \* If James Monroe Elementary School becomes unsafe, move students to a closest suitable alternate shelter.

Location: See Internal Information. This is outlined in the School-Reunification Plan.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

### **Fire in Surrounding Area**

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

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

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - 78909 - 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 (9-911 from school phones).
4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

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

#### Air Quality

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

#### Fire on School Grounds

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

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

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

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

#### Air Quality

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

## **Flooding**

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

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

### **Incident Commander**

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

### **General Staff:**

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

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

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

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

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

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

Other heat advisory related resources that may be helpful:

Santa Rosa City Schools Heat & Air Quality Advisory:

<https://drive.google.com/file/d/1zHoNMWJHkyOAcIYUJeHAswsG7fKUSI13/view?usp=sharing>

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

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

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

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

California Interscholastic Federation Heat Illness web page: [https://cifstate.org/sports-medicine/heat\\_illness/index](https://cifstate.org/sports-medicine/heat_illness/index)

## **Loss or Failure Of Utilities**

Notify the District Superintendent

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

### **During the School Day**

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

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

### **Before the Start of the School Day**

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

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

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

## **Motor Vehicle Crash**

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

## **PRINCIPAL/DESIGNEE ACTIONS:**

Notify the police and fire department (CALL 911).

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

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

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

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

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

Notify the Superintendent/ District Emergency Preparedness Director.

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

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

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

Students released to parents from alternate/safe location.

#### STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

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

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

Take attendance at the evacuation assembly area

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

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

Care for the injured, if any.

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

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

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

## **Pandemic**

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

### **Psychological Trauma**

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

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

Keep the individual under continuous adult supervision.

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

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

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

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

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

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

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

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

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

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

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

#### **STAFF ACTIONS:**

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

Notify principal/designee

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

Protect the individual from injury.

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

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

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

CALL 911

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

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

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

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

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

**STAFF ACTIONS:**

Notify principal/designee

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

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

**PREVENTATIVE MEASURES:**

Keep poisonous materials in a locked and secure location.

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

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

**Tactical Responses to Criminal Incidents**

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

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

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

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

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

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

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

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

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

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

### **Unlawful Demonstration or Walkout**

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

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

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

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

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

Administration will respond to student protest per Board Policy 5131.4.

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

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

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

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

2. Regularly monitor the following:

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

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

3. Implement ICS, if necessary.

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

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

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

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

#### Air Quality

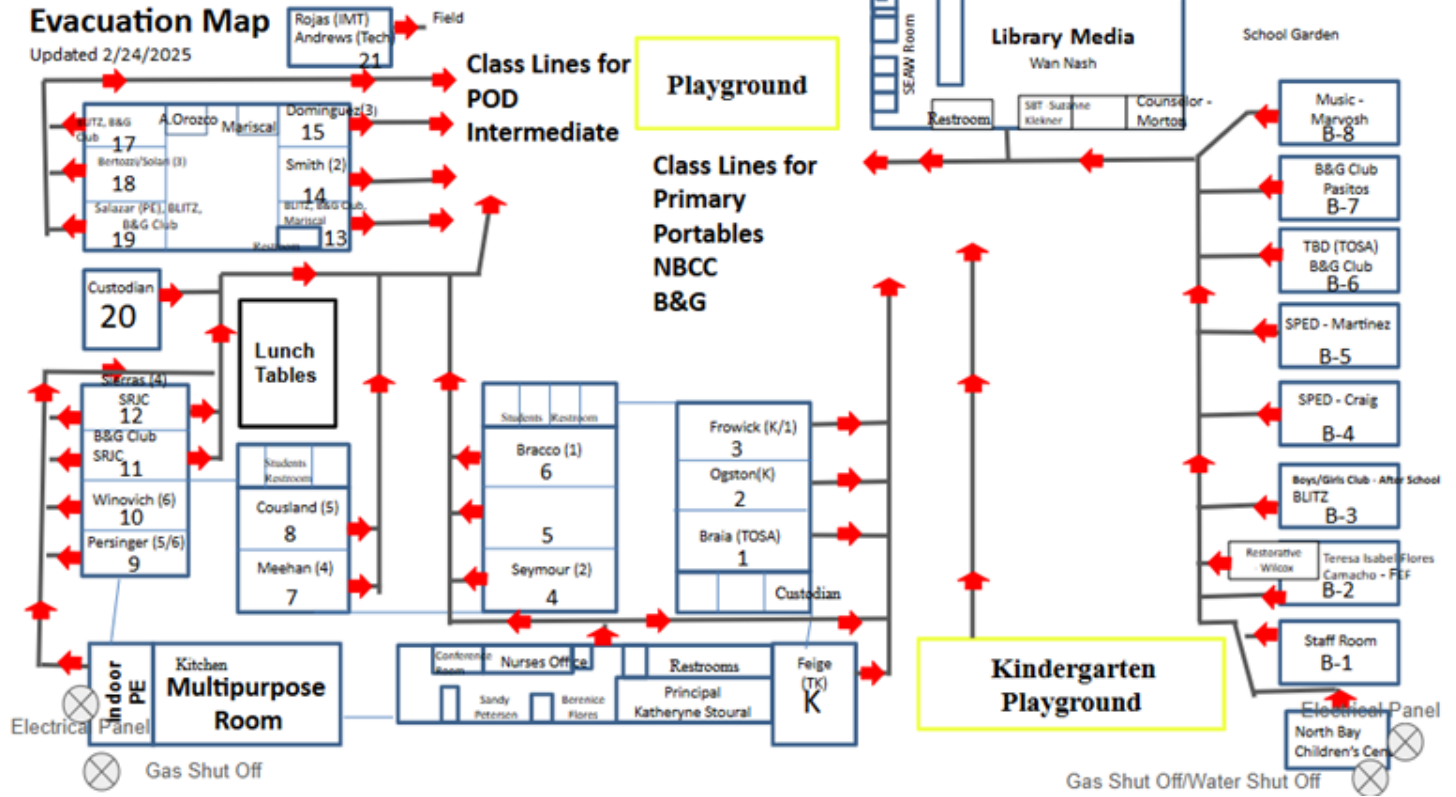
1. The Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.

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

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

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

Emergency Evacuation Map



## Quick Reference Guide

# Emergency Response Actions



## 1. SHELTER IN PLACE

Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. •Close doors & windows •Monitor communications •Students/Staff remain in room & continue class as "normal" •Call office/campus supervisors if assistance is needed •No Students IN/OUT of class unless essential & safe (\*supervision required) •Shut off air conditioner/heater if warranted



## 2. DROP, COVER & HOLD ON

Implement during an earthquake or explosion to protect occupants from flying and falling debris. •Drop to the ground •Take cover under a sturdy desk or table •Hold on until shaking stops •If no cover available, protect your head and neck with your arms •Stay away from windows and objects that could fall •Evacuate when safe, if there is damage to the building



## 3. SECURE THE CAMPUS

Initiate for a potential threat of danger in the surrounding community. •Lock Doors/Windows/Halls/Gates •Windows covered at staff discretion •Remain in classroom and continue class as "normal" •No students IN/OUT of class unless essential & safe (\*supervision required) •Monitor communications •Students remain in class until "ALL CLEAR"



## 4. LOCKDOWN/BARRICADE

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



## 5. EVACUATION

Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location. •Take account of unique needs of individuals with access and functional needs •If appropriate, bring your keys, emergency kit, roll sheets, and radio with you when you exit the building •Follow evacuation route & procedure for safe exit •Report to pre-assigned gathering location •Take roll and report missing students, student injury, or surplus students/staff to administrator •Run, Hide, Fight if necessary

