

Comprehensive School Safety Plan

2025-2026 School Year

School: Cesar Chavez Language Academy
CDS Code: 49709120128074
District: Cesar Chavez Language Academy
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Santa Rosa, CA 95407
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Approved by:



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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, Ste 210, Santa Rosa CA 95401.

Safety Plan Vision

CCLA Vision: Through collaboration on campus and with community organizations, we will send all CCLA students to high school socially and emotionally prepared ready for careers or college pathways.

CCLA Mission Statement: At Cesar Chavez Language Academy, we believe in providing a rigorous academic education while meeting the needs of the whole child. We believe in having high expectations, high accountability, and providing high levels of support. We challenge and support all students while providing a safe and relevant learning environment that prepares our students for college and career pathways in high school.

“CCLA is a proud family that empowers and prepares students for their future.”

Components of the Comprehensive School Safety Plan (EC 32281)

Cesar Chavez Language Academy Safety Committee

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

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

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_SI_kE4PKSFHzn_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing

Assessment of School Safety

See Safe School Environment Component 1, 2, 3

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

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

Assessment of School Safety

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

Procedures for Compliance with School Safety Laws, District Policies, Regulations, and Procedures

Cesar Chavez Language Academy, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators and other persons who may be interested in the prevention of campus crime and violence, has developed a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. This Safety Plan presents strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

Education Code 322280-32289

In addition to the school's principal, the following parties are also invited to participate in the school's annual review: Teachers representing SRTA, Classified employees representing CSEA, all Parents, the Mayor of Santa Rosa, and California Rural Legal Assistance. The Bilingual Advisory Board is responsible for approval of the Safety Plan each year.

Cesar Chavez Language Academy conducts, at a minimum, one annual review of each of its building's emergency and crisis response plans, protocols, and procedures and each building's compliance with the school safety drill programs. This school updates its response plans, protocols, and procedures, as necessary.

The School Safety Plan is updated by March 1 of each year and is forwarded to the Board of Education for approval at a regularly scheduled meeting.

Promoting School Safety

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

Support Staff at the Schools:

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

Support Staff at the District Level:

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

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

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

District Behavior Threat Assessment Team

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

In partnership with the Sonoma County Office of Education, a protocol has been developed with a series of forms for conducting a Level 1 Assessment Team meeting. A Threat Assessment Flow Chart is included to visually guide the process. Furthermore, the

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

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

Suicide Prevention with Risk Assessment Team and Staff

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

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

Annual Safety Notifications

Firearm storage SB 906

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

SB10 - Melanie's Law

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

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.¹

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

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

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

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

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

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

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

³ See California Civil Code Section 29805.

4 See California Civil Code Section 1714.3.

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

SECTION III

CHILD ABUSE REPORTING PROCEDURES

Section 11165.7 of the California Penal Code requires certificated school employees to report suspected cases of abuse and protects all who make reports in good faith from civil and criminal liability. In order to fulfill the district's responsibility and to ensure thorough and professional management of the problem, the following shall apply:

- All school personnel are made aware through staff meetings and written notification of their obligation to report child abuse. Board Policy 5141.4 provides direction to school employees for reporting child abuse. All school personnel understand that they are mandated reporters.
- Child abuse forms (SS-8572) are located in the counseling office readily available for confidential use.
- The district administration shall see that all employees are provided with information about the nature of child abuse and neglect, the state law, the district policy, and the reporting procedures as well as the legal and social treatment resources available in the community.
- All school employees must report all cases of suspected child abuse or neglect to the building administrator who will report, orally. The employee must follow up with the written report to the child protective agency of the Department of Social Services of Sonoma County and to the law enforcement agency having jurisdiction, according to procedures set forth in administrative regulations.
- Any school employee having information relative to a case of suspected child abuse or neglect shall cooperate with investigating and/or treatment agencies.
- The guiding principle for handling all situations is maximum protection for the possible abused or neglected minor plus humane treatment of parent or other adult suspected of abuse or neglect.

An abused child is any child under 18 years of age who:

Has sustained physical or emotional injury as a result of cruel or inhumane treatment or as a result of malicious acts by his/her parent or any person responsible for his/her care or supervision.

Has been sexually molested or exploited, whether or not she/her has sustained physical injury, by his/her parent or any other person responsible for his/her care or supervision.

PROCEDURES FOR REPORTING CHILD ABUSE

Reporting: To comply with the Mandatory Reporting requirement of the Child Abuse Act (Section 11165.7) of the California Penal Code.

Who Shall Report: Any teacher or other school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report to the school principal or the principal's designee who will make the initial contact with Child Protective Services and the appropriate law enforcement agency, i.e. the Santa Rosa Police Department or Sonoma County Sheriff's Office if the child lives outside the city limits.

Staff Responsibility: According to Penal Code Section 11165.7 any staff member is responsible for completing a report even if he/she reports to the principal. The teacher or other school employee must complete the written report form (Report of Suspected or Possible Child Abuse Form—SS-8572) with or without the endorsement of the administrator, by virtue of being a separate appropriate agency by the Site Administrator.

Information Required: The written report shall be filed giving the following information: name, address and age of the student; name and address of the parent/guardian; nature and extent of injuries or description of neglect; any other information that might help establish the cause of the injury or condition; name and signature of initial reporter, name and signature of site administrator, and date. School employees shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.

Proof: It is not the responsibility of the school employee to prove that the child has been abused or neglected or to determine whether the child is in need of protection.

Professional Conduct: Any personal interview or physical inspection of the child should be conducted in a professional manner with sensitivity to the child's privacy, concerns, and self-respect.

What to Look For: There are several clues to look for when considering the possibility of child abuse or neglect. One sign alone may not necessarily be indicative of a problem. If a number are present, it is prudent to consider the possibility of child abuse or neglect. The teacher or school worker should suspect neglect or abuse if the following is observed:

- (a) The child is habitually away from school and constantly late.
- (b) The child arrives at school very early and leaves very late because s/he does not want to go home.
- (c) The child is compliant, shy, withdrawn, passive, and uncommunicative (perhaps having internalized his/her problem of dealing with adults).
- (d) The child is nervous, hyperactive, aggressive, disruptive, or destructive (perhaps acting out his/her hurt to secure attention).
- (e) The child has an unexplained injury—a patch of hair missing, a burn, a limp or bruises.
- (f) The child has an inordinate number of "explained" injuries such as bruises on his/her arms and legs over a period of time.
- (g) The child exhibits an injury that is not adequately explained.
- (h) The child complains about numerous beatings.

- (i) The child complains about the mother's boyfriend "doing things" when the mother is not at home.
- (j) The child goes to the bathroom with difficulty.
- (k) The child is inadequately dressed in inclement weather with, for example, only a sweater in winter for outer wear.
- (l) The child wears a long-sleeved blouse or shirt during summer months to cover bruises on arms.
- (m) The child has clothing that is soiled, tattered, or too small.
- (n) The child is dirty and smells or has bad teeth, hair falling out, etc.
- (o) The child is thin, emaciated and constantly tired, showing evidence of malnutrition and/or dehydration.
- (p) The child is unusually fearful of other children and/or adults.
- (q) The child has been given inappropriate food, drink or drugs.
- (r) The child has an unusual number of visits to the hospital/doctor/emergency room.
- (s) The child has an unusual number of sprains, strains, broken bones.

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

Disaster Plan (See Appendix C-F)

SECTION IV

DISASTER PROCEDURES (ROUTINE & EMERGENCY)

The civil defense plan for Lawrence Cook Middle School has been prepared in compliance with the California Administrative Code, Title 5, which requires all public schools, kindergarten through junior college, to have written civil defense plans which will be reviewed at least annually by the local governing board. The plan includes specific courses of action to be taken in the event of a disaster. Each employee of the school is expected to be completely familiar with this plan and prepared to carry out his/her responsibility in an emergency. The plan is devoted to the welfare and safety of the students during the school day, but this should not be considered a limiting factor. The major objectives of civil defense and disaster planning are to save lives and protect property in the event of a disaster. This plan has been developed with these objectives in mind.

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.

Communications

The primary means of communication, depending on the emergency, will include telephones, cell phones, 2-way radio, intercom, fire alarm, and campus supervisors. In specific, non-threatening situations, students may be used for communication purposes. In a local, state or national emergency, AM radio stations and television stations will be used for information purposes. The District will be the responsible agency for coordinating and implementing these communication plans and processes.

Welfare

The welfare service has the responsibility to both the school and the community with primary responsibility being the care of the students. During major disasters the District may be directed to utilize school facilities for congregate care centers.

Medical and Health

The District health service has a responsibility to both the school and community, with primary responsibility being given the students. The regularly assigned health technician will be available as required and direct this service.

Supply

Supply requests will be directed through the Assistant Principal's office to the Assistant Superintendent for monitoring and action. The Assistant Principals are responsible for the immediate control, supervision and coordination of requests and distribution of supplies needed during the period of disaster.

Transportation

It may be necessary, under certain conditions, to use all available transportation resources to transport students and staff from the area of danger to an area of safety. School buses, private cars, and other means of transportation may have to be utilized. Requests for transportation will be consolidated by the Assistant Principals and forwarded to the director of transportation for the district.

Public Information

The Principal will be responsible for providing to the Assistant Principal information to provide to radio, press, and television and for taking any other steps that are necessary to keep parents informed.

Control

The Principal is responsible for the control and care of the students. The principal will direct the staff in the implementation of the disaster plan and prepare the school through assignment of duties as outlined in the Emergency Operations Plan.

Assignment of Duties

Every staff member has a responsibility for performing certain duties in times of emergency.

Principal: The principal, or a designated representative, will assume overall direction of disaster procedures, including:

Direct the evacuation of buildings in the event of fire, threat of explosion, or following the cessation of earthquake tremors. Arrange for the physical transfer of students, when student safety is threatened by fire, high winds, or any such peril. Issue orders to teachers to move students to designated areas of safety within the school, if necessary.

Teachers: Each teacher will be responsible for:

The direct supervision of his/her students.

Direct the evacuation of students to designated assembly areas, in accordance with warning signals, written notification, or orders from the Principal.

Give the DROP command during an earthquake or in the event of a surprise attack. Take roll when the class regroups at the designated assembly area.

Report to the assistant principals the names of any students unaccountably absent. Send students who are in need of first aid attention to the first aid station.

Head Custodian: The head custodian and assistants will be responsible for:

the use of emergency equipment, handling of supplies, and the safe use of available utilities. Survey the school plant and report damage to the principal.

Assist in rescue operations as required.

Direct and assist in fire-fighting activities until regular fire-fighting personnel take over.

Control main shut-off valves for water, gas and electricity and take other preventative measures to minimize hazards that may result.

Disburse emergency equipment as ordered.

Take steps necessary to conserve useable water supplies.

Emergency Actions

Panic is one of the greatest dangers to students. Panic usually occurs only when individuals feel hopelessly trapped or involved.

School personnel must remain outwardly calm, analyze the situation, and take appropriate action.

Each teacher must maintain possession of the attendance sheets at all times. All staff members must be thoroughly familiar with the concepts of this plan. In the absence of orders from the principal or designated representative, each teachers is authorized and directed to implement any of the plans described herein or to take such action as may, in her/his judgement, be necessary to save lives and mitigate the effects of the disaster. As soon as possible thereafter, s/he will notify the District Superintendent or appropriate school official of the action taken.

The principal may implement one or more of the following emergency actions:

Action: Stand by

Action: Go Home

Dismiss all classes and send students to their homes by the most expeditious means. The action will be considered only by the principal if there is time to return students safely to their homes.

Action: Leave Building

The orderly movement of students and staff from inside the school building to an outside area of safety will be implemented when anything occurs which might make the school uninhabitable.

Evacuation plan and location areas will be posted in each classroom and assembly area (see emergency and fire drill routes).

The principal will give directions for the school secretary to call the fire department upon notification of any fire or activation of the alarm for any reason other than fire drills.

The following instructions are to be followed by teachers and students:

Everyone, including office personnel, must leave the buildings.

The first person to reach a door should open it and remain at that spot until the last person has left the room. He/she should then close the door and join the class.

There should be no running, talking, pushing or crowding.

Any student not with their class at the time of the alarm should join the class outside. Do not rush toward the room as it may interfere with those coming out.

Teachers should carry emergency kit and roll sheets. Doors are to be closed and locked.

Teachers should leave the room last, making sure all students are out and the door closed.

Teachers should check their attendance sheets against the students present and account for all students.

In the event of a fire drill or an emergency of any kind which permits time for inspection of lavatories, the teacher in the room nearest these facilities is assigned this duty.

Emergency Procedures

The primary consideration in any emergency situation must be the safety and welfare of the students and staff. Those teachers directly in charge of students at the time of an emergency are expected to take all reasonable and necessary steps to ensure the safety and well-being of those students and to maintain responsibility for them until released by the principal or designee. In the event of an actual emergency situation, all school personnel are expected to implement the school's emergency response plan at the direction of the principal or designee, and to remain on duty until released by the principal or designee.

When an emergency occurs, the principal will consult with the Administrative Team as well as the Superintendent on whether or not to evacuate the school. An announcement will then be made to inform staff and students of the emergency procedures to be followed.

If a decision is made to send students home or to another location, every attempt will be made to notify parents by telephone and/or by radio or TV.

ABOVE ALL, IT IS IMPERATIVE THAT ALL PERSONNEL REMAIN CALM AND IN CONTROL THROUGHOUT THE EMERGENCY

FIRE/FIRE DRILLS

Emergency evacuation drills shall be conducted at each site on a monthly basis. Principals are encouraged to simulate problems that may occur in a real emergency as a regular part of their school's evacuation drills. Staff and students should be encouraged to evaluate the conduct of drills and to recommend changes they feel will make them more effective.

When the fire alarm sounds the following process will be initiated: All personnel leave the buildings during the drill. Follow the evacuation plan for your specific area.

Teachers are responsible for the safe and orderly evacuation of the students in their charge.

Insure that no student remains in the building, lights are turned out and doors and windows closed. In a drill, lock the doors. In a real fire, leave the doors closed, but not locked.

Attendance sheets must be taken from the room and attendance taken after arriving at your designated location.

Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated evacuation route is blocked.

Remain in position until the "all clear" has sounded.

Should fire break out in your area:

Sound the alarm by pulling the lever in the nearest fire alarm box.

Notify the office by the fastest possible method as to the nature and location of the fire. Immediately follow the prescribed fire drill procedure.

YOUR FIRST RESPONSIBILITY IS TO MOVE YOUR STUDENTS TO SAFETY.

FIGHTING THE FIRE OR SAVING EQUIPMENT IS SECONDARY.

SECTION II

PROCEDURES FOR COMPLIANCE WITH SCHOOL SAFETY LAWS

(SECTIONS II-XI)

DISTRICT POLICIES, REGULATIONS, AND PROCEDURES

All District Policies, Regulations, and Procedures may also be accessed on the internet at the district website www.srcschools.org under the Board of Education heading. Each year staff receives the updates of the board policies.

In accordance with Board Policy 5142, the administrative team establishes rules to ensure the welfare, safety, and security of all students. These rules are outlined to students, staff and parents in the following methods:

- o District and School Polices and rules are outlined in the student handbook. The student handbook is given free-of-charge to each student at the beginning of the year and to new enrolling students throughout the year.

- o Teachers are presented with topics of immediate concern to discuss in the classroom as requested.

- o Daily school bulletins are read throughout the school campus during the first few minutes of third period. These bulletins include clarifications to existing school rules and reminders of school rules as well as LCMS' Best PLUS reminders.

- o Lawrence Cook Middle School's website: <https://lcms-santarosa-ca.schoolloop.com/>

- o Parent Rights notification letter given to all parents at the beginning of the year and to new enrolling parents throughout the year through the SRCS Information Handbook.

- o Bi-monthly Newsletters remind parents of current issues and concerns are sent home in both English and Spanish.

- o Administrators visit physical education classes during the first few weeks of the year to review expectations and policies.

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

Cesar Chavez Language Academy operates as a closed campus as provided in Board Policy 5112.5.

Parents are held responsible for damage caused by student vandalism in accordance with Board policy 5131.6.

In accordance with Administrative Regulation and Board Policy 1250, visitors to Lawrence Cook Middle School are required to sign in at the Main Office and receive a visitor pass. These regulations also provide direction in dealing with unwelcome visitors or trespassers who cause disturbances or loiter. Visitors who do not follow these regulations are subject to school consequences if they are students from another campus or police citations if they are non-students.

Cesar Chavez Language Academy works with West Sonoma County and other transportation companies to implement Board Policy/Administrative Regulation 3545.6 related to student transportation issues.

Public Agency Use of School Buildings for Emergency Shelters

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.

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

SUSPENSION & EXPULSION

State Law and School Board Policies authorize suspension or expulsion for certain behaviors. Suspensions are not issued without justification. Your child may be suspended from school for up to five days for the following behaviors:

1. Defiance of authority or deliberate classroom disruption.
2. Verbal or physical threat or action against another person.
3. Fighting.
4. Possessing, using, or providing illegal substances, or alcohol.
5. Gambling.
6. Stealing property- personal or school property.
7. Vandalism of personal or school property.
8. Smoking.
9. Harassing or intimidating students or staff.
10. Using racial slurs or vulgar language.
11. Receiving stolen property.

While on a suspension, students must remain at home and may not participate in any school functions.

Expulsion is mandated for the following offenses.

1. Causing serious physical injury to another person.
2. Possessing fire arms, knives, explosive or other dangerous objects.

3. Unlawful sale of any controlled substance, such as drugs.
4. Robbery or extortion.

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

Board Policies and Administrative Regulations:

- 5114
- 5114.1
- 5114.4
- 5114.5
- 5114.6
- 5114.7

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

SECTION VI

NOTIFICATION TO TEACHERS OF DANGEROUS STUDENTS

Definition: (Sec. 49079 Ed. Code)

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

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

Dangerous Students are defined as any student guilty or reasonably suspected of violating any subdivision of Ed. Code 48900.

(a) 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, 48900.5 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.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(e) Cesar Chavez Language Academy Teachers and staff will be notified when a student is currently enrolled or transferring to Cesar Chavez Language Academy who is considered a “Dangerous Student” (by above definition). Staff will be notified by the administration or the administrative designee prior to the student’s first day of attendance.

(f) This information to the teachers is based on district records (previous two years), what is received from the previous elementary school district or coming from a law enforcement agency. This information is confidential for the purpose that it is intended (i.e. school safety) and shall not be further disseminated.

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

SECTION VII

SEXUAL HARRASSMENT POLICY

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)

Students are required to adhere to the Common Student Dress policy or have a parent waiver on file. Common dress options include white or green polo shirts, black or khaki pants/shorts/skirts/ skorts/jumpers. Students may also wear their spirit t-shirts purchased or provided by the school.

Common Dress Guidelines for All Students
(With or without waivers)

Unless a waiver is on file, all students will dress in the adopted clothing style and colors. The following dress code requirements apply to all Tk-8th grade students.

All clothing must fit.

Pants must be worn at the waist and may not be more than one size bigger than the student's waist.

Shirts and tops must cover the midriffs, but not be longer than hip level.

School T-shirts are acceptable any day.

Skirts, dresses and shorts must be long enough not to be revealing or inappropriate for school.

Absolutely no hats, caps, beanies or head coverings are to be worn indoors, unless for medical or religious reasons.

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.

Shoes must be flat with closed toes or athletic style.

Jackets are allowed in any color except for solid red or blue.

School sweatshirts are acceptable any day. No symbols affiliated with gangs*, nudity, sex, violence, drugs/alcohol, or profanity.

No large hoop or dangling earrings.

No exposed body piercings that create safety issues or disrupt learning.

Please refer to our School Common Student Dress Code on our website for more information

SCHOOL COMMON STUDENT DRESS CODE

Cesar Chavez Language Academy's Common Dress Code adheres to Santa Rosa City Schools' Board Policy 5132 and Administrative Regulation 5132. It is expected that students will come to school appropriately attired including a neat, clean, and complete dress code. We ask that the clothing be sized appropriately. The school attire, including styles and colors, applies to all students. Parents that require a waiver are encouraged to meet with the Principal one week prior to two weeks after the start of the school year. Parents requiring financial assistance are encouraged to meet with the Principal to come up with a mutual plan for obtaining financial help. Every effort will be made to assist students who need financial assistance. Our goal is to have a clothing exchange program during each academic year. Our goal is to have clothing with the CCLA logo available for purchase at the school.

-Tops should be solid white, Forest green or black.

-(TK-6th)Shirts must have a collar (Oxford style, polo or girls' collar blouses)-

-Shirts can be long or short sleeved.

-Shirts should cover the midriff but not be longer than hip level.

-Students may also wear their CCLA t-shirt.

Sweatshirts and sweaters of all types

-V-neck, crew neck, and cardigan and zipper down should be solid Forest green, solid white, black or gray.

-Any school sweater is allowed and available through the school.

Winter Jackets and Raincoats

-Any color and combination EXCEPT solid blue or red.

-Jackets and raincoats may include designs.

Bottoms and jumpers should be solid khaki, forest green or black. Only TK-1st grade students may wear soft cotton sweats and elastic shorts/pants on any day.

-Pants and shorts may not be cargo style, sweats, or denim.

-Jumpers and skirts must be knee length. Shorts, leggings or tights must be worn underneath.

-Skorts must be knee length

-Leggings must be solid black or white.

-Pants must fit at the waist and not be more than one size too large or small. If belts are worn, they must be the correct size and not hang down from the waist.

Accessories

Shoelaces, beanies, gloves, belts, and scarves are allowed.

Beanies and ball caps may NOT be worn indoors.

Accessories may be any color EXCEPT solid blue or red.

All logos (including sports logos) are prohibited, except on a designated spirit day.

NOTE No jackets, outerwear or any other article of clothing should contain words, letters, designs, or pictures depicting gang related affiliation, drugs, alcohol, or obscenities.

Not permitted on any school day

-Sandals, sling backs, or heels (no open-toed shoes)

-Dangling earrings Tight fitting, baggy or inappropriate length attire Halter tops, tank tops, crop tops, or low cut tops Bottoms must not have holes or rips.

-No pajama bottoms.

-No blankets

Enforcement of the dress code policy:

We ask that parents make every effort to see that their children arrive at school in the proper attire. If a student arrives out of uniform, the teacher will notify the parent identifying the issues. The first occurrence is a warning. If there are future violations, the parent will be required to bring the appropriate clothing to school before the student can be admitted to class. Repeated violations will require a parent/teacher/principal conference. If there is an extenuating circumstance the parent should communicate directly with the Principal.

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

SECTION IX

SAFE INGRESS AND EGRESS

The streets near the 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 the school grounds. Students and parents need to be extremely careful dropping off and picking up their children at Cesar Chavez Language Academy. Children should not run to and from vehicles.

CHILD SAFETY INSTRUCTIONS

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

CAMPUS VISITORS

All campus visitors, including parents, are to report to the main office. The school has a volunteer sign-in binder that should be filled out when arriving on campus. Signs are posted at entrances indicating that all visitors are to report to the office.

RELEASING CHILDREN FROM SCHOOL

A child may not be released to anyone other than a parent, guardian, or a person listed on the child's emergency card.

If someone other than listed on the card arrives at the school to pick up a child, the child will not be released to that person unless the parent or guardian can be located to approve such release.

Parents are requested to send a note to the school if the child will be leaving school early. Adults must report to the office, not the classroom. Children will be picked up in the office.

Again, a child may not be released to anyone other than a parent, guardian, or person(s) listed on the child's emergency card. A child may go home on a particular day with someone other than those listed on the emergency card if, and only if, the child brings a note to school, signed and dated by the parent or guardian and gives the note to the teacher.

If you are going to pick up your child early, as a courtesy, send a note for your child to give to the teacher at the beginning of the day. When you arrive to pick up your child, come to the attendance window to sign out your child.

PARKING & DRIVING

Drivers may not leave the car in the drop off zone to walk the student to class. Disabled parking requires a permit. Do not park and leave your vehicle in yellow or red zones. Please consider car-pooling, biking or walking to school events whenever possible.

The curb at the front of the school is for drop off and pick up only. Do not park in the yellow or red zone.

Parking is limited. The speed limit through campus is 5 mph.

CCLA Drop Off & Pick Up Procedures

In order to ensure a safe drop off and pick up for all students, we ask that you follow the procedures listed below.

Morning Drop Off Reminders

When dropping off students, please have them exit your vehicle at the curbside of the drop off zones.

In the car circle, please pull all the way forward (towards Sebastopol Rd.)

Please do not pass other cars.

There is no parking in the car circle or along the curb at any time.

Afternoon Pick-up Reminders

Tk-6th grade Pick-up

All cars must have a sign with the student's first name and last initial displayed in the window.

Please pull all the way forward in the to the front of the pick-up area in the West-entrance parking lot.

Students will be waiting in their designated lines until called upon by a supervising adult. Students will be directed to stand on a colored circle.

Rain: Pull up to the Annex back door. Students will wait in the Annex and will be sent out when their car arrives.

Tk/K release time is 1:15 M-F

1st-6th release time is 2:20 M/T/Th/F, and 1:15 on Wednesdays

7th & 8th grade Pick-up

Please pull all the way forward to the front of the pick-up area (gate in front of the gym).

7th & 8th grade Bus Riders

In order to ride the school bus, families must fill out the bus application through West County Transportation.

Students who ride the bus must report to the bus stop immediately after school and wait for the bus to arrive.

TK-6 siblings can ride the school bus if they have a 7th-8th grade sibling riding the bus and have obtained a bus pass.

Walkers

If parents walk onto campus to pick up their students, they can wait for them outside the gym on the West entrance.

Any students in grades TK-6th who are not picked up by 2:35pm will go to the main office and wait for an adult to pick them up.

Rain: Students will be waiting in the Annex.

Other: Please do not arrange to meet your child at any location where supervision is not provided.

Sibling groups: The older sibling will report to the younger sibling's pick up location

BICYCLE SAFETY

Children may ride their bicycles to school. Bike helmets are required of all students using bicycles. Anyone using their bicycle in an unsafe manner will not be allowed to bring their bicycle to school. Bicycles are to be walked on school sidewalks and on the campus at all times. Bicyclists must walk their bicycles at crosswalks near the school and must wait for the directions of the crossing guard. They should be left alone in the bicycle rack area once the bicycle is parked. Students are not allowed in the bicycle area during the school day. Locks are recommended.

The following bicycle safety rules should be understood by the students:

Be careful and alert at all times.

Obey all traffic rules and signs.

Ride in a single file.

Never weave in and out of traffic.

Never cut corners on left turns.

Always use arm signals when turning.

Always keep to the right side of the road or in bicycle lanes.

Never hang on to moving vehicles.

Be careful where you park your bike.

Always ride one on a bike.

Always walk your bicycle on the sidewalk when crowded or on the school grounds.

Always wear a helmet - it is the law.

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

Component:

Cesar Chavez Language Academy provides an orderly, purposeful atmosphere which is free from the threat of physical harm. The school climate is conducive to teaching and learning. Students are taught the necessary behaviors to make the school "safe and orderly." Desirable behaviors taught include being safe, respectful, responsible and cooperative.

Element:

- Provide effective student programs, creating a sense of belonging and inclusion in the school.
- Create a nurturing physical environment.
- Create a caring and connected school climate
- Create a caring and effective management structure
- Maintain communication with parents and partners in our school community.
- Integrate school safety with all other school plans in order to promote safety and well being.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective 1: A variety of methods of communication will be employed to increase parent and community connectedness to the school.</p>	<p>Activity 1: Facebook Account: CCLA Quetzalez updates community and parents on events, as well as shares news after events, including photos</p> <p>Activity 2: Monthly newsletter and monthly parent tips will be sent home to families in Spanish and English.</p> <p>Activity 3: The sandwich board in front of the school will announce events and holidays in Spanish and English.</p> <p>Activity 5: The Parentlink system will call to families' phones to announce events, reminders and holidays in Spanish and English.</p> <p>Activity 6: The school website should be updated to include information in English. District support needed for Spanish translation.</p>			

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective 2: The school will collaborate with the community and families to create activities to support the friendly, fun school community that makes students feel safe and excited to be part of a school, as well as support the wellness of children and parents.</p>	<p>Activity 1: The Bilingual Advisory Board, English Learner Advisory Committee, the Foundation, and the School Site Council will collaborate with families to get authentic input to create activities and plan events on dates that families prefer. This year, many families request for activities to happen on Friday nights.</p> <p>Activity 2: The family engagement facilitator, and student engagement facilitator will work with families to provide offerings that students are interested in: this year the cooking club was a new addition.</p> <p>Activity 3: The principal will hold monthly Coffee Chats with parents to inform parents of school happenings and promote two-way communication.</p> <p>Activity 4: The principal, Family Engagement Facilitator and classroom teachers will recruit parent volunteers to work in the classrooms or on campus. A training will be provided. Parents also have a parent work room to hold meetings as well as work on teacher prep projects.</p> <p>Activity 5: The Office Manager works with “Mighty Mouth” for dental prevention & care. They do teeth cleanings & provide sealants for students who do not have dental insurance.</p>	<p>25 of 79</p>		<p>5/20/25</p>

Component:

Create a nurturing physical environment.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective 1: The school will show signs of school pride, reinforcement of school rules, school motto and goals and demonstrate the school pride via murals, bulletin boards, banners, posters, and artwork displayed around the school.</p>	<p>Activity 1: The principal will work with the BEST Team to design and order banners to post inside and outside. The mention the school motto, the school rules, the Toolbox tools, etc.</p> <p>Activity 2: The counselors, Student & Family Engagement Facilitators will work with the principal to fulfill the goals and objectives of the Safe School Plan, and identify other activities to improve the coziness of the campus, so it is less industrial, and more homey. This includes a larger variety of recess activities: Large Chess & Checkers sets, Zip Cars, etc.</p>			

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 2: The school will take on tasks to support a clean campus.	<p>Activity 1: The custodian does school wide sweeps of garbage.</p> <p>Activity 2: The principal and student engagement facilitator will work on ways to streamline garbage and recycling at the table with an interested teacher.</p> <p>Activity 3: The activities that support these goals are included in the school's Comprehensive School Plan which is submitted to the District each April. The plan will include funding sources to support assemblies, field trips, instructional materials, books, and student recognition.</p>			

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

**Cesar Chavez Language Academy Student Conduct Code
SECTION V**

SUSPENSION & EXPULSION

Suspension Procedures

Students who violate a section of Education Code 48900 are subject to suspension. Consequences for infractions of school rules are outlined in a Discipline Matrix developed by District administrators so that discipline has consistency district-wide and suspensions/expulsions are administered equitably.

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

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

Suspension:

Parents or guardians of students suspended from school are sent a suspension letter that lists the educational code for the offense. Parents or guardians are also notified via telephone or in person.

CCLA administrators and the attendance clerk notify teachers of a student's suspension as soon as is possible. The email notification will note the specific education code infraction, the number of days of suspension and a request for homework for the student to be turned into the attendance office within a reasonable amount of time.

Expulsion:

Students who are recommended for Expulsion are suspended for five school days and an extended suspension is requested. Often, students are then generally removed from campus for the duration of the expulsion process.

Students who are expelled are placed in a Community Day School operated by the Sonoma County Office of Education. Students may also have an expulsion suspended, and then are enrolled in a regular or alternative program within the district.

All Students who return from an expulsion either within or from outside the Santa Rosa School District must have an entry meeting with an administrator prior to entry at Lawrence Cook Middle School. This meeting may include a restorative specialist as well as a counselor and the administrator.

The SAFE office receives an electronic copy of the suspension notice automatically through the student information system.

Students may be suspended for a maximum of 5 days on any single infraction and a maximum of 20 days of suspension may be assigned in a single school year.

REMOVAL OF A STUDENT BY A PEACE OFFICER

Education Code Section 48906 states:

When a principal or other school official releases a minor to a peace officer for the purposes of removing the minor from the school grounds, the school officials shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the pupil to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, as defined in Section 11165.7 of the Penal Code or pursuant to Section 305 of the Welfare and Institutions Code. In those cases, the school official shall provide the peace officer with the address and telephone number of the minor's parent or guardian.

Expulsion Procedures

Education Code 48915 (c) requires a principal to suspend a pupil and recommend expulsion, and further requires the Board of

Education to expel a pupil who commits any one of the following acts:

Possession of a firearm

Brandishing a knife at another person Selling a controlled substance

Committing or attempting to commit a sexual assault or committing a sexual battery Possessing an explosive

Education Code 48915(a) requires a principal to suspend a pupil and recommend expulsion of a pupil who commits any one of the following acts:

Causing serious physical injury to another person except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the pupil Unlawful possession of any controlled substance, except for the first offense for less

than one ounce of marijuana

Robbery or extortion

Assault or battery upon any school employee

Conduct Code Procedures

Cesar Chavez Language Academy supports a safe and positive learning environment. Cesar Chavez Language Academy is currently in the third year of implementing the BEST Program – “Building Effective Schools Together”. The program supports the use of three over-arching rules: Be Safe, Be Respectful and Be Responsible. Two teams of Cesar Chavez Language Academy staff members have attended a formal BEST training, and team members meet several times a year to discuss the full implementation of the program.

During the 2021-2022 School year, a group of Staff members identified 5 specific rules that support students being safe, respectful and responsible:

Speak Respectfully, Walk Everywhere, Hands to Yourself, Keep it Clean, Just be Kind

Students learned the 5 rules, the gestures and sign language for the 5 rules in classroom assemblies, monthly assemblies, and they are mentioned on the daily bulletin by student council.

CCLA admin does safety talk and ed code review in the first week of school in all PE classes. Attendance is taken and absent students receive the presentation at a later time.

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

- Respect other people’s property, bodies, and feelings.
- Follow directions and cooperate with others.
- Use language which is respectful and courteous.
- Play safely and only in areas with adult supervision.
- Honestly accept responsibility for one’s actions.

The following are NOT allowed:

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

When students fail to follow the school rules they will receive consequences/discipline which will vary depending on the circumstances and age/grade of the student.

Possible interventions and consequences for not following the rules:

- Each teacher has classroom consequences for misconduct which may include ignoring minor misbehavior; non-verbal warnings and cues; warn student privately; name on board
- conference with teacher later; time-out; recess detention: parent contact/conference; or
- refer to principal “Verbal warning”
- Student(s) solve problem or game ends/equipment or privilege taken away
- Time-out from activity/play area (sit in a chair against multi-purpose wall)
- Restriction from activity or play area (sit along office wall or at tables in quad)
- Detention
- Refer to principal
- Parent contact or conference
- Parent comes to school to accompany student in class or during lunch
- Refer to Student Study Team, counseling or outside referral
- Behavioral agreement
- School service (pick-up trash during recesses and lunch)
- Suspension
- Refer to district for expulsion recommendation

See appended information on district’s procedures for handling suspensions and expulsions. Also refer to district discipline Policies and Administrative Regulations 5145

Search and Seizure

The Board of Education, in February 2011, modified Board Policy 5145.12 (Search and Seizure) and adopted the accompanying Administrative Regulation for Grades K-12. The BP and AR outline protocols for the following:

- ? Individual student searches
- ? Searches of student lockers/desks
- ? Use of metal detectors
- ? Use of drug-detection dogs
 - o School Principal must determine the need for the use of the contraband detention dog
 - o School Principal must notify the Superintendent/Designee prior to the arrival of the contraband detention dog on a school campus
 - o Contraband detention dogs may not sniff any individual student

The District will partner with local law enforcement to have drug detection dogs at school sites, when deemed necessary by the school principal. The District is making every effort to keep students safe on campus, as well as maintaining a drug free zone within the District.

Common Area Behavioral Expectations

* Please note Attachment B which is the BEST Common Behavioral Expectations for All Common Areas, currently in development stage

Classroom: Teachers should immediately establish guidelines and rules for appropriate student conduct. These should be communicated verbally, posted in writing, and shared with parents. They are most effective when they are few in number, regularly reinforced, and are part of a positive classroom environment. In most cases, consequences in the class and parent contacts work best. Referral to the office should be for offenses, which are serious or chronic in nature. Teachers may also use recess, lunch or after school detentions.

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

Playground

- Play in areas supervised by adults, including the climbing apparatus area. No playing in and around the restrooms, between the portable buildings, or around the bicycle racks.
- Buildings are off limits during recess and when unsupervised.
- Except in an emergency, students must have a pass to come to the office.
- Playing with balls or running in the play structure area is not permitted.
- Children should remain on the playground until the whistle blows (unless raining).
- Freeze applies at all other bells. Students are to remain still after the whistle until they hear the whistle to walk to class line.
- When recess is over, students are to walk to class and line up in a quiet and orderly fashion.
- On rainy days, students will remain in their classrooms. They will also be supervised in their classes at recess and lunch.
- Students are to eat at tables/areas and remain seated until excused. The tables and eating areas must be clean before students will be dismissed.
- Maintain a clean school by throwing garbage away and not littering.
- No hanging on tether balls or tether ball poles.
- No climbing fences, railings, or backstops.
- Chasing, tackling, pile-ups, pushing or other types of unsafe behavior are not permitted.
- Throwing rocks, gravel, sawdust and other objects is dangerous and not permitted.
- No locking out students from games.
- No running in areas other than playground.
- If you are hurt in any way, report to a teacher or yard duty supervisor first. Then, if necessary, go to the office for first aid.

Equipment

- No kick balls or soccer balls may be used on ball walls:
- Kicking balls are allowed in field only. Red/yellow balls, volleyballs may not be kicked.
- Two balls per basketball half court, unless there are 10 players in a game.
- No bouncing of balls anywhere except on playground and play field.
- Hardballs are not permitted at any time.
- Softball may only be played in an organized, adult-supervised game
- Skateboards and roller blades are not permitted.

Use of Playground Apparatus

All children using the Physical Fitness Apparatus will be qualified, understand the safe use, and cooperate in protecting themselves and others.

This program's purpose is to allow children to find their own limits without undue pressure from others, and to discourage particularly aggressive children from heights until their ability matches their confidence. Teachers would also remember to check each new child entering during the year.

Instructional activities should initially be directed toward several Physical Education program objectives. This applies to instruction in the beginning of the year and to individual incoming students throughout the year.

All children will stay off the physical apparatus until they have been certified by their teacher that they have demonstrated their understanding of the following safety conditions. Plan to check the children as early as possible, except kindergartners, who should be checked in the spring.

- Kindergarten students may not play on the metal play structures.
- Hands and bars should be dry; on dry days hands can become damp from perspiration and from moisture beneath the ground shavings.
- The area under the apparatus is kept clear; a child who drops to the ground should not linger.
- Physical Fitness area and apparatus may be used only under the direct supervision of a qualified supervisor, by qualified or qualifying children.
- Nearby children should report injuries to the nearest adult immediately; injured children should remain in place.

- Nothing should be tied or attached to any apparatus.
- Use equipment only with a secured shoe, nothing sharp in pockets, and without eating or chewing.
- Children should keep their hands and feet to themselves when on the equipment.
- When waiting for turn, wait in line.
- Only go down slide, and one person at a time.
- Only stunts permitted where hands are in contact with the apparatus.
- No moving or throwing of shavings.

Each teacher should notify the Principal and substitute teachers of any children with equipment limitations.

Campus Visitors

All campus visitors, including parents are to report to the office. Each school site has a volunteer sign-in binder that should be filled out when arriving on campus. Visitors are asked to wear a visitor's badge identifying them as a visitor on campus.

Signs are posted at entrances indicating that all visitors are to report to the office.

The Kinder door shall remain locked during school hours. The outside gate to Kindergarten yard shall remain closed during school hours.

Releasing Children From School

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

If someone not listed on the card arrives at the school to pick up a child, the child will not be released to that person unless the parent or guardian can be located to approve such release.

Parents are requested to send a note to the school if the child will be leaving from school early. Adults must report to the office, not the classroom. Children will be picked up in the office.

Medical Emergencies

The following course of action should be followed in a medical emergency. Take all necessary action to stabilize the victim and make him/her comfortable. Inform the office immediately. Do not try to move the child if he/she complains of any type of neck or back pain or the nature of the accident would lead one to suspect possible injury.

The office staff will assist in ascertaining the seriousness of the injury. As deemed necessary, the office staff will take the following action:

1. Pull the child's emergency card
2. Notify the parents
3. Notify the child's personal physician

If the injury is considered serious, the office staff will immediately dial 9-911 for emergency assistance. The emergency personnel who arrive should be given a copy of the child's emergency card and apprised of the contact made with the family.

The child will be taken to Sutter Medical Center unless otherwise indicated by the parents or the information on the emergency card.

A 'Student Accident Report' form is to be completed by involved personnel as soon as possible following the injury. This form is mailed to the Redwood Empire School Insurance Group (RESIG) and is not given to parents. Parents must request any report copies from the district superintendent.

Medication Policy

No medication, not even aspirin, is to be administered to any student by the school staff unless the parent or guardian has given written consent. Any pupil who requires medication prescribed for him by a physician during the regular school day or day care may be assisted by the school nurse or other designated school personnel.

The school must receive a completed form, "Permission for School Personnel to Give Medication," which includes a written statement from the child's physician detailing the method, amount and time schedules by which such medication shall be taken and

a written statement or note from the parent or guardian of the child indicating the desire that the school assist the child in the physician's statement. The form must be signed by the parent and by a doctor and brought to the office to be kept on file.

Any medication of a short-term nature to be administered to a child during school must be brought to the school office in its original bottle with the prescribed dosage and a note from the physician.

Student Accident

If a student is injured immediately ascertain its seriousness and determine if assistance from office staff is needed. If the child has fallen and complains of neck or back pain, the office staff should be consulted prior to any attempts to move the child or have the child moved. For any accidents requiring other than minor first aid, the parents will be contacted. If the injury might require medical attention, the staff will take the advisement of the parent or guardian unless immediate medical attention is needed.

In any injury requiring more than minor first aid which might indicate a fracture, concussion, or other potentially serious injury, a Student Accident Report form is to be completed by involved personnel as soon as possible following the injury. This form is mailed to the Redwood Empire School Insurance Group (RESIG). This form is for district use only and is not given to parents. Parents must request any report copies from the district superintendent.

Job-Related Injury

Employees injured at school or at a school-sponsored activity must request from the office staff a Worker's Compensation form as soon as possible even if they do not anticipate missing work or requiring additional medical help. Administrators are required to provide employees a form within 24 hours of being notified of an employee accident.

Please let the principal, office staff, or head custodian know of any potential hazards that resulted in the injury or present unsafe conditions. If it is deemed necessary, the head custodian will rectify the situation or complete a district Maintenance and Operations work order to have the work completed.

Child Safety Instructions

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

POLICIES/REGULATIONS/PROCEDURES

PUPIL PROTECTION POLICY:

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

The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees.

Under no circumstances shall any child be released from the custody of school personnel unless and until such may be done with safety.

Any adult calling for a pupil at a school site will be required to identify himself to an assigned staff member before being permitted to take a pupil out of school.

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

Hate Crimes

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).

Definition:

Any student (grades 4-12) guilty of a violation of Ed. Code 48900 and 48900.2 and/or Penal Code (Section 422.6); if determined that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of violence primarily motivated by discrimination (as defined by Ed. Code...) this is considered as a Hate Crime. Under these circumstances the student(s) may be subject to enhanced consequences as determined by the California Penal Code and the Santa Rosa City Schools District Office.

Hate crime policies and procedures

Actions:

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

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

Attachment # A Education Code 200-201

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

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

(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.

(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.

(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.

(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

(g) It is the intent of the Legislature that this chapter shall be interpreted as consistent with Article 9.5 (commencing with Section 11135) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code, Title VI of the federal Civil Rights Act of 1964 (42 U.S.C. Sec. 1981, et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681, et seq.), Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)), the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), the federal Equal Educational Opportunities Act (20 U.S.C. Sec. 1701, et seq.), the Unruh Civil Rights Act (Secs. 51 to 53, incl., Civ. C.), and the Fair Employment and Housing Act (Pt. 2.8 (commencing with Sec. 12900), Div. 3, Gov. C.), except where this chapter may grant more protections or impose additional obligations, and that the remedies provided herein shall not be the exclusive remedies, but may be combined with remedies that may be provided by the above statutes.

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

Cesar Chavez Language Academy is committed to protecting its students, employees from cyber-bullying, bullying, harassment or discrimination for any reason and of any type. All students and employees are entitled to a safe equitable and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated and shall be a cause for disciplinary action.

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.

Our philosophy is one of a culture of health, wellness, safety, respect and excellence. We strive to train staff and students on intervention and instructional strategies on prevention, including violence prevention. We follow up when incidents are reported or occur.

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

Bullying may involve, but is not limited to:

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

Santa Rosa City Schools
Board Policy
Bullying

Reporting and Filing of Complaints

Any student, parent/guardian, or another individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

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

BP 5131.2 Students

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate the bullying of any student.

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

- (cf. 5131 - Conduct)
- (cf. 5136 - Gangs)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

- (cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with the involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 6020 - Parent Involvement)

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

- (cf. 1020 - Youth Services)

Bullying Prevention

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

(cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6163.4 - Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

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

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on the responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or another instrument to invade a person's privacy; misdemeanor

647.7 Use of camera or another instrument to invade a person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on the basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of the responsible employee for Section 504

106.8 Designation of the responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEBSITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Common Sense Media: <http://www.common sense media.org>

National School Safety Center: <http://www.schoolsafety.us>

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

U.S. Department of Education: <http://www.ed.gov>

Policy SANTA ROSA CITY SCHOOLS

adopted: April 12, 2017 Santa Rosa, California

Opioid Prevention and Life-Saving Response Procedures

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

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

B) Partnerships & Community Engagement

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

2. Life-Saving Response Procedures

A) Emergency Protocols for Suspected Overdose

- Recognize Symptoms – Signs of opioid overdose include slow or no breathing, blue lips/nails, unresponsiveness, and pinpoint pupils.
- Call 9-1-1 Immediately – Report a suspected overdose and follow dispatcher instructions.
- Administer Naloxone (Narcan) – If available, trained staff should administer intranasal naloxone following CDE guidelines.

- Perform Rescue Breathing/CPR – If the individual is not breathing, initiate rescue breathing or CPR as needed.
- Monitor & Support – Stay with the individual, monitoring for responsiveness and signs of improvement.
- Inform Parents/Guardians – Contact the student’s emergency contacts as per school policy.
- 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.

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

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

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 trainings are ongoing throughout the school year through the following:

-Monthly Safety Team meetings

-Regular attendance to trainings through sessions offered by SCOE and RESIG

-Monthly administrator training focusing on specific areas of communication, emergency protocols, safety protocols, medical training, etc.

-PD Days where specific sessions are dedicated to safety training such as Stop the Bleed, first aid, Narcan use, etc.

-Staff meetings to discuss and evaluate emergency drill performance

-Monthly District and Community Safety Team meetings such as Safety Advisory Round Table (SART) and Safe Routes to Schools (SRTS) to discuss and communicate safety needs and improvements around our school community

-Quarterly meetings with Santa Rosa Public Safety to collaborate and obtain knowledge of updated emergency and safety protocols with the local police and fire departments

Safety Plan Review, Evaluation and Amendment Procedures

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

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

The Safety Team/ ELAC Committee includes the following representatives: Principal, SRTA Certificated employees, CSEA classified employee, and parents.

The Safety Team/ ELAC Committee 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 Safety Team/ ELAC Committee conducted a public hearing to gain public input into the plan. Appropriate revisions were made.

The Safety Team/ ELAC Committee adopted the recommended School Safety Plan.

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

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

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

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

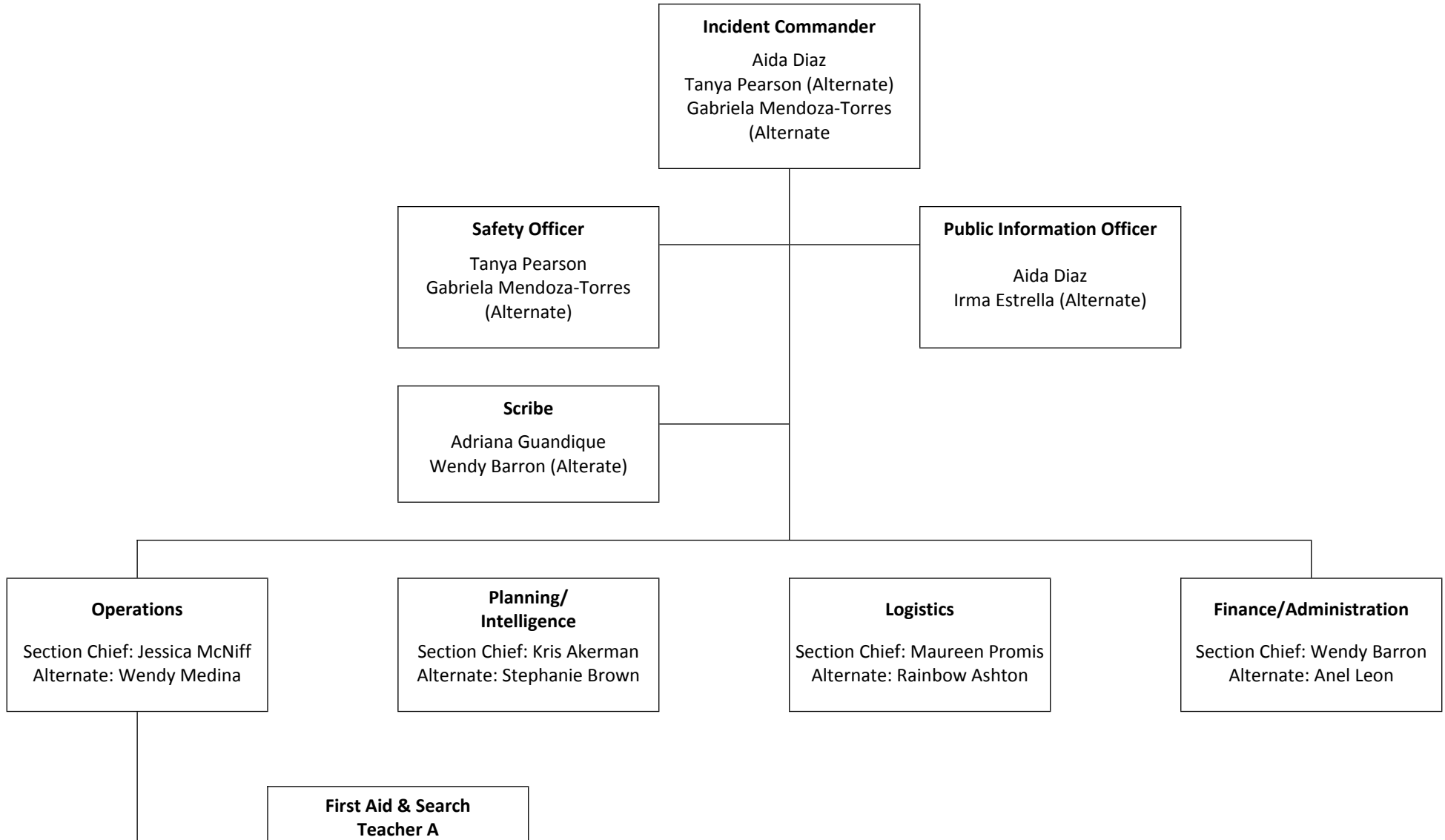
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic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

Safety Plan Review, Evaluation and Amendment Procedures

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

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

Cesar Chavez Language Academy Incident Command System



Margarita Carillo (Team Leader)
Alison O’Herlihy (Alternate)
Pati Ramirez
Julian Rooney

COMMUNICATIONS TEAM
Irma Estrella (Team Leader)
Adriana Guandique (Alternate)
Silvia Morales

SEARCH & RESCUE TEAM
Denis Clark (Team Leader)
Eric Guzman Alternate)
Valeria Garcia Buenrostro
Friedrich Duerr
Nick Veverios

**Student Release &
Accountability
TeacherB**

STUDENT RELEASE /
STAFF ACCOUNTING TEAM
Terrie Smith (Team Leader)
Anel Badillo (Alternate)
Marlene Jimenez
Hilda Espana

ASSEMBLY / SHELTER TEAM
Araceli Sandoval (Team
Leader)
David Fiore (Alternate)
Everyone Not Listed

MAINTENANCE / FIRE /
SITE SECURITY TEAM
Ramon Munoz (Team Leader)
Erasmus Gonzalez (Alternate)
Zackaryas Mebrahtu
Zeru Tesfay
Kyle Thompson
Sarai Barba-Elias (security)

CRISIS
INTERVENTION TEAM
Nancy Castillo (Team Leader)
Ofelia Reynosa (Alternate)
Eduardo Osegueda
Mayra Albor Rueda
Humanidad therapists

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

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

District Emergency Response Plan

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.
5. To protect school property.

IF STUDENTS ARE IN CLASS, THE TEACHER SHOULD FOLLOW EMERGENCY PROCEDURES.

IF STUDENTS ARE OUT OF CLASS, STUDENTS AND STAFF ARE TO REPORT TO THEIR 1ST PERIOD TEACHER AT THE BASKETBALL COURTS FOR ROLL AND ASSESSMENT OF STUDENTS.

IN A SERIOUS EMERGENCY, THE FOLLOWING WILL BE IMPLEMENTED:

GENERAL ACTIONS OF SCHOOL STAFF

PRINCIPAL

The principal of each school is responsible for the implementation of the district emergency response policy at her/his school. In the event of an emergency the principal or designee will assume overall direction of disaster procedures for the school.

1. Authorize disaster alarm.
2. Authorize evacuation.
3. Assess condition of staff and students (report of assistant principal).
4. Assess structural damage, check for fires (report of head custodian).
5. Establish command center (room 65 or office).
6. As back-up, make sure water and gas have been shut off.
7. Direct secretary to contact the District Office to apprise of situation.
8. Remain at Command Center for decision-making.

ASSISTANT PRINCIPAL

Assemble as soon as possible, assess the nature of the emergency, and assist in the organization and direction of the action teams.

1. Report to the administration building area.
2. Assist in making decisions regarding the location of the Command Center.
3. Check with staff and receive information from teachers in assigned areas.
4. Relay information via walkie-talkie to the Command Center.
5. Complete the injury and missing persons report.
6. Check with and receive information from teachers in assigned areas.
7. Relay information via walkie-talkie to the Command Center.
8. Direct student check-out procedures, if necessary.

9. Direct campus supervisors to high crisis areas.

TEACHERS

Teachers will be responsible for the supervision of students in their charge and perform duties as assigned.

1. Check in with the assistant principal.
2. Complete missing persons report and return to designated assistant principal or campus supervisor.
3. Assess condition of all students (physical and emotional), fill in report and give to assistant principal or campus supervisor.
4. Notify administrative leaders if support is needed.
5. Keep your class together and stay with them at all times.
6. Indicate and provide transport if necessary for injured victims to first aid station.
7. Note dangerous or pending problems to administrative liaison.
8. For heavy rescue of trapped victims, contact an assistant principal.
9. An assistant principal will notify and direct release of students.

PRINCIPAL'S SECRETARY

Stand by to report emergency to appropriate authorities at direction of principal or designee.

MAIN OFFICE STAFF

Prepare to staff telephones, monitor radio emergency broadcasts, and serve as messengers.

ATTENDANCE OFFICE STAFF

1. Account for all students and staff.
2. Get injury and missing persons report from each teacher and report to command.
3. Complete student release log.

SCHOOL HEALTH STAFF

Prepare to administer first aid and/or supervise administration of first aid by those trained in it.

1. Evacuate building with first aid medical supplies and pink medical cards when signal is given.
2. Report to Command Center.
3. Set up emergency medical station at pre-designated location.
4. Establish priorities for injured victims.

CAFETERIA MANAGER

Oversee the use and preparation of cafeteria, and food and water supply at the direction of the principal or designee.

CUSTODIAN

Prepare to examine building and plan for damage. Keep the principal or designee informed of conditions at the site.

1. Shut off gas.
2. Have designated custodians check for structural damage and report to you.
3. Access disaster supplies.
4. Help in set-up of designated command center.

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

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.

Armed Assault on Campus

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.

Profile of an Active Shooter

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

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

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

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

- Know your escape routes
- Leave your belongings behind
- Take your cell phone
- Keep hands visible for responding Law Enforcement

HIDE...

Call 911 for assistance if possible

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

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

Information to provide to Law Enforcement or 911 Operator

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

FIGHT...

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

Outside:

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

How to respond when Law Enforcement Arrives

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

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

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

Biological or Chemical Release

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

Bomb Threat/ Threat Of violence

Bomb Threat

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.

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.

Cancel all outside activities.

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

Assign staff members to assist as necessary.

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.

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.

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.

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.

Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions

* If CCLA School becomes unsafe, move students to a closest suitable alternate shelter.

Location:

Business Complex Parking Lot nearby on
1202 Apollo Way

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.

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.

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.

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

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

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

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

2. Regularly monitor the following:

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

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

3. Implement ICS, if necessary.

4. Provide Psychological First Aid (PFA). PFA is an early, brief, and focused intervention that can help reduce the social and emotional distress of children and adults after traumatic events. More information on Psychological First Aid for Schools (PFA-S), which is an evidence-informed intervention specifically designed to assist students, staff, and families, can be found in a REMS TA Center Web page Psychological First Aid for Schools (PFA-S), Helpful Hints publication Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect—Model & Teach, and Webinar Implementing Psychological First Aid (PFA) in School and Postsecondary Settings.
5. Plan for managing donations and volunteers. If the school or IHE is directly affected by a wildfire, and especially if the incident garners a lot of media attention, the entity will need to manage volunteers who want to help the school/IHE and/or provide donations. Systems and processes should be identified and created before an incident. More information is provided in this REMS TA Center Webinar and fact sheet.
6. Keep families informed about the situation (including resources and psychological support available to them) and campus openings, closings, and delayed opening times.

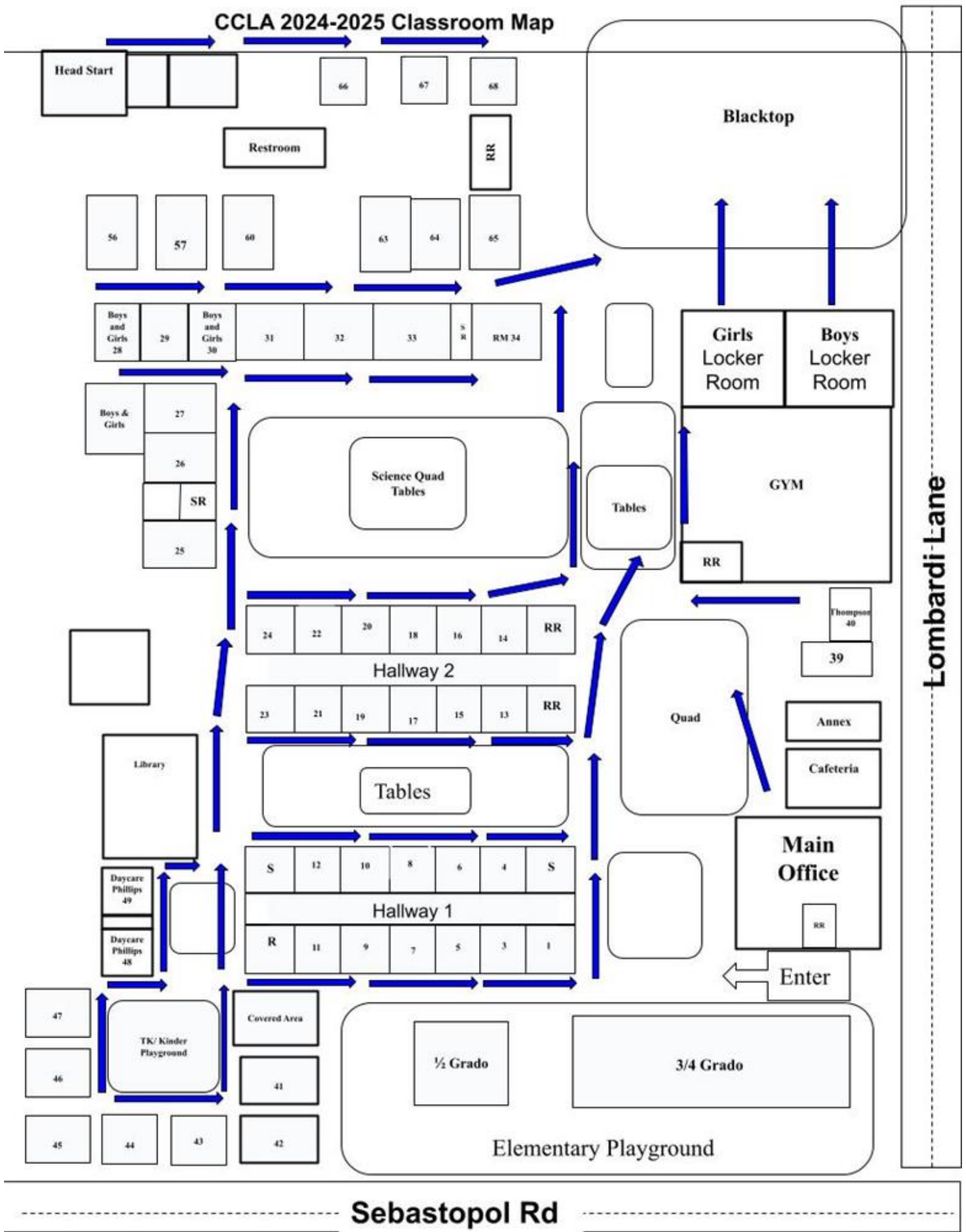
It is important for the district to constantly monitor the status of these fires as well as the air quality. Students should remain indoors away from the smoke and ash debris.

Air Quality

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

Emergency Evacuation Map

CCLA 2024-2025 Classroom Map



Sebastopol Rd

Lombardi Lane

Quick Reference Guide

EMERGENCY RESPONSE ACTIONS



1. SHELTER IN PLACE

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

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



2. DROP, COVER & HOLD ON

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

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



3. SECURE THE CAMPUS

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

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



4. LOCKDOWN/BARRICADE

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

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



5. EVACUATION

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

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

THE ESSENTIAL
FIVE

