

Comprehensive School Safety Plan

**2019-2020
School Year**

School: Rincon Valley Middle
CDS Code: 49709206060271
District: Santa Rosa City Schools
Address: 4650 Badger Rd., Santa Rosa,
CA 95409-2699
Date of Adoption: May 2020
Date of Update: December 2020
Date of Review:
- **with Staff** January 2021
- **with Law Enforcement** TBD
- **with Fire Authority** TBD

Approved by:

| Name | Title | Signature | Date |
|------------------|---------------------|-----------|------|
| Ed Navarro | Principal | | |
| Ryan Thompson | Assistant Principal | | |
| Jay Meyer | Teacher | | |
| Stacey Fong | Teacher | | |
| Jenny Candelaria | Teacher | | |
| Tammi Leggins | Classified | | |

Table of Contents

| | |
|--|----|
| Comprehensive School Safety Plan Purpose..... | 4 |
| Safety Plan Vision..... | 4 |
| Components of the Comprehensive School Safety Plan (EC 32281)..... | 5 |
| (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)..... | 5 |
| (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)..... | 6 |
| (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines..... | 7 |
| (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)..... | 8 |
| (E) Sexual Harassment Policies (EC 212.6 [b])..... | 8 |
| (F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)..... | 9 |
| (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)..... | 10 |
| (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)..... | 10 |
| (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)..... | 12 |
| (J) Tactical Responses (See EOP, ANNEX B) (EC 32282(a)[2](J))..... | 12 |
| (K) Procedures for Preventing Acts of Cyber-bullying..... | 14 |
| Safety Plan Review, Evaluation and Amendment Procedures..... | 15 |
| Safety Plan Appendices..... | 16 |
| Emergency Contact Numbers..... | 17 |
| Safety Plan Review, Evaluation and Amendment Procedures..... | 18 |
| Rincon Valley Middle Incident Command System..... | 19 |
| Incident Command Team Responsibilities..... | 20 |
| Emergency Response Guidelines..... | 21 |
| Step One: Identify the Type of Emergency..... | 21 |
| Step Two: Identify the Level of Emergency..... | 21 |
| Step Three: Determine the Immediate Response Action..... | 21 |
| Step Four: Communicate the Appropriate Response Action..... | 21 |
| Types of Emergencies & Specific Procedures..... | 22 |
| Aircraft Crash..... | 22 |
| Animal Disturbance..... | 22 |

| | |
|--|----|
| Armed Assault on Campus | 22 |
| Biological or Chemical Release..... | 23 |
| Bomb Threat/ Threat Of violence | 24 |
| Bus Disaster..... | 25 |
| Disorderly Conduct | 25 |
| Earthquake..... | 26 |
| Explosion or Risk Of Explosion | 26 |
| Fire in Surrounding Area | 26 |
| Fire on School Grounds..... | 27 |
| Flooding | 27 |
| Loss or Failure Of Utilities | 28 |
| Motor Vehicle Crash | 28 |
| Pandemic | 30 |
| Psychological Trauma..... | 33 |
| Suspected Contamination of Food or Water | 34 |
| Tactical Responses to Criminal Incidents..... | 34 |
| Unlawful Demonstration or Walkout..... | 35 |
| Emergency Evacuation Map..... | 37 |
| Quick Reference Guide | 38 |

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 4650 Badger Rd. Santa Rosa, CA 95409.

Safety Plan Vision

Rincon Valley Middle School strives to establish and maintain an orderly and purposeful place where students and staff are free to learn and teach without the threat of physical and psychological harm. It is characterized by sensitivity and respect for all individuals regardless of cultural and ethnic background, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. We work to develop this environment through proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and clean campus and classroom appearance. In addition, the RVMS community understands that under the California Constitution, Article I, Section 28(c): Right to Safe Schools, states that "All students and staff of primary, elementary, junior high, and high schools have the inalienable right to attend campuses which are safe, secure, and peaceful." We value these qualities and integrate them into the decisions we make for our staff, students, and families.

Components of the Comprehensive School Safety Plan (EC 32281)

Rincon Valley Middle Safety Committee

Santa Rosa City Schools Board Policies

Copies of SRCS Board Policies can be obtained on the SRCS website using the following link:

<https://www.srcschools.org/domain/44>

Assessment of School Safety

Status of School Crime

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

The status of school crime:

- a. The Illuminate Ed software is utilized to assess the discipline activity on campus. The software is able to sort for specific suspension criteria.
- b. The 2019/2020 school year introduced the Youth Truth Survey. This survey replaces the California Health Kids Survey, which provides data on the effectiveness of school programs and practices. This survey is distributed to students, staff, and parents/guardians.
- c. The School Site Council reviews data to determine the highest areas of need on campus. Some examples of data reviewed includes suspension, NOC data, consultations with SRPD, student surveys, staff surveys, COST Tier 2 team information.
- d. Security camera system information is used regularly to investigate daily incidents.

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

Procedures for Compliance with School Safety Laws

Procedures for compliance:

The Healthy Kids survey is utilized to gather objective evidence to assess the violence and illegal drug use of the RVMS student population. The discipline records are reviewed and assessed for trends. This information helps the Safety Committee recommend proposed changes in the Safety Plan.

- a. RVMS follows the guidelines proposed by SEMS to provide a safe and orderly drug free learning environment.
- b. Teachers are trained in the SEMS process on a yearly basis. This information can be found in Section IV Disaster Procedures.
- c. Parent input is regarded as a necessary and important aspect of emergency response preparedness. The emergency response plan is reviewed and updated on a regular basis. A current plan is distributed to the SRCS District Office on an annual basis.
- d. Project Alert is utilized in the 7th grade science curriculum.
- e. The Safe and Drug Free Schools and Communities information is used as a resource.
- f. Student Searches including the use of Contraband Detection Dogs

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

Child Abuse Reporting Procedures

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

Procedures for complying with child abuse reporting requirements:

- a. Board Policy 5141.4 provides direction to school employees for reporting child abuse. Staff is regularly briefed on the need to be watching for signs of child abuse.
- b. The police and school handbooks cover the issue of child abuse and appropriate steps in reporting.
- c. Teachers and staff are aware of their status as mandated child abuse reporters. Counselors, administrators and staff work closely and rapidly to make reports to CPS. Forms are located in the main office. Staff members are reminded of this responsibility according to the California Child Abuse Reporting Law, from the California Penal Code, Section 11165 through 111174.3, as it pertains to Teachers, School Administrators, counselors/Therapists and other school personnel.
- d. To report suspected child abuse call: Child Protective Services at 565-4304, follow the instructions, and fill out the required paperwork found in this section.

Located in this section:

- Suspected Child Abuse Report
- Community Agencies for Students and Families in Crisis

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

Disaster Plan (See Appendix C-F)

Disaster Response (Routine & Emergency) (SEMS)

Procedures for responding to disasters:

- a. Board Policy 5142 describes Emergency Response and Civil Defense Plans.
- b. The school conducts regular monthly Emergency Drills and keeps a log of each drill. The office staff assess the efficiency of the drill and makes suggestions for improvement of future drills.
- c. Rincon Valley has emergency equipment located in every classroom and communication devices where needed. Staff is trained in the use of the equipment.
- d. Administrators attend various school safety conferences and then share information and literature with the staff.
- e. The entire staff is trained on the SEMS (Standardized Emergency Management System).
- f. SEMS training and a listing of the jobs are placed in the red emergency bags located in the classrooms.
- g. SEMS station materials are located in bins in the rolling door area outside the band room.
- h. Inventory and restocking of the red emergency bags and black classroom barrels is accomplished annually.
- i. Board Policy and Administrative Regulation 3516 describe Emergency Response and Civil Defense Plans.
- j. In the event of a power outage, SRCS has secured access to the Blackboard Communication application. This program allows school administration to send out email and phone messages to parents, families, and staff. This system can be used in emergency situations, as well as for regular day-to-day messaging.
- k. Due to the increased wildfire activity in 2017-2018, and the environmental impact that these natural disasters created, SRCS worked with Sonoma County officials to establish the protocol for air quality emergencies. The guidelines are attached in this safety plan and have been shared with community members and staff on all campuses.
This index refers to measurements taken by www.airnow.com.

Located in this section:

- I. Instructions and Drill Schedule
- II. EOC Incident Command Process
 - a. Lockdown
 - b. Evacuation
 - i. Phase I
 - ii. Phase II

- III. EOC Command Structure
- IV. EOC Staff Duty Assignments
- V. EOC Attendance Coverage Assignments
- VI. Evacuation Map
- VII. Assembly Area Map
- VIII. Assembly Attendance Assignment
- IX. Student Release Station
 - a. Process
 - b. Map

**Stop The Bleed first aid information for life saving strategies.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion

At Rincon Valley Middle School we consistently enforce progressive discipline as per Board Policies 5144 and 5144.1. And Administrative Regulations 5144.1 and 5144.2

Disciplinary procedures involved in the suspension or expulsion of students:

As adopted by the Board of Education, Site Administration may use referrals to Restorative Resources as an alternative to expulsion.

Suspension:

- a. Students suspended from school are sent home with a draft of the suspension letter which will be mailed to their home address. The letter lists the appropriate educational code for the offence.
- b. Parents or guardians are notified via the telephone or in person.
- c. For a suspension of 3 days or more, homework will automatically be collected from classroom teachers and will be available for parent to collect in the Attendance Office. Students with fewer days can make a request with their teacher, counselor, or through the Attendance Office.
- d. In accordance to SB 419, RVMS is adopting suspension alternatives for students who violate Education Code 48900(k). These alternatives are focused on keeping students accountable for their behavior, while also keeping them in school.

Expulsion/ARPC:

- a. Students who are expelled are enrolled in various programs in Sonoma County.
- b. Students who are expelled, and have the expulsion suspended, are enrolled in a regular or alternative program with in the district.
- c. Students who are on extended expulsion, or who are at Rincon Valley from an Administrative Review and Placement Committee (ARPC) referral meet with the Administration upon their arrival, as well as on a regular basis.

Located in this section:

- Student Conduct Requirements as written the *student planner
- *The RVMS Suspension Process
- *The Sequential Discipline Guide
- Incident Reports
- Dealing with Crimes Against Persons
- Request for Expulsion Hearing/Administrative Review and Placement Committee

- SRCS Teacher Progress Report
- Expulsion Process for Special Education Student

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

Notification to Teachers of Dangerous Students

Procedures to notify teachers of dangerous students:

- The procedures for notifying teachers regarding dangerous students is contained in Board Policy 4258
- Teachers are notified of this information in a timely fashion.
- In accordance to Education Code 49079 teachers are given access to student suspensions. They may review this information in the main office where the secretary keeps this binder.
- When a student considered dangerous by the court system or police department is identified, administrators act quickly to inform staff. Memos are sent and meetings are scheduled. Meetings with affected staff members produce a strategy to provide a safe and effective school environment.

**Notifications for these students will be posted in cum files and a notification will be posted in the Illuminate student information system. Email messages may also be sent to teachers and staff as additional notification.

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

Sexual Harassment Policy

Effective January 1, 2020, SB 1343 requires employers with 5 or more employees to provide at least one hour of sexual harassment training to all non-supervisory employees and retrain employees once every 2 years thereafter. This training is now available on the Target Solutions Platform and is referred to as "Anti-Harassment Training for All Employees - California (SB1343).

AB 2291, which became effective on January 1, 2019, requires that local educational agencies (LEAs) adopt procedures for preventing acts of bullying, including cyberbullying, on or before December 31, 2019. Education Code section 215, AB 2246 mandates that LEAs that serve pupils in grades 7-12, adopt a policy on pupil suicide prevention, interventions, and postvention. SRCS and RESIG launched the use of the STOPit digital application across the district in February 2018. This application provides students with the ability to create an anonymous report regarding any inappropriate activity and/or bullying that may be occurring. Protocols and response strategies were devised by SRCS and site level personnel. All schools provided their students, staff, and community members with information on how to access this application and report activity that needs to be addressed and/or investigated. This app is used to report bullying, misconduct, mental health issues or self-harm. Students and staff may access this portal through mobile devices, as well as their computers. Reports are reviewed by administration and investigated for intervention and appropriate consequences.

Policies on sexual harassment and Bullying:

- Board Policies 5145.3 and 5145.7 contain district policies on sexual harassment. They are reviewed annually with RVMS staff and students.
- The school responds immediately to any harassment/bullying complaints that are made. The administration makes contact with all students involved, whether or not there was a valid finding.
- Involved parents are contacted by administrators. Sexual harassment letters are also sent home to the families involved.
- The students are reminded of the seriousness of sexual harassment or bullying and who they can contact, as well as examples of sexual harassment. This is covered by administrators in the PE classes at the beginning of the school year. Each student is required to sign paperwork indicating that they understand the school policy.
- The school rules which address sexual harassment and bullying are included in the student planner.

- f. New students attend an informative discussion with their Counselor and sign paperwork indicating that they understand the school policy.
- g. School Administration attend regular training regarding sexual harassment investigations and processes.
- h. School staff are required by SRCS to complete annual mandatory training for sexual harassment and bullying/suicide prevention and reporting.
- i. Counselors made a presentation to PE classes on Cyberbullying and Internet Safety.
- j. In 2019, SRCS secured an agreement with Verity to give presentations around sexual harassment and prevention.
- k. A protocol for dealing with suicide or other loss of life has been developed by the school, with assistance from the District. A district system for providing counseling services following a tragedy is in place. These services are coordinated by the Director of Special Services.

Santa Rosa City Schools has supplied Rincon Valley Middle School with a number of personnel that are here to support students and their emotional and physical needs. These resources include; Student Engagement Facilitator, Restorative Resource Specialist, Teachers on Special Assignment. RVMS students also has access to SAY and CAPE services.

Located in this section:

- RVMS Harassment Checklist for Harassment Letter Samples 1-7 English and Spanish
- SRCS Board Policy 5145.7
- *RVMS Sexual Harassment Information

*The Student Planner is located in the back of this document.

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

School-wide Dress Code

The School Site Council reviews and approves of school dress code. A revision to this school dress code will be conducted in the 2019/2020 school year, with the goal of adopting a new dress code for the 2020/2021 school year.

Policies on the Dress Code:

- a. Board Policy 5132 and Administrative Regulation 5132 addresses dress codes and standards in general.
- b. Teachers are proactive in upholding general student dress, reminding students and reporting infractions to the Student Advisor and administration.
- c. The school orientation materials sent home to parents also reminds parents of what articles of clothing are not allowed to be worn at school.
- d. Students are warned, and even asked to change into their PE clothes if they are not dressed appropriately for school. Parent phone calls are made to increase awareness of infractions and dress code policy. Disciplinary consequences follow school guidelines.

Located in this section:

- *Dress code requirements as listed in the student planner

*The Student Planner is located in the back of this document.

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

Safe Ingress and Egress

Rincon Valley Middle School is located in a country setting providing a rural atmosphere. The only area considered to be a risk is the Oliver’s shopping center.

Procedures for safe ingress and egress to and from the school site:

- a. Students and parents are regularly appraised through the principal’s email system and parent newsletters of the safest ways for students to ingress and egress our school.
- b. A Student Advisor, administrators, and Restorative Specialist are regularly posted at the perimeters of the school to ensure safety.
- c. Signs remind parents of proper drop-off and pick up locations.
- d. The safety concerns of traffic around the school are addressed at Back to School Night.
- e. Increased signage around campus to notify all visitors of requirement to check in to Main Office upon arrival to campus.
- f. Improved security camera system installed (2019/2020 school year).
- g. Communication with local businesses and shopping centers.
- h. Coordination with SRO and staff to help coordinate parking and drop-off/pick-up logistics.
- i. Fire lanes, loading zones, speed bumps, handicap spaces, and parking lots are all clearly marked to allow for safer movement.

Located in this section:

- *Student Policies as listed in the student planner

*The Student Planner is located in the back of this document.

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

Component:

Safe and Orderly Environment Goals and Objectives

Element:

Rincon Valley Middle School will work to develop and implement MTSS teams of support for students. These teams will focus specifically on student intervention and behavior data to provide meaningful supports for students and create a campus environment that develops the whole student. Teams will consist of a partnership between staff, parents/guardians, and students and will collaborate in regular meetings to share data and review programs.

Opportunity for Improvement:

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|--|---------------------------------------|--|
| Determine the MTSS Tier 1 team personnel and establish regular meetings. | Present information to School Site Council and establish the purpose of School Site Council to serve as Tier 1 team. | Principal, Assistant Principal, Classified Staff, Certificated Staff, Student, Parent/Guardian, Counselor | Assistant Principal, School Counselor | To assess function and effectiveness at the end of school year through BAM (Briefly Assess MTSS) form. |
| Determine the MTSS Tier 2 team personnel and establish regular meetings. | Establish team members, purpose of team, and team norms. Develop documentation of program implementation and data tracking. | Classified Staff (Attendance Tech, Health Tech, FEF, Restorative Specialist, Instructional Assistants, School Psychologist, SAY Clinician, Student Advisor), Assistant Principal | Assistant Principal, School Counselor | To assess function and effectiveness at the end of school year through BAM (Briefly Assess MTSS) form. |
| Implement programs and interventions that are data driven and relevant to campus culture. | Share information with faculty/staff and community members through school media and program publications. | Counselors, Teachers, Administration, Classified Staff, Students, Parent/Guardian | School Staff and Faculty | To assess function and effectiveness at the end of school year through BAM (Briefly Assess MTSS) form. |

Component:

Safe and Orderly Environment Goals and Objectives

Element:

To create a safe and orderly environment through disaster response strategies and facility security improvements.

Opportunity for Improvement:

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|--|---|--|--|
| Regular practice of disaster response routines and update procedures when necessary. | Schedule monthly practice drills and communicate information to faculty, staff, and students. | Local law enforcement, fire department, school staff | Assistant Principal | To review procedures annually and make adjustments based on drill feedback and consultations from local law enforcement. |
| Improve security on campus for students and staff. | Assist with installation of new door locks and security cameras. Evaluate effectiveness of new security cameras and provide training and equipment for additional staff to have access to security features. | SRCS IT Department personnel, SRCS M&O Department personnel | Principal, Assistant Principal, Head Custodian, Site IT Tech | Regularly assess connection and physical function of features to assure effective security and safety measures. |

Component:

N/A

Element:

Opportunity for Improvement:

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
| | | | | |

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

Rincon Valley Middle Student Conduct Code

School Discipline, Rules and Procedures

Procedures for disciplinary actions:

a. Students disciplinary consequences are sequential. The first offence, depending on the severity of the consequence, is a warning. The consequences become more severe for repeat offences in the following order: BEST form, detention, Monday school, suspension, referral to Administrative Hearing or expulsion.

b. Students write sworn statements and investigations are thoroughly conducted.

c. Conflict Resolutions and Restorative Conferences are used often to help build relationships and resolve issues, while also reducing suspension.

d. Students are offered a variety of suspension diversion options. These options are usually relevant to the offense and arranged with parent/guardian. Many options include written/verbal apologies, community service,

e. In accordance to SB 419, RVMS is adopting suspension alternatives for students who violate Education Code 48900(k). These alternatives are focused on keeping students accountable for their behavior, while also keeping them in school.

Located in this section:

- *RVMS policy on student conduct as written the student planner.
- *RVMS Tardy Procedures
- Detention/Monday School Essay Requirements
- Sworn Statements
- Proactive and Responsive Behavior Support Guide

*The Student Planner is located in the back of this document.

Conduct Code Procedures

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

Hate Crime Policies and Procedures

California Education Code Section 200-201 specifically addresses hate crimes and these sections are enforced at our school.

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.

Procedures for Hate Crimes:

- a. Administration makes contact with all students involved, whether or not there was a valid hate crime finding.
- b. Education Code 48900.3 Provides directions for acts of hate violence.
- c. The Parental Annual Notice distributed by SRCS informs parents of the zero tolerance policy concerning hate crimes.
- d. Safe and Drug Free Schools and Communities information is utilized as a resource.
- e. Hate crimes are reported to the Santa Rosa Police Department.
- f. Santa Rosa City Schools Board Policy 5131 addresses maintaining a safe and hate-free school environment.

Verification of Review

Located in this Section:

- Comprehensive School Safety Plan Verification Signature Page
- RVMS Site Council Agenda
- RVMS Site Council Minutes
- Invitation to the Mayor of Santa Rosa

- Notification/Invitation to Parents of Site Council Meeting
- SRACS Site Council Agenda
- SRACS Site Council Minutes
- SRACS Invitation to the Mayor of Santa Rosa
- SRACS Notification/Invitation to Parents of Site Council Meeting

(K) Procedures for Preventing Acts of Cyber-bullying

Safety Plan Review, Evaluation and Amendment Procedures

School Site Council approved of the current plan in May of 2020. The updated version will be presented to the RVMS School Site council for review, editing, and updates each year. Approval and confirmation will be recorded on a physical signature page, which will be attached to the final plan.

Safety Plan Appendices

Emergency Contact Numbers

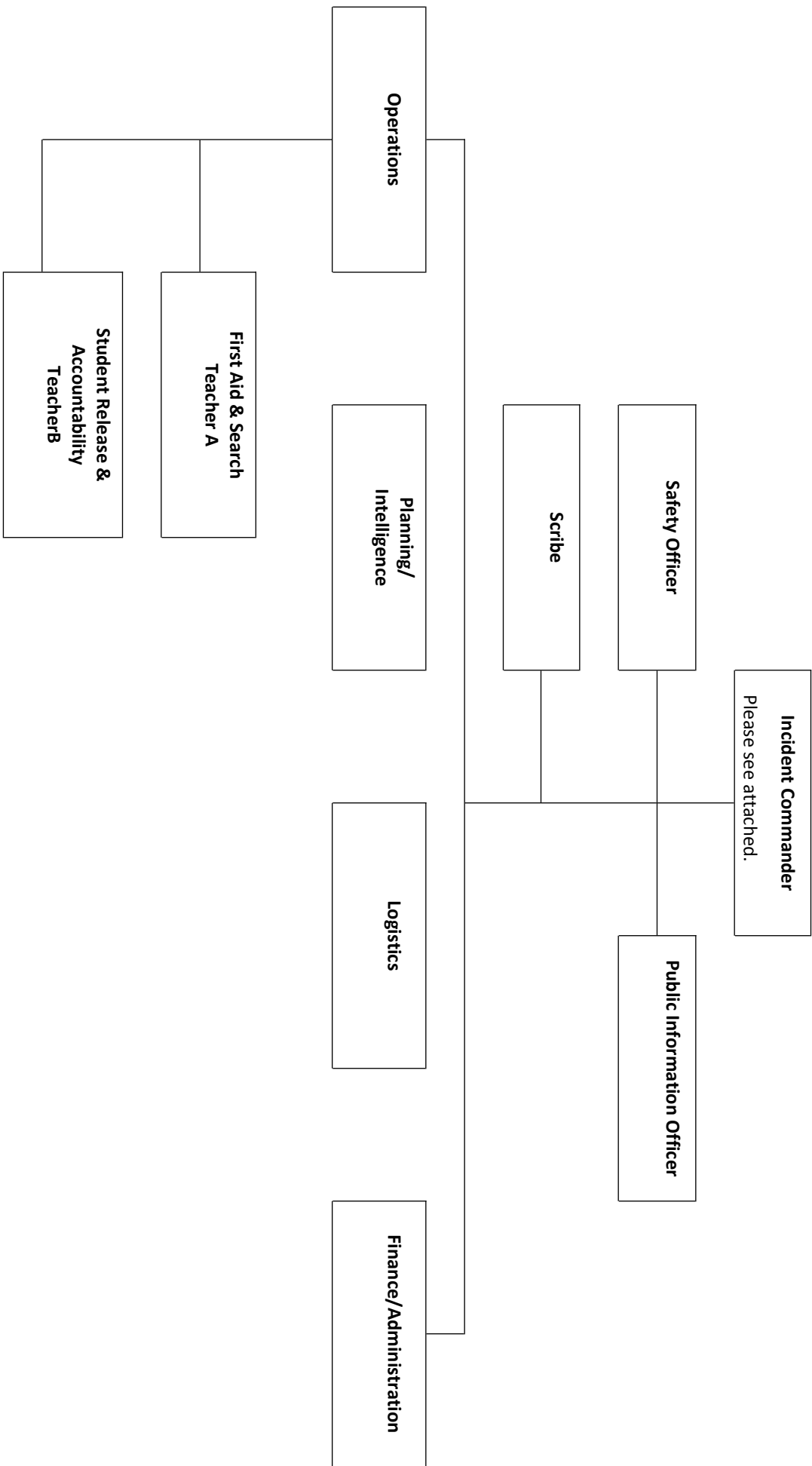
Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|-------------|---------------|---------------|-----------------|
| | | | |

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) |
|--|----------------------|--|
| | | |

Rincon Valley Middle Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance

Animal/Animal Disturbance

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus

Profile of an Active Shooter

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

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

Know your escape routes

Leave your belongings behind

Take your cell phone

Keep hands visible for responding Law Enforcement

HIDE...

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

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

Information to provide to Law Enforcement or 911 Operator

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

FIGHT...

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

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

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

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

Outside:

If shots fired - immediately "Drop and cover"

If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

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

Raise hands and spread fingers

Keep hands visible at all times

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

Avoid pointing, screaming or yelling

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

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

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

Biological or Chemical Release

Biological or Chemical Release

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

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

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

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

* Dial "911" -- tell operator, 'This is (name of the caller) from Brook Hill 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.

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

2. The principal notifies parents of the situation.

3. If students have been removed to an alternate/safe location for pick up.

4. Resume school after the building(s) have been inspected and determined safe by proper authorities.

5. 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 Rincon Valley Middle School becomes unsafe, move students to a closest suitable alternate shelter.

Location: Rincon Valley Christian School site - 4585 Badger Rd. Santa Rosa, CA

- Classes evacuate to outside locations, and are systematically moved toward the alternate site in a safe and orderly fashion. Staff serve as crossing guards and traffic control to assist with local traffic along roadways.

Bus Disaster

BUS DRIVERS/SCHOOL STAFF

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

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

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

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Disorderly Conduct

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

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

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

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/sit administrator.

Avoid arguing with the participant(s).

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

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

Stay away from windows and exterior doors.

PRINCIPAL/DESIGNEE ACTIONS:

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

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

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

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

Outside of School

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

Move any students who are outside the school building inside. If unable to do so, have students lie down and cover their heads.

Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

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

Assign staff members to assist as necessary.

STAFF ACTIONS:

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

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

Care for the injured, if any.

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

Earthquake

Explosion or Risk Of Explosion

Explosion/Threat of Explosion

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

Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions

* If Rincon Valley Middle School becomes unsafe, move students to a closest suitable alternate shelter.

Location: Rincon Valley Christian School site - 4585 Badger Rd. Santa Rosa, CA

- Classes evacuate to outside locations, and are systematically moved toward the alternate site in a safe and orderly fashion. Staff serve as crossing guards and traffic control to assist with local traffic along roadways.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

Fire in Surrounding Area

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

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.

6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

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

Air Quality

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

Fire on School Grounds

Flooding

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

Incident Commander

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

General Staff:

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

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

determined safe by property authorities.

Loss or Failure Of Utilities

Notify the District Superintendent/District Emergency Preparedness Director.

During the School Day

If the loss of power is during school hours students will remain at school until the end of the school day. All after school activities and programs will be canceled.

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

Control conservation of water

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)

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.

The principal will 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 district 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.

Santa Rosa City Schools
COVID-19 Potential Response Scenarios in a School Setting

Scenario-Action-Communication Flowchart

1. A student or staff member either exhibits COVID-19 symptoms (e.g., cough, fever, temp of 100.4°F or above, shortness of breath, etc.) or answers yes to Daily Health Self-Assessment.

| Action: Student | Action: Staff |
|--|--|
| <ul style="list-style-type: none"> ● Request they STAY HOME if they are experiencing symptoms of COVID-19. ● If on-campus, send to the school’s designated Isolation Room and then home to isolate. ● Notify parents to pick up the student immediately. If able to drive themselves, send home immediately and notify parents. ● Ask if the student has been in close contact with someone who had COVID-19 within the past 14 days. ● Recommend they consult a healthcare provider about testing. ● The family will notify school attendance to report the absence. ● The family will notify the school admin if the student tests positive for COVID-19. (If positive, see #3.) | <ul style="list-style-type: none"> ● Request they STAY HOME if they are experiencing symptoms of COVID-19. ● If on-campus, send home immediately to isolate. ● Ask if staff has been in close contact with someone who had COVID-19 within the past 14 days. ● Recommend they consult a healthcare provider about testing. ● Staff will notify HR and determine if they will take leave or work remotely. ● Staff will notify their supervisor if the staff tests positive for COVID-19. (If positive, see #3.) |

When to get tested: If they develop symptoms, they should get tested immediately.

Students and Staff who have NOT had close contact with someone who had COVID-19 within the past 14 days may return to school once these three criteria are met: 10 days since the symptoms first appeared, symptoms improve and they feel better, AND at least 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications.

Students and Staff who have had close contact with someone who had COVID-19 within the past 14 days may return to school once these three criteria are met: 14 day quarantine, AND at least 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND no COVID-19 symptoms.

- **Classroom/Cohort OPEN**
- Contact **Student or Staff who exhibit symptoms** and request for them to monitor symptoms and follow up with a healthcare provider. COVID-19 Coordinator sends email: [Experiencing COVID-19 Symptoms Letter](#) to the symptomatic student or staff. Copy site admin or supervisor.

2. A student or staff member lives with or has been in close contact with a confirmed positive COVID-19 case outside of school.

| Action: Student | Action: Staff |
|---|---|
| <ul style="list-style-type: none"> ● Request they STAY HOME if they are known to be a | <ul style="list-style-type: none"> ● Request they STAY HOME if they are known to be a |

| | |
|--|--|
| <p>close contact.</p> <ul style="list-style-type: none"> ● If on-campus, send home to quarantine. ● Quarantine for 14 days from last exposure. ● Recommend they consult a healthcare provider about testing. ● The family will notify school attendance to report absence. ● The family will notify the school admin if the student tests positive for COVID-19. (If positive, see #3.) | <p>close contact.</p> <ul style="list-style-type: none"> ● If on-campus, send home to quarantine. ● Quarantine for 14 days from last exposure. ● Recommend they consult a healthcare provider about testing. ● Staff will notify HR and determine if they will take leave or work remotely. ● Staff will notify their supervisor if the staff tests positive for COVID-19. (If positive, see #3.) |
|--|--|

When to get tested: If they develop symptoms, they should get tested immediately. If no symptoms develop, get tested 10 days after exposure.

Students and Staff may return to school once these three criteria are met: 14 day quarantine, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND No COVID-19 symptoms.

- **Classroom/Cohort OPEN**
- Contact **Student or Staff who identify as a close contact with a confirmed positive COVID-19 case outside of school** and request for them to quarantine and follow up with a healthcare provider. COVID-19 Coordinator sends email: [Household Close Contact Letter](#) to the affected student or staff. Copy site admin or supervisor.

3. A student or staff member is a confirmed positive COVID-19 case.

| Action: Student | Action: Staff |
|---|--|
| <ul style="list-style-type: none"> ● Exclude positive case from school for 10 days from symptom onset or test date to isolate at home. ● Request close contacts to quarantine at home. ● Family will notify school attendance to report absence. | <ul style="list-style-type: none"> ● Exclude positive case from school for 10 days from symptom onset or test date to isolate at home. ● Request close contacts to quarantine at home. ● Staff will notify HR and determine if they will take leave or work remotely. |

Positive Case: Students and Staff may return to school once these three criteria are met: 10 days since the symptoms first appeared, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND COVID-19 symptoms (cough, shortness of breath, chills, etc.) have improved.

Close Contacts: Students and Staff may return to school once these three criteria are met: 14 day quarantine, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND no COVID-19 symptoms.

- **Classroom/Cohort CLOSED**
- Notify **Sonoma County Public Health.**
- Contact **Student or Staff who are confirmed positive** and request isolation for 10 days. COVID-19 Coordinator sends email: [Confirmed Positive Case Letter](#) to the infected student or staff. Copy site admin or supervisor.
- Submit to **RESIG**, the SB1159 Reporting Form. CC: HR/worker’s comp.
- Begin contact tracing. Identify close contacts, quarantine and exclude potentially exposed contacts (likely entire cohort) for 14 days after the last date the case was present at school while infectious.
- Contact **Students and Staff who have been exposed** and request for them to quarantine for 14 days. COVID-19 Coordinator sends email: [Close Contact Exposure Letter](#) to the identified close contacts. Copy site admin or supervisor.
- Close classroom and primary spaces where the case spent significant time. Contact **Maintenance & Operations** to coordinate disinfection and cleaning.
- Per **AB 685**, COVID-19 coordinator sends email: [General COVID-19 Alert \(School Contact\) Letter](#) to those who were **on the same campus as the infected individual** Copy Site Admin.
- **Follow up** one day prior to the end of isolation and/or quarantine to welcome back to school/work. COVID-19

Coordinator sends email: [End of Quarantine - Welcome Back to School](#) to all quarantined and isolated individuals in the specific cohort. Copy site admin or supervisor.

4. A student or staff member tests negative for COVID-19 after symptoms (and was not exposed to a COVID-19 case).

| Action: Student | Action: Staff |
|---|--|
| <ul style="list-style-type: none"> ● Request they STAY HOME if they are experiencing symptoms of COVID-19. ● Family will notify school attendance to report absence. | <ul style="list-style-type: none"> ● Request they STAY HOME if they are experiencing symptoms of COVID-19. ● Staff will notify HR and determine if they will take leave or work remotely. |

Students and Staff may return to school if: Symptoms improve and they feel better, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications

- Classroom/Cohort OPEN
- No Communication needed.

5. After being exposed to COVID-19, a student or staff member tests negative during quarantine

| Action: Student | Action: Staff |
|--|---|
| <ul style="list-style-type: none"> ● Negative test does not shorten quarantine. (See #2.) ● Family will notify school attendance to report absence. | <ul style="list-style-type: none"> ● Negative test does not shorten quarantine. (See #2.) ● Staff will notify HR and determine if they will take leave or work remotely. |

Students and Staff may return to school once these three criteria are met: 14 day quarantine, AND 24 hours with no fever (above 100.4°F) without the use of fever-reducing medications, AND no COVID-19 symptoms.

- Classroom/Cohort OPEN
- No Communication needed

Additional Resources:

- [COVID-19 Symptoms \(CDC\)](#)
- [How to Protect Yourself & Others \(CDC\)](#)
- [Slow the Spread of COVID-19 \(CDC\)](#)
- [Local Testing Sites](#)
- [What to do while waiting for test results \(CDC\)](#)
- [COVID-19 Quarantine and Isolation](#)
- [SCDPH Home Quarantine Instructions](#)
- [SCDPH Home Isolation Instructions](#)
- [What you can expect to happen during contact tracing if you have been diagnosed with COVID-19 \(CDC\)](#)
- [Families First Coronavirus Response Act \(FFCRA or Act\)](#)
- [SRCS COVID-19 Information \(website\)](#)

(^) **Close Contact:** A close contact is defined as a person who is 6 feet from a case for 15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(†) **Cohort:** A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

(**) **Maintain confidentiality** as required under FERPA and state law related to privacy of educational records.

Chart adapted from California Department of Public Health "COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-21 School Year" Published July 17, 2020.

When to Close Cohort/Classroom/School/District

| When to Close a Cohort | When to Close a School | When to Close the District | When to Re-Open |
|---|--|---|--|
| Consider closing if one or more students or staff members are confirmed to have COVID-19. | Consider closing if multiple “cohorts” or classes have confirmed cases OR 5% of all students/staff have confirmed cases. | 25% or more of schools in the district have closed due to COVID-19. | Schools may typically re-open after 14 days and the following have occurred: Cleaning and disinfection Public Health investigation Consultation with the local public health department |

Guidance on School Closure: Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Public Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are positive cases within a 14-day period, depending on the size and physical layout of the school. The Public Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Guidance on District Closure: A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with Public Health.

(CA Department of Public Health)

Psychological Trauma

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

PRINCIPAL/DESIGNEE ACTIONS:

Keep the individual under continuous adult supervision.

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

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

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

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

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

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

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

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

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

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

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

STAFF ACTIONS:

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

Notify principal/designee

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

Protect the individual from injury.

Suspected Contamination of Food or Water

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

PRINCIPAL/DESIGNEE ACTIONS:

CALL 911

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

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

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

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

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

STAFF ACTIONS:

Notify principal/designee

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

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

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

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

Tactical Responses to Criminal Incidents

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

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

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

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

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

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

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

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

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

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

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

Raise hands and spread fingers

Keep hands visible at all times

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

Avoid pointing, screaming or yelling

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

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

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter

Number of Shooters

Physical description of shooters

Number and type of weapons held by shooters

Number of potential victims at the location

Unlawful Demonstration or Walkout

Prohibited Activities

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

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

(cf. 5145.2 - Freedom of Speech/Expression)

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

Emergency Evacuation Map

Quick Reference Guide

Santa Rosa City Schools Rincon Valley Middle School Teacher Progress Report

STUDENT:

ID#:

TEACHER:

SUBJECT:

PERIOD:

A district hearing has been scheduled for this student. Please provide your objective written assessment in the areas indicated below. A copy of this report will be shared at the hearing with the panel, parents and student. Your assessment is critical in determining the most appropriate educational placement for this student.

Thank you.

Please return this form to:

Please type your responses or use **black ink**, as this form will be duplicated and distributed to the Hearing Panel and Parents.

| | | | |
|-----------------------|--------------|-----------------|--------------|
| Study habits | _____ Good | _____ Average | _____ Poor |
| Comes prepared | _____ Always | _____ Sometimes | _____ Rarely |
| Turns in homework | _____ Always | _____ Sometimes | _____ Rarely |
| Assignments Completed | _____ Always | _____ Sometimes | _____ Rarely |
| Attendance | _____ Good | _____ Fair | _____ Poor |
| Tardies | _____ None | _____ Fair | _____ Many |
| Class participation | _____ Good | _____ Average | _____ Poor |

Behavior in Class / Comments / Interventions Attempted: _____

Grade to date – Letter and percentage please: _____ / _____ %

Date: _____

Signature of teacher: _____

Sonoma Schools Air Quality Chart

| Air Quality Index | Recommended School Activities | School Responsibility | School District Responsibility |
|--|---|--|---|
| AQI: Good (0 - 50) Air quality is considered satisfactory, and air pollution poses little or no risk. | Great day to be active outside! | None | None |
| AQI: Moderate (51 - 100) Air quality is acceptable; however, for some pollutants there may be a moderate health concern for a very small number of people who are unusually sensitive to air pollution. | <ul style="list-style-type: none"> • Good day to be active outside! • Students who are unusually sensitive to air pollution could have symptoms.* | Monitor readings, keep staff aware of sensitive students | <ul style="list-style-type: none"> • Monitor the situation if index worsens |
| AQI: Unhealthy for Sensitive Groups (101 - 150) Although general public is not likely to be affected at this AQI range, people with lung disease, older adults and children are at a greater risk from exposure to ozone, whereas persons with heart and lung disease, older adults and children are at greater risk from the presence of particles in the air. ¹ | <ul style="list-style-type: none"> • It's OK to be active outside, especially for short activities such as recess and physical education (PE). • For longer activities such as athletic practice, take more breaks and do less intense activities. • Watch for symptoms and take action as needed.*¹ • Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy | <ul style="list-style-type: none"> • Inform staff that restrictions are in place based on these recommendations. • Insure that staff are following the guidelines | <ul style="list-style-type: none"> • Remind site administrators of the restrictions under this level of Air Quality. • Monitor the situation if index worsens |
| AQI: Unhealthy (151-200) - Everyone may begin to experience health effects members of sensitive groups may experience more serious health effects. | <ul style="list-style-type: none"> • For all outdoor activities, take more breaks and do less intense activities. • Consider moving longer or more intense activities indoors or rescheduling them to another day or time. • Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy | <ul style="list-style-type: none"> • Inform staff that restrictions are in place based on these recommendations. • Move all athletic related events to indoors if possible or reduce to less intense activities if moving to indoors is not possible • Insure that staff are following the guidelines | <ul style="list-style-type: none"> • Remind site administrators of the restrictions under this level of Air Quality. • Monitor the situation if index worsens • Determine if there are site by site concerns • Respond to school if there are site by site concerns to support and determine severity |
| AQI: Very Unhealthy (201-300) Health alert: everyone may experience more serious health effects. | <ul style="list-style-type: none"> • Move all activities indoors or reschedule them to another day | <ul style="list-style-type: none"> • Inform staff that restrictions are in place based on these recommendations. • Cancel all athletic related activity • Insure that staff are following the guidelines • Stay in communication with School District Office for changes | <ul style="list-style-type: none"> • Remind site administrators of the restrictions under this level of Air Quality. • Monitor the situation if index worsens • Determine if there are site by site concerns • Respond to school if there are site by site concerns to support and determine severity • Consider the protocol for closing schools! |
| AQI: Very Unhealthy (300-500) Health warnings of emergency conditions. The entire population is more likely to be affected. | No Guidance from AirNow.gov | | <ul style="list-style-type: none"> • Initiate Protocol for Closing of Schools, either site by site or for the School District |

¹ **Asthma Symptoms:** Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms. If symptoms occur: The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

CALIFORNIA EDUCATION CODE FOR STUDENT DISCIPLINE

Students who display inappropriate behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off campus, and during or while going to or coming from a school sponsored activity.

EDUCATION CODE, SECTION 48900:

A student who has committed the following acts is subject to discipline by suspension or expulsion:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k)
 - (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - (2) Except as provided in Section 48910, a pupil enrolled in Kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in Kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261,266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization of body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-

- sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication.
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph. (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following.
- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil who aids or abets, as defined in Sec. 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily

injury shall be subject to discipline pursuant to subdivision (a).

EDUCATION CODE 48900.2: SEXUAL HARASSMENT:

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purpose of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive education environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Add. Stats. 1992, Ch. 909).

EDUCATION CODE 48900.3: HATE VIOLENCE:

In addition to the reasons specified in Sections 48900 and 48900.2 a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence.

EDUCATION CODE 48900.4: HARASSMENT, THREATS, OR INTIMIDATION:

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class-work, creating an intimidating or hostile educational environment.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

EDUCATION CODE 48900.5: REQUIRED OTHER MEANS OF CORRECTION/EXCEPTIONS:

“At the very minimum...students who are threatened with removal from school, depriving them of the fundamental right to a publicly financed education, are entitled to notice of the grounds for the removal and an opportunity to be heard.”

(Goss v. Lopez)

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place the documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 560026, may be suspended, subject to Section 1415 of Title 20 of the United States code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of section 48900 or that the pupil's presence causes a danger to persons.

(b) Other means of correction include, but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the

- pupil and his or her parents.
- (4) Referral for a comprehensive psychosocial or psycho educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
 - (5) Enrollment in a program for teaching prosocial behavior or anger management.
 - (6) Participation in a restorative justice program.
 - (7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
 - (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
 - (9) Any of the alternatives described in Section 48900.6. (Amend. Stats. 2012, Ch. 425)

EDUCATION CODE 48900.6: DISCIPLINARY ACTION/COMMUNITY SERVICE:

Instead of disciplinary action prescribed by this article, the principal of a school, the principal’s designee, or the superintendent of schools, or the governing board, may require a pupil to perform community service on school grounds during non-school hours. For the purposes of this section “community service” may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section shall not apply to instance where suspension or expulsion is required by this article. (Add. Stats. 1995, Ch. 972).

EDUCATION CODE 48900.7: SUSPENSION OR EXPULSION FOR TERRORISTIC THREATS:

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- (b) For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)

EDUCATION CODE 48900.8: SUSPENSION, EXPULSION, PARENT NOTIFICATION AND STATE DEPARTMENT OF EDUCATION REPORT:

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the State Department of Education, each school district shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses set forth in subdivisions (a) to (o), inclusive, of subdivision (a) of, or paragraphs (1) to (4), inclusive of subdivision (c) of, Section 48915. (Add Stats. 1997, Ch637).

EDUCATION CODE SECTION 48915:

- (a) **Mandatory Recommendations, Permissive Expulsions:** Except as provided in subdivisions (c) and (e) the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstances or that an alternative means of correction would address the conduct.

- (1)(A) Causing serious physical injury to another person, except in self-defense.

Penal Code 243 - Serious Bodily Injury, Definition – Partial Quotation

(f)(4) “ Serious bodily injury” means a serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss of impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.

- (1)(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (1)(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (1)(D) Robbery or extortion.
- (1)(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (b) **Dual finding required for 48915(a) and 48900(a), (b), (c), (d) and (e):** Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of section 48900. A decision to expel shall be based on a finding of one or both of the following:
 - (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) **Mandatory Expulsions (one year from date of expulsion):** Principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a fire arm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
 - (2) Brandishing a knife at another person. As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. (any amount)
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - (5) Possession of an explosive.

MAKE A COPY!

Administrative Review Placement Committee Referral and Expulsion Referral Checklist

Please note:

- **If an expulsion recommendation is made, the student's suspension must be extended.**
- **Please call to discuss the incident prior to the 1st day of suspension and before requesting the extension.**
- **The request to extend a suspension must be submitted upon the 1st day of suspension via email with a copy of the suspension notice attached.**
- **The remainder of the documentation is due 5 days prior to the hearing.**
- **Please complete the [ARPC Referral Form](#) or the [Expulsion Referral Form](#) by clicking the appropriate link.**

Name of Referring School:

Student Name:

Student ID#:

Date of Birth:

Grade:

ARPC

1. ARPC/Expulsion Referral Checklist
2. Suspension Letter
3. Incident Report
4. Witness Statements (handwritten & typed)
5. Photograph (if applicable)
6. IEP/504 Review (if applicable)
7. IEP/504 Team Meeting with notes that include discussion about change of placement (if applicable)
8. Behavior Management History (PDF version from Student Profile)
9. Intervention History (all behavior related interventions should be documented in Behavior Comments)
- 10. Student Comments**
- 11. Attendance** (PDF version from Student Profile)

Expulsion

1. ARPC/Expulsion Referral Checklist
2. Principal's Recommendation for Expulsion Letter
3. Suspension Letter
4. Incident Report
5. Witness Statements (handwritten & typed)
6. Photograph (if applicable)
7. MD (if applicable)
8. IEP (if applicable)
9. Behavior Management History (PDF version from Student Profile)
- 10. Intervention History**
- 11. Student Comments**
- 12. Attendance** (PDF version from Student Profile)
13. Transcript
14. Teacher Progress Reports

| | |
|--|--|
| 12. Transcript 13. Teacher Progress Reports | |
|--|--|

ARPC Subcommittee Meeting #1 (11/20/19)

#6 We need in confidential meeting: Psych, case manager, AP answer MD questions

Do we need to assess anything else

Behavior Intervention Plan (BIP)

If you see a pattern emerging BIP will be implemented

3 Behaviorists available in the District

AP work with Case manager regarding IEP questions and SEIS

You can have a behavior goal without having a BIP in place.

#7 IEP/504 Team Meeting - purpose is to discuss progress, services and change placement.

Get consistent at entry [Quick Reference as to where we enter comments/behavior](#)

ARPC Subcommittee Meeting #2 (1/15/20)

- Process & Procedures for when the transfer does NOT work - is a 3rd school the best option? Maybe until we have an alternative program to choose...if the transfer is successful, the student may remain at the school he was transferred to as long as the student continues to be successful...right now, we do not have an alternative to the 3rd school option...
 - Chatty - check attendance, grades, behavior, student comments; meets biweekly with student; documents in Illuminate; incentives for remaining in good standing...possible attendance at IEP or 504 Plan...
 - Attendance areas - pathway to open enrollment approval to ensure success.
 - Transportation - we need to provide bus passes or SRCS transportation.
- Standing ARPC Meeting - let's try it...use the last hour of the AP meetings for the ARPC meeting...Patty had pre-ARPC meetings with students and parents in the SAFE office before they were presented for transfer which seemed to help...at the end of the draft, AP's present kids who are getting to the ARPC level and Sydney leaves with a "To Meet with" list...

- Committee Meeting (decision is made and it includes 3 choices of school), formal meeting at SAFE office with student and AP presenting case, transfer is effective within 5 school days (at most).
- Transition Meeting (including restorative specialist, counselor, teachers, student advisor, student, and parent/guardian) with the new site team must happen on the first day of enrollment.
- Pre-work for AP's before the ARPC meeting:
 - use the school locator to determine which schools are closest to residence and parent's place of employment.
 - Print the PDF versions of
- Sydney will present and subcommittee members will chime in...
- Period of transfer = 2 semesters
- Conditions of "rehab plan" = pass most classes, no out of school suspensions, attendance rate of 80% or higher
 - If a student wants to remain at school he has been transferred to, administrative designee has discretion about keeping the student at the school.
 - If a student is struggling, a parent conference must happen ASAP.



Santa Rosa City Schools
RINCON VALLEY MIDDLE SCHOOL
A California Distinguished School

Assistant Principal – Ryan Thompson

Principal –Ed Navarro

Assistant Principal – Victoria Nelson

Sexual Harassment

As defined by Education Code Section 212.5, “Sexual Harassment” means unwelcome sexual conduct including advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational instruction.
5. Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands.

Examples of conduct which are inappropriate in the academic environment and which may also constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual flirtations or propositions. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction, among peers, is not considered sexual harassment.)
2. Verbal abuse of a sexual nature.
3. Graphic verbal comments about an individual’s body, sexuality, or sexual conduct.
4. Suggestive or obscene letters, notes, invitations, or derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects, pictures, or cartoons, or use of sexually degrading words to describe an individual.
5. Display of sexually suggestive objects or pictures in the educational environment which is not part of the curriculum or which are offered outside of the classroom out of the context of the curriculum.

Any expression of sexual interest between adults and students, regardless of reciprocity is considered inappropriate and shall be subject to discipline.

Santa Rosa City Schools

Board Policy

Sexual Harassment

BP 5145.7

Students

The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall

report to the nondiscrimination coordinator or the Superintendent or designee.

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.3 - Nondiscrimination/Harassment)

The principal or designee to whom a complaint of sexual harassment is reported shall promptly investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take timely, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

(cf. 1312.1 - Complaints Concerning District Employees)

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Discrimination

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Reese v. Jefferson School District, (2001) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Nabozny v. Podlesny, (1996, 7th Cir.) 92 F.3d 446

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452

Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp. 140, 143

Clyde K. v. Puyallup School District #3, (1994) 35 F.3d 1396

Patricia H. v. Berkeley Unified School District, (1993) 830 F.Supp. 1288

Franklin v. Gwinnet County Schools, (1992) 112 S. Ct. 1028

Kelson v. City of Springfield, Oregon, (1985, 9th Cir.) 767 F.2d 651

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime: A Guide for Schools, January 1999

OFFICE OF CIVIL RIGHTS' PUBLICATIONS

Revised Sexual Harassment Guidance, January 2001

Sexual Harassment Guidance, March 1997

WEB SITES

OCR: <http://www.ed.gov/offices/OCR>

Policy SANTA ROSA CITY SCHOOLS

adopted: June 11, 2008 Santa Rosa, California



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-1)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

As a follow-up to our conversation today relating to an alleged incident that happened to your child on <date>, I will investigate your informal complaint on a timely basis and will contact you following my investigation.

As a first step in my investigation I will meet with (the person who is alleged to have engaged in the conduct) and instruct him/her that the District is investigating the complaint, and will not tolerate any retaliation against your child. In the event you believe your child has been subjected to any form of retaliation please let me know immediately.

I have attached a copy of the District's Sexual Harassment Policy, Administrative Regulations and Sexual Harassment Complaint Form. If you wish to pursue a complaint under the Policy please return the complaint form to me as soon as possible.

Patricia Turner at (707) 890-3800 ext 80401 is the District's Title IX Officer and is available to assist you in informally resolving this issue, or in processing a formal complaint if you desire to proceed in this fashion.

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Principal
Your School Name

Attachments:

cc: Superintendent
Title IX Officer



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-1.1)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe and Robbie
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe and Robbie*:

This will confirm our conversation of <date>. During that conversation I advised you that I was investigating an allegation that Robbie has engaged in sexual harassment of another student. The specifics of the allegation are as follows:

- [to be completed by investigator]

At this time I need to inform you of the following:

1. This is a serious matter and will be treated as such by the District.
2. I am presently investigating the allegation and no decision will be made about the validity of the allegation until after the investigation is complete. At the same time, if the allegation is true it could result in disciplinary action.
3. The District will need to interview Robbie about the allegation as soon as possible. In this regard I will contact you to establish a mutually convenient time and place.
4. It is absolutely critical that Robbie not engage in any conduct, or encourage others to engage in any conduct, that on a reasonable basis would constitute retaliation against the complainant. Any such conduct will result in disciplinary action.

Sincerely,

Principal
Your School Name

Attachments:

cc: Title IX Officer

(*If the allegation is against a minor student the letter should be addressed jointly to the student and parents or guardians.)



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-2)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

Please be advised that the District has accepted your letter of <date> (received at the District on <date>) and the completed complaint form as a formal complaint of sexual harassment against <name>.

Immediately upon receipt of the complaint, <Investigator> (identify who is investigating the complaint) began the process of investigating the allegation(s) set forth in your letter. [This investigation includes your allegation(s) that employees of the District failed to respond appropriately to earlier complaints.]

Pending completion of the investigation I want to advise you of the following:

1. Your complaint raises serious issues that will receive prompt attention from the District.
2. In accordance with the District's established policy and due process, the subject(s) of your complaint will be given a copy of the complaint.
3. [Name of subject] has already been advised that he/she must avoid all further contact with you.
4. It will be necessary to interview you and your child for purposes of obtaining as complete a record as possible relating to the allegation(s). [The District's legal counsel has retained _____ to assist in this matter and you will be contacted by _____ for purposes of establishing a mutually convenient time for an interview.]
5. The District will not tolerate any retaliation against you for having filed the complaint. If, at any time you believe you have experienced any retaliation from [name of subject] or any employee, please let me know as soon as possible.
6. As this matter goes forward it would be helpful to me if you could specify what remedies you or your child seek.

Sincerely,

Superintendent



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-2.1)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

This is to advise you that a formal complaint of sexual harassment has been filed with the <name of District> District by <name of complainant> on behalf of his/her son/daughter, <name of student>. The complaint names your child as the person who engaged in harassing behavior over a long period of time.

I have enclosed a copy of the District's Sexual Harassment Policy and Complaint Procedure for your further review. I have also enclosed a copy of the complaint documents as filed by <name of complainant>

At this time I need to inform you of the following:

1. This is a serious matter and will be treated as such by the District.
2. The District is presently investigating the allegation(s) and no decision will be made about the validity of the allegation(s) until after the investigation is complete. At the same time, if the allegation(s) are true they could result in disciplinary action.
3. The District will need to interview <student to be investigated> about the allegation(s). [In this regard I intend to request that my investigator, <Investigator name> be allowed to interview you and <student to be investigated> at a mutually convenient time and place.]
4. Pending the completion of the investigation it is absolutely critical that both of you agree to have no contact with Mrs./Mr. <name of complainant> and her/his son/daughter.
5. It is absolutely critical that your child not engage in any conduct, or encourage others to engage in any conduct, that on a reasonable basis would constitute retaliation against the complainant. Any such conduct will result in disciplinary action.

Sincerely,

Superintendent

Attachments:



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-3)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

As communicated to you in writing on <date>, I indicated I would investigate your son/daughter <name>'s complaint about an alleged incident that took place on <date>.

As a result of the investigation, I found no basis for this complaint and, as discussed with you today, it is my understanding you have accepted my findings.

If you are not in agreement, you have the option of completing the District's Sexual Harassment Complaint Form that was mailed to you on <date>, and/or contact Ms. Patricia Turner at (707) 890-3800 ext 80401, Title IX Officer, who is available to facilitate your concerns and/or to assist you in completing the complaint form.

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Principal
Your School Name

cc: Superintendent
Title IX Officer



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-4)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

As communicated to you in writing on <date>, I investigated your son/daughter <name>'s complaint about an alleged about an alleged incident that took place on <date>.

As a result of the investigation, I validated this complaint and, as discussed with you today, the complaint was based in large part on a mutual dispute that has now been resolved. It is my understanding you are in agreement with my findings and resolution.

If you are not in agreement, you have the option of completing the District's Sexual Harassment Complaint Form that was mailed to you on <date>, and/or contact Ms. Patricia Turner at (707) 890-3800 ext 80401, Title IX Officer, who is available to facilitate your concerns and/or to assist you in completing the complaint form.

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Principal
Your School Name

cc: Superintendent [or designee]



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-5)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

As communicated to you in writing on <date>, I investigated your son/daughter <name>'s complaint about an alleged about an alleged incident that took place on <date>.

As a result of the investigation, I have validated your son/daughter <name>'s allegation. I want to assure you that appropriate remedial action has been taken to make sure that this conduct does not happen again. Although existing rules of confidentiality of (student)(employee) records do not permit the District to identify the action taken. I can assure you that action was taken and that there should not be a recurrence of this incident, nor will the District tolerate any retaliation toward Mary for bringing this complaint forward.

If you are not in agreement, you have the option of completing the District's Sexual Harassment Complaint Form that was mailed to you on <date>, and/or contact Ms. Patricia Turner at (707) 890-3800 ext 80401, Title IX Officer, who is available to facilitate your concerns and/or to assist you in completing the complaint form.

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Principal
Your School Name

cc: Superintendent [or designee]



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-6)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

As communicated to you in writing on <date>, I investigated a complaint of sexual harassment made against your child, <name>. The complaint alleged that your child engaged in the following conduct:

- [List the conduct]

As a result of the investigation, the District validated the allegation(s) of sexual harassment as alleged and determined that the conduct did rise to the level of sexual harassment. As such, the District will be taking disciplinary action against your child. In addition, your child is directed to do the following:

- Review the District's Sexual Harassment Board Policy and Administrative Regulation, which is enclosed.
- Not to touch anyone in any manner that could be construed as sexually suggestive or offensive.
- Not to write or verbalize any comment or gestures to any person that could be construed as sexually suggestive or offensive.
- If in doubt about the appropriateness of a comment or gesture; do not write/say/make it.
- Do not engage in any type of retaliatory behavior against the complainant or any witness.

Any failure to adhere to these directives will result in further disciplinary action.

In addition, the following corrective actions will be implemented and will require your child's participation:

- School counseling
- Participation in a restorative justice program
- Transfer to another class or school
- Referral to a student success team
- Education regarding the impact of sexually harassing conduct on others
- Community service
- Denial of participation in extracurricular or co-curricular activities

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Principal
Your School Name

Enclosures:

cc: Superintendent [or designee]
Title IX Officer
Student Discipline File



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-7)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

As communicated to you in writing on <date>, I investigated a complaint of sexual harassment made against your child, <name>. The complaint alleged that your child engaged in the following conduct:

- [List the conduct]

As a result of the investigation, the District validated the allegation(s) of sexual harassment as alleged as the investigation determined that your child did violate the District's sexual harassment policy and administrative regulation by engaging in prohibited conduct of a sexual nature. However, the investigation determined that the conduct did not rise to the level of sexual harassment. Therefore, no disciplinary action will be taken. However, your child is directed to do the following:

- Review the District's Sexual Harassment Board Policy and Administrative Regulation, which is enclosed.
- Not to touch anyone in any manner that could be construed as sexually suggestive or offensive.
- Not to write or verbalize any comment or gestures to any person that could be construed as sexually suggestive or offensive.
- If in doubt about the appropriateness of a comment or gesture; do not write/say/make it.
- Do not engage in any type of retaliatory behavior against the complainant or any witness.

Any failure to adhere to these directives will result in further disciplinary action.

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Principal
Your School Name

Enclosures:

cc: Superintendent [or designee]
Title IX Officer
Student Discipline File



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-8)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

As communicated to you in writing on <date>, I investigated your son/daughter <name>'s complaint about an alleged incident that took place on <date>.

As a result of the investigation, I can find no basis for your son/daughter <name>'s allegation, and it is my understanding that you do not agree with my position; therefore, you have the option of completing the District's Sexual Harassment Complaint Form that was mailed to you on <date>, and/or contact Ms. Patricia Turner at (707) 890-3800 ext 80401, Title IX Officer, who is available to facilitate your concerns and/or to assist you in completing the complaint form.

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Principal
Your School Name

cc: Superintendent [or designee]



Rincon Valley Middle School

4650 Badger Rd.
SANTA ROSA, CA 95409
(707) 890-3870



(SAMPLE LETTER S-9)

<Date>

Mrs. Jane Doe and Mr Jonathan Doe
2248 Henry Road
SANTA ROSA, CA <zip>

Dear Mrs. and Mr. Doe:

As communicated to you in writing on <date>, I investigated your son/daughter <name>'s complaint about an alleged incident that took place on <date>.

The information I gathered as a result of my investigation is inconclusive and I am unable to validate your son/daughter's complaint. I have, however, discussed this matter with the student(s) involved and I have requested the instructional and support staff to pay close attention to any further interactions between your son/daughter and the other student(s) involved.

It is my understanding that you do not agree with my position; therefore, you have the option of completing the District's Sexual Harassment Complaint Form that was mailed to you on <date>, and/or contact Ms. Patricia Turner at (707) 890-3800 ext 80401, Title IX Officer, who is available to facilitate your concerns and/or to assist you in completing the complaint form.

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Principal
Your School Name

cc: Superintendent [or designee]

Insert Movie

RVMS says “NO” to bullying!

Anti-Bullying Photo Link

- Show your support by “putting your orange on”
 - Make an anti-bullying poster
 - Take a photo and upload it using the attached Google Photo Album and you will be entered into a drawing to win “RVMS swag” & a GRAND PRIZE GIFTCARD FOR THE BEST POSTER!
 - All photos will be shared on RVMS Leadership’s Instagram page so scan our QR code and follow us at [rvms_activities](https://www.instagram.com/rvms_activities)
-



Scan to follow us on
Instagram:
[@rvms_activities](https://www.instagram.com/rvms_activities)

WINNER!

RVMS says "NO" to bullying!



Artist: Lilah K.

RVMS says "NO" to bullying!

WINNER!

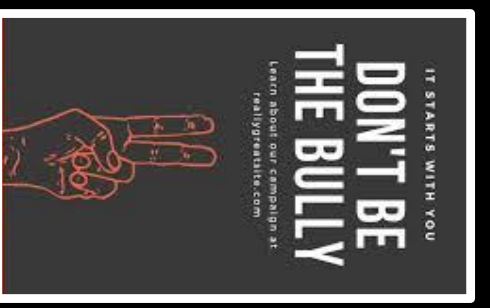


"Be the change you wish to see in the world."
-Mahatma Gandhi

Artist: Lilah K.

Create a Poster!

**STAND UP
SPEAK OUT**



**STOP
BULLYING**



Scan to follow us on
Instagram:
[@wvms_activities](https://www.instagram.com/wvms_activities)

**RVMS says
“NO”
to Bullying!**

SANTA ROSA CITY SCHOOLS

DISCIPLINE GUIDE (7 – 12)

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|--------------------|---|--|---|--|
| 48900(a)(1) | <p>Caused, attempted to cause, or threatened to cause physical injury to another person</p> <ul style="list-style-type: none"> • Pre-fight behavior • Fighting—mutual combat, student vs. student | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-5 days • May use on campus suspension 1-3 days • May request an ARPC if intervention for current school year has taken place | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May suspend 2-5 days • May use on campus suspension 2-3 days • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |
| 48900(a)(2) | <p>Willfully used force or violence upon the person of another, except in self-defense</p> <ul style="list-style-type: none"> • Battery on student • Aiming or pointing a laser scope at another person in a threatening manner, with the specific intent to cause a reasonable apprehension or fear of bodily harm • Directing the beam of a laser pointer directly or indirectly into the eyes of another person or into a moving vehicle with the intent to harass or annoy • Spitting at or on a person | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May suspend 1-5 days • May use on campus suspension 1-3 days • May refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May Notify Police | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May suspend 2-5 days • May use on campus suspension 2-3 days • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May Notify Police | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|----------|---|---|---|--|
| 48900(b) | <p>Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.</p> <ul style="list-style-type: none"> Any knife, razor blade, locking blade knife, switchblade or gravity knife, dirks or daggers, razor or unguarded blade, ice pick Any firearm, paint gun, pellet gun, BB gun, air soft pistol, live ammo, stun gun or taser Tear gas weapons (mace, pepper spray) Explosive, fireworks, firecrackers, any projectile containing explosive or incendiary material-bomb, grenade, explosive missile, rocket propelled projectile containing explosive or incendiary material or chemical substance, or breakable container containing flammable liquid or use/possession of a "stink bomb" Blackjack, billy club, sand club, sandbag, sap, leaded cane, throwing star, zip gun, cane sword, writing pen knife, metal knuckles, nunchaku, bat, sling shot, crow bar, metal rod Laser pointer Projectiles (including but not limited to spit wads, rubber bands, and paper clips) | <ul style="list-style-type: none"> Confiscate object and give to police if notified May refer to campus/community services Notify police, if appropriate May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional May suspend 1-3 days May use on campus suspension 1-3 days May refer to Restorative Resources May request an ARPC or Expulsion Hearing if intervention for current school year has taken place | <ul style="list-style-type: none"> May refer to campus/community services May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional May suspend 2-5 days May use on campus suspension 2-3 days Must refer to Restorative Resources May request an ARPC or Expulsion Hearing if intervention for current school year has taken place | <ul style="list-style-type: none"> May suspend 3-5 days Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|----------|---|--|--|---|
| 48900(c) | <p>Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.</p> <ul style="list-style-type: none"> • Alcohol • Marijuana • Prescription drugs • Illegal drugs | <ul style="list-style-type: none"> • Confiscate object and give to police if notified • May refer to campus/community services • Notify police, if appropriate • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days • Notify police, if appropriate | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Notify police, if appropriate • Confiscate object and give to police if notified • Request an ARPC or Expulsion Hearing |
| | | | <ul style="list-style-type: none"> • expulsion can be used in serious cases at the discretion of the site administration and intervention for current school year has taken place. | |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|----------|--|--|--|--|
| 48900(d) | <p>Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.</p> <ul style="list-style-type: none"> • Alcohol • Marijuana • Prescription drugs • Illegal drugs • Placebos | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |
| | | | <ul style="list-style-type: none"> • expulsion can be used in serious cases at the discretion of the site administration and intervention for current school year has taken place. | |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|----------|---|--|--|--|
| 48900(e) | Committed or attempted to commit robbery or extortion <ul style="list-style-type: none"> Use of force or intimidation | <ul style="list-style-type: none"> May refer to campus/community services May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional May refer to Restorative Resources May suspend 1-3 days May use on campus suspension 1-3 days | <ul style="list-style-type: none"> May refer to campus/community services May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional Must refer to Restorative Resources May request an ARPC if intervention for current school year has taken place May suspend 2-5 days May use on campus suspension 2-3 days | <ul style="list-style-type: none"> May suspend 3-5 days Request an ARPC or Expulsion Hearing |
| 48900(f) | Caused or attempted to cause damage to school or private property <ul style="list-style-type: none"> Arson Tagging Graffiti Keying Etching Vandalism of any type | <ul style="list-style-type: none"> May refer to campus/community services May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional May refer to Restorative Resources May suspend 1-3 days May use on campus suspension 1-3 days | <ul style="list-style-type: none"> May refer to campus/community services May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional Must refer to Restorative Resources May request an ARPC if intervention for current school year has taken place May suspend 2-5 days May use on campus suspension 2-3 days | <ul style="list-style-type: none"> May suspend 3-5 days Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|-----------------|--|--|--|--|
| 48900(g) | Stole or attempted to steal school property or private property | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |
| 48900(h) | Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|-----------------|--|---|---|--|
| 48900(i) | Committed an obscene act or engaged in habitual profanity or vulgarity. | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |
| 48900(j) | Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia <ul style="list-style-type: none"> • Drug pipe • Rolling papers • Scale • Bong | <ul style="list-style-type: none"> • Notify police, if appropriate • Confiscate object and give to police if notified • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • Notify police, if appropriate • Confiscate object and give to police if notified • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|----------|---|---|---|--|
| 48900(k) | Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|-----------------|--|--|--|---|
| 48900(D) | Knowingly received stolen school property or private property. | <ul style="list-style-type: none"> Require restitution or return of property Notify police, if appropriate May refer to campus/community services May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional May refer to Restorative Resources May suspend 1-3 days May use on campus suspension 1-3 days | <ul style="list-style-type: none"> Require restitution or return of property Notify police, if appropriate May refer to campus/community services May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional Must refer to Restorative Resources May request an ARPC if intervention for current school year has taken place May suspend 2-5 days May use on campus suspension 2-3 days | <ul style="list-style-type: none"> May suspend 3-5 days Require restitution or return of property. Notify police, if appropriate Request an ARPC or Expulsion Hearing |
| 48900(m) | Possessed an imitation firearm that is “non-firing.” As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. | <ul style="list-style-type: none"> May refer to campus/community services May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional May refer to Restorative Resources May suspend 1-3 days May use on campus suspension 1-3 days | <ul style="list-style-type: none"> May refer to campus/community services May hold a Student Study Team May hold an informal/formal restorative conference May refer student to counseling or health professional Must refer to Restorative Resources May request an ARPC if intervention for current school year has taken place May suspend 2-5 days May use on campus suspension 2-3 days | <ul style="list-style-type: none"> May suspend 3-5 days Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student’s entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|----------|---|---|---|--|
| 48900(n) | Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |
| 48900(o) | Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. | <ul style="list-style-type: none"> • Notify police, if appropriate • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • Notify police, if appropriate • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|-----------------|--|---|---|---|
| 48900(p) | Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. | <ul style="list-style-type: none"> • Notify police, if appropriate • Confiscate object and give to police if notified • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • Notify police, if appropriate • Confiscate object and give to police if notified • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Notify police, if appropriate • Confiscate object and give to police if notified • Request an ARPC or Expulsion Hearing |
| 48900(q) | Engaged in, or attempted to engage in, hazing . For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events. | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE |
|---|---|--|--|--|
| 48900(r) | Engaged in the act of bullying. “electronic act” as the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, as specified. | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |
| *See last page for complete Ed Code citation | | | | |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| | | | | |
|------------------------|--|--|--|--|
| <p>48900(1)</p> | <p>Pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but <u>not</u> expulsion, pursuant to this section....</p> | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC |
| <p>48900.2</p> | <p>Additional grounds for suspension or expulsion: sexual harassment:</p> <p>In addition to the reasons specified Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.</p> <p>Ed Code Section 212.5 states that the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.</p> <p>This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3 inclusive.</p> | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| | | | | |
|-----------------------|--|--|--|--|
| <p>48900.3</p> | <p>Hate Violence</p> <p>In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233.</p> | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • /community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |
| <p>48900.4</p> | <p>Additional grounds for suspension or expulsion: harassment, threats or intimidation</p> <p>In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.</p> | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

| | | | | |
|-----------------------|---|---|--|--|
| <p>48900.7</p> | <p>Additional grounds for suspension or expulsion: terroristic threats against school officials, school property or both</p> <p>a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.</p> <p>(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.</p> | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • May refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 1-3 days • May use on campus suspension 1-3 days | <ul style="list-style-type: none"> • May refer to campus/community services • May hold a Student Study Team • May hold an informal/formal restorative conference • May refer student to counseling or health professional • Must refer to Restorative Resources • May request an ARPC if intervention for current school year has taken place • May suspend 2-5 days • May use on campus suspension 2-3 days | <ul style="list-style-type: none"> • May suspend 3-5 days • Request an ARPC or Expulsion Hearing |
|-----------------------|---|---|--|--|

This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance. Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.

48900(r) - Engaged in an act of bullying For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

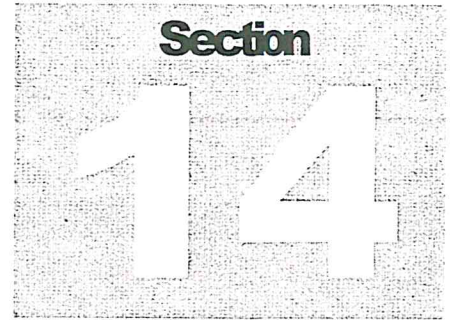
(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (i) A message, text, sound, or image.
- (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

For purposes of pupil suspension or recommendation for expulsion from a school, define "electronic act" as the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, as specified.

*This sequential discipline guide is considered a guide and each administrator must use his/her judgment for each student, incident, and/or circumstance.
Look only at the current school year discipline when evaluating the consequence, not the student's entire discipline history.*



14 Discipline

Suspension

- **Suspension Days 1 thru 10**
- **Change of Placement**

Expulsion

Manifestation Determination Under The New IDEA

10 Important Questions And Answers About Discipline And Special Education Students

Suspension

A. Suspension Days 1 thru 10

Special education students are treated the same in regards to suspension as general education students for the first 10 days.

During this time, however, it is prudent to address problem behaviors with goals and objectives, accommodations in the classroom and/or a behavior support plan.

It is also imperative that all efforts to address problem behaviors be documented. If it is not written down, it did not happen! Visits to the school counselor or site administrator should be documented with comments briefly describing what was discussed. Changes to the schedule or curriculum may be interventions and should be written down. Document referral to adjustment rooms, parent contacts, counselor contact, student behavior contracts, rewards, or any other activities or modifications that might effect targeted behaviors. Schools generally do many little things to change problem behaviors, but they simply neglect to write them down. Because the decision to suspend is almost exclusively made at the school site level, all documentation needs to be documented at that level as well. You will need to provide evidence that you:

1. Have taken positive steps to address problem behaviors.
2. Have kept parents informed.

B. Suspension Day 7

Contact school psychologist to schedule a manifestation determination meeting.

C. Suspension Day 10

Last day student may be suspended without first conducting a manifestation determination IEP meeting. If behavior is a manifestation of the student's handicapping condition, no more suspensions can take place for that behavior. If behavior is not a manifestation of the student's handicapping condition, the student may be suspended beyond 10 days for similar offenses. Any new behavior beyond 10 days must be addressed in a meeting before further suspensions can take place.

D. Suspension Day 11

Student must be provided with free appropriate public education and all services provided by the IEP during any suspensions beyond 10 days.

E. Suspension Day 20

Last day student may be suspended by a school principal without being transferred to another site for purposes of adjustment. Special education students may not be transferred without parent permission because it would constitute a change in placement. Therefore, unless a parent agrees, special education students will not be suspended past 20 days.

F. Change of Placement

Change of school site, program, or a pattern of suspensions, may be considered a change of special education placement. No action that might constitute a change of placement should take place without first conducting an IEP meeting.

Expulsion

Special education students may be expelled but only after all procedural steps have been followed, the school psychologist has conducted a pre-expulsion assessment, and a manifestation determination IEP has been conducted that finds affirmative answers to all of the following questions:

1. The student's IEP was appropriate in relation to the student's misconduct.
2. The student's placement was appropriate at the time of the misconduct.
3. All supplementary services and behavior intervention strategies were provided consistent with the IEP and placement.
4. The disability did not impair the student's ability to understand the impact and consequences of the misconduct.
5. The disability did not impair the student's ability to control the behavior.

Special education teachers should be prepared to provide supporting evidence as follows:

1. Were problem behaviors addressed in goals and objectives?
2. Was the student making satisfactory progress in this placement?
3. Was the student receiving all services prescribed by the IEP?
4. Has the student demonstrated an ability to comprehend school rules?
5. Has the student demonstrated an ability to control problem behavior in any setting or situation?

Manifestation Determination Under The New IDEA

Under the IDEA, when a school district proposes to sanction the misconduct of a disabled student by expulsion, suspension (short-term or long-term), or a change in placement to an interim alternative educational setting, it must determine whether the student's misconduct was caused by the student's disability. The determination as to the relationship between misconduct and disability is known a "manifestation determination", a determination of "the relationship between the child's disability and the behavior subject to the disciplinary action." If the result of the review is that the misconduct was not a manifestation of the child's disability, then the school district may proceed with its proposed action subject to the parents' right to appeal the determination at due process.

Must Consider:

1. Evaluation/ Diagnostic Results
2. Observations
3. IEP/Placement

Must Determine All:

1. IEP/Placement were appropriate
2. Supplementary aids and services were provided
3. Behavioral interventions were provided if needed
4. The disability did not impair the student's ability:
 - a. to understand the impact and consequences of the behavior
 - b. to control the behavior

No Manifestation

All of the 1-4 above determined; all 1-3 considered,

Student can be disciplined as non-disabled, but:

Must continue FAPE and parents have right to expedited hearing if not in agreement

Is A Manifestation

Placement can not be changed except through usual IEP process

No suspension past 10 school days, no expulsion

Common sense: Add a behavior plan because behavior has now "interfered with learning"

10 Important Questions And Answers About Discipline And Special Education Students

1. Does the special education student have more rights and procedural safeguards than general education student? **YES.**
2. Can special education students be suspended? **YES.**
3. Can special education students be expelled? **YES.**
4. Do students with 504 plans have the same rights, regarding discipline, as special education students? **YES**, except in a dispute between parents and the district, the district can change a student's placement.
5. How many days can a school suspend a special education or 504 student?

Students with disabilities, who have IEPs, cannot be suspended for more than 10 school days without holding a Manifestation Determination IEP meeting to determine appropriate placement and special education services.

Students with disabilities can be suspended for up to, but not more than 10 consecutive school days.

In the case of a truly dangerous student, a suspension may exceed 10 consecutive school days, or the pupil's placement may be changed, or both, if:

1. The pupil's parent or guardian agrees or
 2. A court order so provides.
6. What is reviewed at a Manifestation Determination IEP? The student, parents and the rest of the IEP team meet to decide:
- a. Did the student's disability impair the ability of the student to understand the impact and consequences of the behavior?

and

- b. Did the student's disability impair his/her ability to control the behavior subject to the disciplinary action?

If the IEP team decides the misconduct was a manifestation of the disability, the student cannot be suspended for the behavior or expelled. If the team decides that the misconduct was not a manifestation of the disability, the student may be disciplined as any other general education student.

DISCIPLINE

7. Can a special education student ever be suspended more than 10 days in a school year or be transferred to another school? **YES**, if the IEP team decides the student can be disciplined as any other general education student. After 10 days any subsequent suspensions must not stop special education services. A school can transfer a student to another school for purposes of 'adjustment', but suspensions cannot exceed 30 days in any one school year.
8. What is a pre-expulsion IEP? **Before** a special education student can go on to an expulsion hearing, the IEP team must conduct a pre-expulsion assessment and IEP. The issues raised are similar to those in a Manifestation Determination meeting but usually involves more assessment with the student. He/She may proceed to the expulsion hearing if the team determines the disability did not cause the misconduct, and the student was appropriately placed and receiving services as specified on the IEP. If the answer is NO to either issue, the student cannot be expelled. If expelled, the services recommended on the student's IEP continue to be offered by the district.
9. What is a Behavior Intervention Plan, and what is the responsibility of a general education teacher? **When** special education students begin a pattern of misconduct and suspensions, the school is required to look at the behaviors in an attempt to prevent the misconduct from reaching a point of expulsion or maximum suspensions. The IEP team should gather information and come together to develop a plan of strategies to modify and change the behavior. If a teacher has such a student, the teacher should be invited to the IEP to give input. All teachers should receive a copy of the student's Behavior Intervention Plan. All teachers are required by law to implement Behavior Intervention Plans.
10. As a general education teacher, are you responsible for providing work when a special education student is suspended? **YES**, when removals have totaled more than 10 cumulative days. School personnel, in consultation with the student's special education case manager, determine what services are necessary to enable the student to progress in the general curriculum and to achieve the goals in the IEP.

Sources: Lozano Smith, Attorneys at Law, "Discipline Under the New IDEA Regulations", Association of CA School Administrators, "Suspension/Expulsion Handbook", Diana Browning Wright, "Discipline and Behavior Plans Consistent with IDEA Mandates".

WELCOME MESSAGE

Dear Students and Parents,

Welcome to Rincon Valley Middle School! This is a time to learn, explore, and enjoy what our school has to offer. The staff members at Rincon Valley Middle School are here to help guide you in this important transition to high school. This handbook has been prepared to help you in that process. Information about activities, services, important dates, school rules and expectations are included in this planner. We will review this information with students in the first few weeks of school and ask that parents also review the handbook with their students so that everyone is informed and can make good decisions. The focus of Rincon Valley Middle School is on learning. We want each student to have the highest possible success and enjoy what the school has to offer. Learning to use the RVMS planner is an excellent way to start. Students who use the RVMS planner on a daily basis to record assignments and plan for projects have the highest rate of success. One of the biggest challenges for middle school students is staying organized with six classes, and the planner is an important tool in helping students to stay on top of a busy schedule. Working together we will have a great year!

Principal Navarro

MISSION STATEMENT

Rincon Valley Promotes:

Academic Excellence, Social Responsibility, Physical Fitness, and an appreciation of the Arts for all students.

Our programs encourage students to develop cooperative and competitive abilities which are essential in a rapidly changing world.

PHONE NUMBERS

- Main Number 707 890-3870
- Fax Numbers: Main Office 707 890-3874 Counseling Office 707 890-3872

VISION STATEMENT

Rincon Valley Middle School creates a safe environment where students feel capable, connected and academically challenged.

OUR MISSION

We Value:

- The unique learning potential within every student.
- Active learning environments based upon teamwork where the contribution of every person counts.
- Learning communities built upon respectful relationships between all members.
- Excellence in all of our endeavors

RVMS Staff Will:

- Create engaging learning experiences that offer support and challenge for all learners
- Provide clear, consistent expectations for academic and physical performance, and social interaction
- Collaborate to share best practices, analyze data and set goals to support student learning
- Create curricular connections across disciplines with relevance to world events
- Celebrate academic achievement and positive acts of citizenship

RVMS Students Will:

- Demonstrate academic growth to ensure a successful high school career
- Experience learning as a challenging, rewarding and relevant enterprise
- Develop as creative and critical thinkers
- Gain confidence while building upon academic, physical, and social skills
- Work together to foster school spirit
- Discover new interests and abilities

RVMS Bell Schedules

Monday

| | |
|-------------------|---------------|
| Zero Period | 7:00 - 7:55 |
| Warning Bell | 7:55 |
| Announcements | 8:00 |
| Period 1 | 8:00 - 8:50 |
| Period 2 | 8:55 - 9:42 |
| Break | 9:42 - 9:54 |
| Period 3 | 9:59 - 10:46 |
| Period 4 | 10:51 - 11:38 |
| LUNCH (7th & 8th) | 11:38 - 12:08 |
| Period 5 | 12:13 - 1:00 |
| Period 6 | 1:05 - 1:52 |

Tuesday - Friday

7th Grade

| | |
|-----------------|---------------|
| Zero Period | 7:00 - 7:55 |
| Warning Bell | 7:55 |
| Announcements | 8:00 |
| Period 1 | 8:00 - 8:58 |
| Period 2 | 9:03 - 9:55 |
| Break | 9:55 - 10:07 |
| Period 3 | 10:12 - 11:04 |
| Period 4 | 11:09 - 12:01 |
| 7th GRADE LUNCH | 12:01 - 12:31 |
| SSR/W | 12:36 - 1:06 |
| Period 5 | 1:11 - 2:03 |
| Period 6 | 2:08 - 3:00 |

8th Grade

| | |
|-----------------|---------------|
| Zero Period | 7:00 - 7:55 |
| Warning Bell | 7:55 |
| Announcements | 8:00 |
| Period 1 | 8:00 - 8:58 |
| Period 2 | 9:03 - 9:55 |
| Break | 9:55 - 10:07 |
| Period 3 | 10:12 - 11:04 |
| Period 4 | 11:09 - 12:01 |
| SSR/W | 12:06 - 12:36 |
| 8th GRADE LUNCH | 12:36 - 1:06 |
| Period 5 | 1:11 - 2:03 |
| Period 6 | 2:08 - 3:00 |

Minimum Day Schedule

| | |
|---------------|---------------|
| Zero Period | 7:00 - 7:55 |
| Warning Bell | 7:55 |
| Announcements | 8:00 |
| Period 1 | 8:00 - 8:38 |
| Period 2 | 8:43 - 9:21 |
| Period 3 | 9:26 - 10:04 |
| BREAK | 10:04 - 10:19 |
| Period 4 | 10:24 - 11:02 |
| Period 5 | 11:07 - 11:45 |
| Period 6 | 11:50 - 12:28 |

MAIN OFFICE

TELEPHONE NUMBER: 890-3870 EXT 33005

OFFICE HOURS: 7:30 AM - 4:00 PM

Health & Main Office Technician

- School Administrators
- All school visitors and volunteers coming on campus must sign the Visitor's Log and receive a Visitor Badge
- Applications for Free & Reduced lunch program
- Get Work permit applications
- If you have any questions, concerns or problems and are uncertain who to go to, come to the Main Office for assistance and direction.

DROPPING OFF ITEMS FOR STUDENTS

- Items dropped off at the main office should be picked up by your student; they will not be delivered to the classroom. Please let the office staff know if your student is unaware that the item is coming, so a pass can be sent to them.
- **Any items that can be deemed a class distraction will not be delivered to your student. We will send your student a pass stating they are to pick the item(s) up after school is dismissed.**

ATTENDANCE OFFICE

TELEPHONE NUMBER: 890-3870 EXT 33110

(24-HOUR ATTENDANCE HOTLINE)

OFFICE HOURS: 7:30 AM - 4:00 PM

Students are required to attend school every day school is in session. If you are not in school you must be excused by your parent or guardian. Parents / Guardians must call the 24 hour / 7 day a week number – 890-3870 - to excuse your absence before you return to school. You have a 24-hour period to make sure that a parent or guardian has contacted the school to verify an absence. Failure to verify an absence will result in a cut and disciplinary action will follow. Truancy proceedings will be initiated if absences are not cleared or valid. Students forging excuses for absence will be referred for disciplinary action.

EXCUSED ABSENCES

The following are designated as lawful absences: illness, medical, dental or legal appointments, death in the immediate family, school business, religious observances and quarantine directed by a health officer. A doctor or dental note should be brought to the Attendance Office upon the students return to school.

UNEXCUSED ABSENCES AND CUTTING

The following are considered unlawful absences: willful absence from school without parental knowledge and absence from school without acceptable cause with parental knowledge. These absences will be considered a cut. The consequences of cutting class are listed in the discipline section of this handbook.

LEAVING SCHOOL

Rincon is a CLOSED CAMPUS. Once you arrive on campus you must have permission from parents, an administrator, the Attendance office, or the Health office to leave school. You may not leave campus without first checking out at the Attendance office. A parent/guardian must sign students in/out from the attendance office if they arrive to school late or need to leave school early. If you need to leave during the school day, bring a parent/guardian note in the morning to the attendance office to obtain a pass to meet your parent/guardian in the attendance office to be signed out.

Students who leave campus without permission are subject to search and behavior consequences when they arrive back on campus.

Students who are participating in extracurricular activities may not be absent from any part of the school day or they will not be allowed to take part in the activity, excused or not. Students not involved in after school clubs or athletics must vacate the campus 15 minutes after school ends unless in the company of an adult. There is no supervision after school hours.

TARDIES

Arriving to school and classes on time is necessary for your success in the world of work and school. Being on time also lessens disruptions to the classroom and the education of other students. You are responsible for arriving to school on time. Oversleeping and chronic transportation difficulties are not valid excuses for arriving late to school.

First Period Tardies

First Period: If you are late, report immediately to the Attendance Office for a remittance slip to class the following tardy penalties will go into effect.

Tardy Penalties for First Period

- First Tardy = Warning
- Second Tardy = BEST Form
- 3rd – 5th Tardy = Lunch Detention (Main Office)
- Excessive Tardies = Referral to Student Advisor
 - Parent supervised campus clean-up is a possible option

Tardy Penalties for Periods 2-6

- Any Tardy = Detention

HALL PASSES

Except in an emergency, you must have an official hall pass from your teacher or the office to be out of class. Failure to do so is a cut.

Zero Period Tardy Policy

1. Warning
2. Best Form
3. Detention & Drop Warning
4. Dropped from Zero Period PE

Zero Period Absence Policy

Zero period P.E. is a privilege and regular attendance is required. If a student misses four classes, but attends their other classes; the student will be dropped from the program to make room for other students.

BUSINESS OFFICE

TELEPHONE NUMBER: 890-3870 EXT 33123

OFFICE HOURS: 7:30 AM - 4:00 PM

- Help with locker problems
- Distribute Student Handbook and Locks.
- Purchase for PE clothes
- Check out Ping Pong Paddles during lunch time.
- All supplies sold at the Business Office are available to purchase online at:

<http://rvmswebstore.myschoolcentral.com>

Students will need to bring a hard copy of the receipt to the Business Office in order to receive item(s)

PE Uniforms

All students are required to dress every day. We recommend that you purchase the Physical Education uniform through the school. The uniform will be stenciled at school by a staff member. The uniform consists of:

- T-shirt - \$5.00
- Shorts - \$10.00
- Tennis shoes - running shoes are recommended (no slip on shoes)
- Sweatpants - \$15.00
- Sweatshirt - \$20.00

If you choose not to purchase the uniform from RVMS, and would like to purchase your attire elsewhere, these are the requirements for our PE uniform. Uniform items will be required to have student name stenciled on them by RVMS PE staff:

- Solid gray shirt/sweatshirt/sweatpants
- Solid blue shorts
- Clothing must adhere to school dress code
- Shoes that are safe and secure for athletic activity

If you would like to discuss the uniform options, please contact the Physical Education Department.

*All sweats are optional but advised. Black sweats are not acceptable.

*All uniform items must adhere to school dress code

*Please bring an extra pair of socks to keep in your locker.

COUNSELING OFFICE

TELEPHONE NUMBER: 890-3870 EXT 33117

OFFICE HOURS: 7:30 AM - 4:00 PM

SCHOOL COUNSELORS:

Miss Kendall Loggins - (A-K)

Ms. Robin Wilkins - (L-Z)

Coordinate a variety of programs for students:

- Honor Society
- BEST
- Peer Helpers
- SAY
- Safe School Ambassadors

PROGRESS REPORTS

- Students pick up a Progress Report in the Counseling Office before school on Mondays only.
- Students then give the Progress Report to each of their teachers at the beginning of each period.
- Teachers comment on the student's progress for the previous week concerning class work, homework and behavior.
- Progress Reports are not available for the week of Quarter Grades and Semester Grades.
- When school holidays fall on a Monday, students may pick up Progress Reports on Tuesdays.
- Parents/Students do not need an appointment with the Counseling Office to request a Progress Report.

HEALTH OFFICE

TELEPHONE NUMBER: 890-3870 EXT 33135

OFFICE HOURS: 7:30 AM - 4:00 PM

School Nurse: Is on campus one day a week.

- Students who become ill during the school day or who are injured while on campus will be referred to the Health Office. Students must first obtain a pass from their teacher to visit the Health Office during class time. At break and lunch, students may come without a pass. Emergency cards for all students must be on record and updated as personal information changes. No student will be sent home unless the parent/guardian or persons listed on the emergency card are notified. A parent can request that the student return to class or be released from school. Students must use Health Office phone when calling parent if they become ill. Students should not use their personal cell phones to contact parents of illness as this leaves the office unaware of the situation.
- Administration of medication: All medications including over-the-counter and prescription medication will be administered at school only as authorized by a physician. When it is essential to receive medication at school, the parent/guardian should pick up a medication form from the Health Office. The parent/guardian and physician complete the information requested. Bring the medication to school in the original

container or the container labeled by the pharmacy with the child's name, medication name, dosage schedule, doctor's name, and expiration date of medication. The medication will be kept locked in the Health Office and used under supervision.

- All students must show evidence of immunization against Poliomyelitis: DPT/TD (Diphtheria, Pertussis and Tetanus) or Tetanus and Diphtheria; measles, hepatitis B, Varicella & Tdap vaccination unless a medical waiver is obtained from the students physician.

Important Note: The Health Technician is not a nurse. Our school nurse is on campus on a limited basis for screenings and testing.

LIBRARY/MEDIA RESOURCES

TELEPHONE NUMBER: 890-3870 EXT 33125

OFFICE HOURS: 7:00 AM – 3:30 AM

POLICIES AND PROCEDURES

1. Your ID card is also your library card. You must present your ID card in order to check out a book. If you lose your ID card, we will replace it for a charge of \$2.00. If you check out a book for someone else, you are responsible for the book.
2. Regular checkout is for three weeks. You may renew each book once. Having overdue books may cause you to be added to a "stop list". Please do not ignore an overdue book notice! We can renew books even if you don't have them with you, so come into the library and talk to us.
3. Some reference books may be checked out overnight. You may check them out after school, but they must be returned the following morning by 8:00 AM.
4. Printing at the Library:
 - Copies are \$.10
 - Computer print-outs are free for the first page, \$.10 for every additional page.
 - Color print-outs are available at \$.35 - \$.50 per page.

STUDENT ADVISOR OFFICE

TELEPHONE NUMBER: 890-3870 EXT 33124

OFFICE HOURS: 7:30 AM - 4:00 PM

Under the direction of school administration, advises students on a wide variety of issues. The Student Advisor also assigns and monitors behavioral consequences such as After School Detentions, Behavioral Contracts, School Service, Monday School, Bus Citations, and Suspensions. In addition, the Student Advisor also manages the following:

- Works with disruptive students and implements behavioral interventions
- Organizes community service.
- Campus security
- Contact parents regarding bus behavior
- Manage Loss of Privilege (LOP) list
- Supervise students
- Distribute student I.D. cards
- Collect planner forms
- Manage detentions & Monday school detentions
- Manage discipline files
- Manages security cameras
- Student conflict resolution
- BEST Positive Behavior Program

COMPUTER POLICIES

1. There are computers available in the library for student & parent use. Students may use the computers for word processing and research. Students must return a signed Internet Form before using the computers for Internet research.
2. Always sign up at the checkout desk before using the computers. You must present your ID if you wish to log on to the Internet.
3. Use the computers for school related work only please.
4. Please do not turn on or turn off a computer in the library.
5. Report all computer problems to the library staff. Don't try to fix it yourself.
6. When you sign up for a computer, you agree to abide by school policies.
7. Students who disregard these policies will lose computer privileges.

LIBRARY RULES

1. The library is a place for quiet study, research or reading.
2. Please no food or drinks in the library, unless it is a rainy day..
3. Please no more than four students per table, or two per computer.
4. Please clean up your area when leaving: push in chairs, pick up loose papers, pens, pencils, etc. Return books or magazines to the shelving carts. Thank you and we hope you enjoy the library.

We have established the library rules to provide a positive learning atmosphere for RVMS students and staff.

RVMS GENERAL STUDENT DRESS (DRESS CODE)

At Rincon Valley Middle School we want all students to focus on academic success. State law prohibits any form of attire that is obscene, offensive, dangerous or disruptive to the instructional program. Proper attire is the responsibility of the student and his/her parent/guardian. Rincon Valley Middle School School has adopted a dress code that is aimed at creating a positive learning environment by reducing inequities and unnecessary disciplinary incidents. The key features of this dress code focus on the following elements:

- All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.
- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body positive self-image.

Under the dress code policies, students MUST WEAR:

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- Shirts and dresses must have fabric in the front, back, and on the sides (under the arms).
- Clothing must cover undergarments (waistbands and straps excluded).
- Opaque fabric covering breasts, genitals and buttocks.
- All headwear, if students choose to wear, must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, culinary, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
 - Courses that include attire as part of the curriculum (for example, marketing, public speaking, and job readiness, physical education) may include assignment-specific dress, but the assignment should not focus on covering students' bodies or promoting culturally specific attire. And teachers can require shoes for certain activities (such as physical education or shop).
- Helmets when riding scooters, bicycles, skateboards, long-boards, or hoverboards.

Students MAY WEAR:

- Religious headwear anywhere on campus.
- Hats, hoods, beanies, visors, and helmets outside of school buildings, and as stated in the 'MUST WEAR' section above.
- Fitted and opaque pants, including leggings, yoga pants, and "skinny jeans"
- Sweatpants, shorts, skirts, dresses, pants
- Ripped jeans, as long as underwear is not exposed
- Tank tops, including spaghetti straps, halter tops
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate the guidelines in the 'CANNOT WEAR' section below
- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day (Education Code 35183.5)

Students CANNOT WEAR:

- Violent language or images.

- Gang related clothing, jewelry, hairstyles, makeup, graffiti, tattoos, or other related items. For a more comprehensive list of gang related items, colors and contraband, please contact a school administrator.
- Clothing, binders, backpacks, or other personal items that have pictures or symbols that include, but are not limited to: Drugs, drug-related paraphernalia, gangs, alcohol, violence, obscene acts, weapons, suggestive words or activities, illegal activities, vulgar, sexual pictures, or other offensive visuals.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile environment based on any protected class.
- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.

1st Violation = Warning

2nd Violation = BEST Form

3rd Violation = Notice of Concern with a Detention. Parent must pick up clothing item.

4th Violation = Monday School. Parent must pick up clothing item.

Other guidelines may be added as school officials deem necessary after obtaining information from community agencies and/or other resources. There will be progressive disciplinary consequences for students who choose to violate the RVMS General Student Dress. Students who violate the RVMS General Student Dress will be asked to wear their PE clothes for the remainder of the school day.

The administration will determine the appropriateness of all clothing, and all decisions are final.

SCHOOL-WIDE RULES / POLICIES / BEST PROGRAM

STUDENT EXPECTATIONS

All school rules apply:

1. *While students are on school grounds.*
2. *While students are going to or coming from school.*
3. *During the break or lunch period, whether on or off campus.*
4. *During or while going to or coming from a school-sponsored activity.*

Basic Rules to Remember

Be Safe

- No fighting, pushing, shoving, or kicking
- Use equipment appropriately
- Keep hands and feet to self
- Threatening behavior either physical or verbal is prohibited
- No throwing objects
- Use of aerosol spray cans is prohibited – deodorant must be in a wipe on form.
- No spitting is allowed

Be Responsible

- Cheating is unacceptable (includes plagiarism)
- Cutting class/school is prohibited
- Detentions from teachers need to be served
- Eating in class or in the hallways is not allowed
- Gum is prohibited
- Always bring materials to class
- Dispose of trash properly
- Always complete homework/assignments
- Tell the truth
- Follow directions
- No stealing
- Dress for P.E.
- Be on time for school/class

Be Respectful

- To staff/adults and/or other students
- To school and/or other people's property
- Disruptive behavior is not allowed
- Follow school dress code
- Use appropriate and respectful language
- Harassment of any kind is not allowed
- Display a positive attitude

All schools must be safe and secure places for learning. Dangerous and criminal conduct will not be tolerated. The Santa Rosa City School District takes a serious stance in regards to violence, drugs and weapons at school.

If a student is involved in a crime at school that involves: violence, drugs, or weapons, he/she can expect the following to happen:

- The case will be prosecuted to the limit of the law and the evidence.
- The police will be called and will take appropriate action.
- Appropriate disciplinary action will occur. This may include suspension from school and / or expulsion from the school district.

We need parent / guardian help, cooperation and support in these serious matters. In order for our schools to be safe, we must work together to prevent and report crimes. If students, parents, teachers and other staff work cooperatively, our schools and the larger community will be a better place to learn and live.

Nothing is more important than the safety of our students. If you observe anything concerning, have questions or suggestions for improving the safety of our students, please contact the school immediately.

HARSSMENT & SEXUAL HARASSMENT

Every student at RVMS is entitled to an academic environment free of harassment. Harassment is basically unwelcomed or unwanted attention. The following are a few examples of harassment, but do not constitute all possible cases:

- Name calling, threats, hostile notes, inappropriate drawings, hand gestures, spreading rumors, jokes, and stories.
- Unwelcome electronic communication, including, but not limited to: texting, instant messaging, posts on Snapchat, Tick Tock, posts on YouTube, posts on twitter, posts on any website, and voicemail.
- Purposefully cornering or blocking normal movements.
- Displaying suggestive objects.
- Unwanted touching of any kind.
- Unwelcome flirtations or propositions.

If you are a victim of harassment, tell the offending person to stop. If they refuse to stop, or you are uncomfortable telling them to stop, please notify a staff member immediately. You can report this to an administrator in person or on the Stopit app. The school will investigate your concern promptly. You will be informed of the results of the investigation and if disciplinary action was taken. Remember it is everyone's responsibility to help create a harassment free educational environment, and advocating for yourself, or telling a staff member, is an important part of that. Together we can ensure that RVMS remains a fun and safe place to get an outstanding education.

For more information about harassment and sexual harassment please refer to Board Policy 5145.7 and Administrative Regulation 5145.7

CONDUCT GUIDELINES

The goal of Rincon's conduct policy is to guarantee a safe and secure environment and to direct student behavior in a positive and productive direction. It is also an expectation that students will learn to be accountable and responsible for their behavior. With this in mind, RVMS offers many positive rewards each week for students who make good choices. If students make poor choices, they can expect the following:

CONSEQUENCES FOR BEHAVIORIAL MISCONDUCT

- **BEST Form** – Students must complete a BEST form and return it with a parent signature. This form asks the students to reflect on the inappropriate behavior exhibited by the student and offer possible alternative solutions that should have been chosen by the student. Failure to return the BEST Form completely filled out and signed the following day will result in the student receiving a one hour detention.
- **School Service** - 1 hour of school service may also be assigned at lunch, break or after school. School service involves picking up litter, pulling weeds, washing windows, cleaning lockers and desktops, sweeping floors, and other tasks which improve the appearance of the school campus. Students will not work with chemicals or heavy equipment. School service form must be approved by a parent. Failure to serve assigned School Service may result in a Monday School.
- **Detention** – Detention is served from 2:10 to 3:00 on Monday, and 3:10 to 4:00 on Tuesday and Thursday in room 28. Teachers may assign students to a detention in their classroom during breaks or lunch periods. Student must arrive on time with a detention slip signed by a parent/guardian with study materials, reading book and writing materials. Detention will not be rescheduled except for valid medical reasons such as illness or doctor appointments, family emergency, or court appointments. Students will be expected to be productive and remain quiet. Students will also be required to complete a written assignment describing their behavior, and their plans to correct this behavior in the future. A copy of this assignment will be given to staff member who observed this rule violation. Dismissal from detention or failure to serve detention results in Monday School. Three or more detentions in one quarter will result in a Monday School.

- **Monday School** – Monday school is served 2:10. to 4:00 on Mondays in room 28. It may be assigned for truancy, cutting, defiance, failure to return a signed Notice of Concern/Referral form, disruptive behavior, profanity, violation of school conduct code. Students will be expected to be productive, remain quiet, bring homework, and/or bring a school related book to read. Students will also be required to complete a written assignment describing their behavior, and their plans to correct this behavior in the future. A copy of this assignment will be given to staff member who observed this rule violation. Parents are advised that if a student misses an assigned Monday School, this will result in a suspension. Monday School will not be rescheduled except for valid medical reasons such as illness or doctor appointments, family emergency, or court appointments. These changes must be made prior to the assigned Monday School. Three Monday Schools in a Quarter will result in a school suspension for continued defiance. Any further discipline within the same quarter will result in school suspension for continued defiance.
- **Suspension** – A student may be suspended from school for a violation of California Education Code 48900. Some of the offenses include, but are not limited to: fighting, threats, violence, attempted violence, vandalism, being under the influence of a controlled substance, possession of a controlled substance, threats, treats, harassment or bullying made by electronic means (Facebook, texting, etc.), bullying, theft, damage to personal or school property, profanity, obscene acts, harassment, sexual harassment, being in possession of stolen goods, hate crimes, intimidation, possession of dangerous objects (knife, firearm, hammer, etc.), tobacco possession, disrupting school, defiance of authority, breaking school rules, terrorist threats, harassment through electronic media (texting, instant messaging, posts on MySpace, etc.), and more. For a complete list, please see the California Education Code 48900.

California Education Code 48900 provisions apply:

1. While students are on school grounds.
2. While students are going to or coming from school.
3. During the lunch period, whether on or off campus.
4. During or while going to or coming from a school-sponsored activity.

NO ROAM LIST

Students who are consistently found out of the classroom during instructional time without a pass and/or students who are habitually in unauthorized areas on campus may be placed on a “No Roam List” and will not be allowed to leave the classroom and/or campus without an escort. Students will be placed on this behavior plan for a time period determined by the school administration. The length of this consequence may be determined by both academics and social performance.

LOP LIST - LOSS OF PRIVILEGE LIST

To be eligible for extra-curricular activities such as assemblies, dances, athletic events, end of year events, students must maintain appropriate behavior and academic standing. The student must maintain a 2.0 GPA in the grading period prior to event.

- Suspension (including in-school suspension)
- 2 or more Monday Schools
- Has been assigned 5 or more detentions, or has any unserved detentions.
- If your name is on the No Roam List
- 2 or more failing grades in the current grading period (including progress report grades)
- School attendance falls below 80%

Restorative Practices:

Rincon Valley Middle School vision to create a positive culture:

Listen to understand. Share our thoughts and feelings clearly and respectfully. Work together to come to a common understanding and determine a path forward towards accountability.

Restorative Practices is a process guided by principles that build and sustain a culture of respect, responsibility and accountability, which nurtures trusting relationships within a safe, positive community.

Restorative Practices help students engage in respectful dialogue with peers/adults, develop social/emotional and interpersonal skills, develop healthy ways to work through conflict and learn how to take responsibility for their actions.

Throughout the school year, students may be asked to participate in the restorative process as a way to support our safe, responsible, and respectful school environment.

This may include one or more of the following:

- Classroom Community Building Circle
- Restorative letter of apology
- Conflict Management Circle
- Lunch Circle
- Suspension Re-entry Circle
- Formal Community Impact Circle

In order to resolve conflict, with teachers' or administrators' permission, students may be invited to meet during class time or between classes. Restorative Specialists are trained school district employees who help build relationships, restore balance on campus, facilitate conflict management and guide students to engage in positive behaviors and actions.

By asking the key restorative questions below, the facilitated circle process allows participants to equally voice their perspective about an incident. This helps bridge understanding and guides participants to create mutual, positive outcomes and when appropriate, derive action plans to help repair harm. When appropriate, students may be referred to additional support services.

The circle process includes asking key restorative questions such as:

- ❖ What happened?
- ❖ What were you thinking at the time?
- ❖ What have you thought about since?
- ❖ Who has been affected by what happened?
- ❖ What about this is hardest for you?
- ❖ What do you think needs to happen to make things as right as possible?

If you have any questions or concerns please feel free to contact the Restorative Specialist on site.

STUDENT VIOLATION OF THE ACADEMIC HONESTY GUIDELINES

(ALL STUDENTS HAVE A SIGNED COPY OF THE ACADEMIC HONESTY POLICY ON FILE) - POLICY 5132.3

1. Definitions of Cheating and Plagiarism:

A. Cheating

Cheating is the act of obtaining or attempting to obtain credit for academic work by using dishonest means. Cheating includes but is not limited to:

1. Copying, in part or whole, from another's examination, paper (including homework assignments), mathematical calculations, research, creative project or the like.
2. Submitting as one's own work an examination, paper, mathematical calculations, research or creative project, or the like which has been purchased, borrowed, or stolen.
3. Intentional falsification or invention of data, source, in an academic exercise.
4. Using notes, or materials not specifically authorized by the instructor during an examination.
5. Any collaboration between a student and another person at times or in ways which are not permitted by the instructor.

B. Plagiarism

Plagiarism is the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own without the necessary and appropriate acknowledgement. Specifically, plagiarism is

1. The act of incorporating the ideas, words or sentences, paragraphs, or parts thereof without appropriate acknowledgement and representing the product as one's own work.
2. The act of representing another's intellectual or creative work such as musical composition, computer program, photographs, painting, drawing, sculpture, or research or the like as one's own.

2. Academic Sanctions:

One or more academic sanctions may be imposed for cheating or plagiarism. Academic sanctions include, but are not limited to:

- Requiring the student to rework the assignment entirely, using his/her own ideas and style.
- Reducing the credit that the student would otherwise receive for the assignment by a degree commensurate with the severity of the violation.
- Refusing to give the student any credit for the assignment.
- Reducing the course grade for the quarter in which the offense was committed.
- Referring the student to the proper school authority for any additional counseling or disciplinary action.
- Removal from the class.

INNAPROPRIATE DISPLAYS OF AFFECTION

Students showing inappropriate public displays of affection, which may include touching and kissing, will be held accountable by school rules. There will be progressive disciplinary consequences for students who choose to engage in inappropriate public displays of affection.

INSURANCE DISCLAIMER ON PERSONAL PROPERTY

The District does not carry insurance against the loss or damage to personal property such as bicycles, cameras, electronic devices including phones, jewelry, clothing, musical instruments and sporting equipment. The District does take reasonable care to provide for the safekeeping of students' personal property, but thefts and damage do occur and it is appropriate to file claims under individual homeowners' or renters' policies in those instances. Because small electronic devices are frequently stolen, students are advised that school administration may not conduct investigations into their loss. The school accepts no responsibility in the theft of these personal electronic devices. Students bring them to school at their own risk.

ELECTRONIC DEVICES (Including but not limited to Cell phone, Smart Watches, iPods, Cameras, hand held games, etc)

These items are very valuable and may be lost or stolen while on campus. The school is not responsible for lost or stolen electronic devices. Many of these items also cause a disruption to the academic environment of the school. Student's bringing these items to school must place them in their locker before 1st period begins, and may not use them until after the school day. If a student is in possession of an e-device, or uses an e-device during school hours, they will receive disciplinary consequences.

The posting of any photo or video, including, but not limited to: MySpace, YouTube, Facebook, Snapchat, and cell phones, of any student, staff, or faculty member of RVMS, without their express written permission, is a violation of that person's right to privacy. As such it is an action that falls under the misuse of electronic device provision articulated in this planner. All photos and video images that are taken by RVTV, Yearbook, ASB, or staff are exempt under the Photographs / Video images disclosure statement located in this planner. Violations of this policy may result in progressive discipline.

CELL PHONE USAGE

The Board of Education allows limited use of cell phones on a middle school campus. They can only be used **before** and **after** school (unless authorized by a staff member for academic purpose). They may **NOT** be carried by a student during the day, even if the device is turned off. Cell phones must be turned off and kept in lockers. They cannot be used in Detention, Monday School or Homework Club. Violations may result in confiscation and/or further disciplinary actions. **The school is not responsible for lost or stolen cell phones.** Students bring cell phones to school at their own risk.

Electronic Discipline Policy

1st Violation = Warning

2nd Violation = BEST Form

3rd Violation = Notice of Concern with a Detention. Parent must pick up device.

4th Violation = Monday School. Parent must pick up device.

OTHER PROHIBITED ITEMS

1. Sharpie pens & permanent markers.
2. Acid pens / Etching pens / Shocking pen / Video pens.
3. Paint of any kind.
4. Being in possession of any other student's padlock.
5. Laser pointers.
6. Strong cologne, perfume or other scented items (*some staff members and students are allergic*).
7. Jewelry that could harm other students, i.e. wallet chains, metal studs on clothing, sharp rings, etc.
8. Cigarette lighters, vape devices, e-cigarettes and smokeless cigarettes.
9. Whistles or improvised objects that make a whistling sound.
10. Any item that will distract from the educational environment or create a safety concern on campus.

BACKPACKS

Backpacks are not allowed in classrooms, at break or at lunch. Store your backpack in your locker from 8:00 – 3:00. Make scheduled visits at break times, or between classes. The schedule allows for the student to visit their locker between classes. There is enough time for students to get to their lockers between classes and make it to class on time. Do not decorate or display words or symbols on your backpack which are in violation of school rules. Please be responsible for your backpack. **Never leave your backpack unattended when it is not in your locker.**

HALL LOCKERS

Hall lockers are provided as a service to students. As a condition of being issued a locker, students and parents agree that the student will use only the locker issued by the school. Please do not write on the inside or outside of your locker. A \$20 cleaning fee will be

charged to students who write on their locker. Students may only use school locks to secure their locker. This is an important safety issue. If there is an emergency, the school administration may need to open your locker. Unauthorized locks will be cut off and will not be replaced by the school. The student is responsible for the security of his/her lock, combination and contents of the locker.

Locks must be returned at the end of the school year to avoid replacement fees.

After closing your locker, close and spin the combination dial to secure your locker. Never give your locker combination to another student, even your best friend. If you forget our lock combination, just go to the business office where all combinations are kept on file. State law gives school personnel the right to enter student lockers without notice at any time.

BICYCLES - SKATEBOARDS - ROLLERBLADES

The California Vehicle Code prohibits anyone less than 18 years of age from being either an operator or passenger on a bicycle on public streets, bikeways or public bike trails without wearing a helmet. For safety's sake you must wear a helmet while riding your bike. Failure to do so will result in limiting and/or terminating this privilege. Bicycles must be left in the bike rack area during school hours. Please bring your own lock and lock your bicycle. Lock your helmet to your bike or place it in your locker. Ride along designated bike lanes, not ride across basketball courts or parking lots. Never ride on crowded sidewalks.

You may not ride bicycles, skateboards and roller blades on the campus at any time. Failure to follow these safety rules may result in progressive discipline.

BUS REGULATIONS

Students purchase bus passes and must carry the pass to ride the bus. Information about bus schedules is available in the Main Office, or through West County Transportation (707) 206-9988 x 219. All students who ride the bus will be required to sign a contract which outlines rules and consequences for infractions. Students can only ride on the bus to which they are assigned. Any special arrangements need to have a written note signed by parent and submitted to the Main office one day prior.

You cannot ride the bus if you are not a regular bus rider. Riding the bus is a privilege which can and will be revoked if a student does not behave in a manner that assures everyone's safety.

RULES FOR RIDING THE BUS

BE A SAFE AND CONSIDERATE PASSENGER.

- Follow directions given by the bus driver the first time, including seat assignment.
- Keep all parts of the body inside the bus.
- Speak respectfully to each other. Do not use profanity of any kind.
- Remain seated, forward with back against the seat facing at all times while the bus is moving.
- Refrain from boisterous conduct, unnecessary noise or loud conversation.
- Do not throw anything within or off the bus.
- Do not transport any live creature or glass container to or from school at any time.
- Do not engage in behavior that interferes with the safe operation of the bus or the safety of the passengers.
- No balloons allowed on the bus.
- Do not tamper with bus equipment.
- No eating, drinking or smoking on the bus.
- Students and/or parents shall be financially responsible for student-caused damage to the bus.

All school rules apply while riding the school bus.

Any student violating the above rules will be issued a citation by the bus driver and will be subject to the following consequences by the school principal or designee:

1st citation: Parent's signature and warning

2nd citation: Student bus riding privileges are revoked for 1 week (5 school days).

3rd citation: Student bus riding privileges are revoked for 1 month (20 school days).

4th citation: Student bus riding privileges are revoked for the remainder of the school year.

NOTE: Serious violations may mean suspension of bus privileges no matter how many citations a student has been issued.

CLOSED CAMPUS

Rincon Valley Middle School is a closed campus. This means that once a student arrives at school, they must remain on campus until the end of the school day. Students may not leave at any time except with proper school permission.

Students who leave campus without permission are subject to search and behavior consequences when they arrive back on campus.

CLUBS

Clubs at RVMS may include: Lego Robotics, Math Counts, Science Club, History Club, Boys Volleyball Club, Running Club, Honor Society, and Conflict Managers. Eligibility for most of these activities is minimum day attendance (240 minutes), owe no bills or fines, no suspension, and not be on the Loss of Privilege (LOP) List.

EMERGENCY PROCEDURES

During lockdown and earthquake drills, students duck and cover until given the signal to evacuate or all clear. During evacuation, students report to the tennis and basketball courts and line up with their 1st period teacher. Roll is taken and no one is to return to class until directed to do so. In the event of a disaster, it is important to remain at school until released to the designated adult on the emergency card.

GRADES BY QUARTER

1st Quarter

Quarter ends TBD

2nd Quarter

Quarter ends TBD

3rd Quarter

Quarter ends TBD

4th Quarter

Quarter ends TBD

ORAL GRADES

Oral grades are reported to students the fifth week of each quarter. If you receive a *C- or lower*, a progress report will be sent home.

REPORT CARDS

Report cards are distributed approximately 2 weeks after the quarter ends.

CALCULATING YOUR GPA

For the purpose of calculating Grade Point Averages, the grading system is as follows:

A = 4 points B = 3 points C = 2 points. D=1 point F= 0 point

PARENTS! Please ask your student to tell you their grades during the week they are issued (See dates above). Do not wait for grades to be mailed home, as this may be too late to intervene if a student is struggling. All students receive grades during the weeks posted above from each of their teachers.

HONOR SOCIETY

For the purpose of calculating Grade Point Averages for Honor Society Eligibility, the student needs a total of 12 points on their semester report card. The Honor Society Grading system is as follows: *A= 3 points B= 1 point*

RENAISSANCE PROGRAM

The Renaissance Program celebrates student academic achievement . Students who have earned a 3.0 to 4.0 GPA (grade point average) in a semester.

HOMEWORK POLICY

Absent students are required to make-up missed work. School policy is to allow 1-day make-up for each day absent. It is the responsibility of the student to obtain the make-up work and complete it within the specified time. Please note that not all assignments lend themselves to make-up work at home. If a student is absent or suspended for three or more days, the attendance office will request homework from all teachers. Homework is available in the Attendance Office. Parents may call the attendance office at 890-3870 ext. 33110 to request and/or check the status of the homework.

Please Note: Parents are responsible for picking up, returning and requesting more homework.

- Teachers may be contacted by voicemail, or email for further clarification. These voicemail and e-mail numbers are available on the RVMS website.
- Students are encouraged to contact their “study buddy” for clarification of assignments.
- Teacher’s website links are available through the RVMS website at: www.rinconvalleymiddleschool.com.
- Teachers are not obligated to give assignments ahead of time for students who will miss school for non-medical reasons.

HOMEWORK CLUB

Homework Club is available from 3:10 p.m. to 4:10 p.m. in the school library on Tuesdays and Thursdays. It is a great way to work on homework, long term projects, conduct research on a computer, get help in specific subject areas, or have a quiet place to read. Helpful and friendly staff members are available to assist you in whatever way they can. Keyboarding and word-processing are available. *Disruptive behavior may result in progressive discipline and removal from homework club for one month.*

INDEPENDENT STUDY

Long term Independent Study information can be found in the SRCS Parental Annual Notice. In an effort to maintain academic success, short-term Independent Study is only available for medical reasons. Contact your school Counselor. We highly encourage families to take vacations when school is not in session.

LOST AND FOUND

Lost items may be found on our Lost & Found cart in front of the Café. The Lost & Found cart is kept in front of the Café between 8:00 – 3:30 each day. Items not claimed will be donated to a charitable organization at the end of each quarter. Small items such as Jewelry, Keys, Phones, etc. are kept in the Main Office.

INTRAMURALS – NOONTIME SPORTS

The Intramural program is run throughout the year and is a fun way to participate in school activities. Intramural games may include volley tennis, volleyball, basketball, and flag football. Come be a part of a fun team. The winning student teams get to play the staff!

PHOTOGRAPHS / VIDEO IMAGES DISCLOSURE

Images of students are protected by the Family Educational Rights and Privacy Act (FERPA). Activities on campus are often filmed or photographed for use in yearbooks, RVTV, Principal’s Messages and other school related publications. Only students in Yearbook, ASB, RVTV or RVMS staff may take pictures on campus during the school day. Students taking pictures on campus without

permission from the administration will be subject to progressive discipline. Student pictures are published in the yearbook, weekly Principal's Messages and the RVMS website. All student pictures shared on the Principal's Message and RVMS website will not have student names attached. Only the RVMS Yearbook will have names associated with student pictures. It is a parent's FERPA rights to have their student excluded from all pictures taken by school staff, etc. but please remember this means that your child's picture will not appear in the yearbook, on awards, or any other positive school posting.

PHYSICAL EDUCATION DEPARTMENT

Suit-Cut Policy:

A suit-cut is defined as not wearing appropriate PE clothing, including athletic shoes. Consequences for suit-cuts are the following:

- 1st suit-cut = BEST Form
- 2nd suit-cut = Notice of Concern with a detention & parent conference
- 3rd suit-cut = Monday school and Suit Cut Contract
- 4th suit-cut = Conference with Student Advisor and possible progressive discipline.

CULINARY ARTS

Suit-Cut Policy:

A suit-cut is defined as not wearing your own chef coat. Consequences for suit-cuts are the following:

- 1st suit-cut = BEST Form
- 2nd suit-cut = Notice of Concern with a detention & parent conference
- 3rd suit-cut = Monday school and Suit Cut Contract
- 4th suit-cut = Conference with Student Advisor and possible progressive discipline.

SNACK BAR USE

Students may only enter the Snack Bar to make a purchase. Friends who are not planning to make a purchase must wait outside away from the exit (outside of the yellow lines painted on the ground). Theft of items from the Snack Bar will result in progressive discipline.

DANCES

- Dances are from 3:15 p.m. to 5:15 p.m.
- You must have a full day's school attendance the day of the dance in order to participate.
- Tickets for the dances are sold during lunch breaks only. Sales begin two weeks before the dance and stop two days before the event.
- Plan to purchase a ticket early to avoid the last minute rush and increased ticket price.
- No tickets are sold on the day of the dance, because of security concerns.
- Your student I.D. card must be presented when purchasing a ticket and on the day of the dance.
- You must not be on the LOP or Stop List to attend a dance.
- Dances start immediately following the school day. Early exits from the dance are permitted with prior arrangements. However, students may be dismissed from the dance and parents contacted if any school rules are violated. Please make appropriate arrangements for transportation home prior to the scheduled dance hours. Backpacks should be left in the hall lockers

ALL SCHOOL RULES APPLY AT DANCES, INCLUDING THE DRESS CODE

COCOA CARDS

Cocoa Cards are issued by staff members to any student who "goes above and beyond." Cocoa cards are redeemed for a free cup of cocoa at Friday morning break in front of the Cafe.

CONTACTING YOUR CHILD DURING THE SCHOOL DAY

If at all possible, please make arrangements before school begins. If you need to contact your student during the school day about an important issue, please call the attendance office, 890-3870 ext. 33110.

Students who need to contact their parent during the school day may do so by using the phone in the Main Office. Students are not to use their phones to call or text parents during the school day. This is especially important if a student is feeling ill, they need to report to the health office.

VISITORS TO SCHOOL

Parents/guardians are welcome to visit the school. Appointments must be made in advance so that parents/guardians may confer with a specific teacher or teachers at a mutually convenient time. A Visitor's Pass, issued in the Main Office, is required for all visitors after signing the Visitor's Log. For the safety of all students, passes will be issued only to students from other schools when these students are accompanied by a parent/guardian. Students are not to bring unauthorized guests, small children, or animals to school during school.

ID CARDS

ID Cards are issued to students once they have completed and returned their "Acknowledgement of the Student Handbook to the Student Advisor. Lost ID cards can be replaced for \$2 at the RVMS library.

ATHLETICS AND EXTRA CURRICULAR

All students participating in the interscholastic athletic program and extracurricular activities at Rincon Valley Middle School must adhere to the following requirements:

- 1) Must have a physical dated after July 1, or later, of the current year to participate in athletics.
- 2) Must meet the academic requirements for extracurricular activities which include:
 - A 2.0 GPA in the grading period prior to participation
 - Maintain a 2.0 GPA during the season and/or activity
 - Probationary Period: Students who earn a GPA between 1.4 and 2.0 in the grading period prior to the start of any season and/or activity may participate on probationary status until the first league contest, at which time the student must earn a 2.0 GPA. Students not meeting these requirements shall be declared ineligible for that sport and/or activity.
- 3) Must turn in a completed athletic packet to the Athletic Director and receive a white clearance slip in order to try out or participate on a team. Athletic Packets available online at the RVMS website link *SportsNet*.

Fall Sports

- Boys / Girls Cross Country 7th / 8th
- Girls basketball 7th / 8th

Winter Sports

- Girls Volleyball 7th / 8th
- Boys Basketball 7th / 8th
- Wrestling 7th / 8th

Spring Sports

- Boys / Girls Track 7th / 8th

Citizenship Standards For athletics [AR 6145]

A. The following citizenship standards apply to all grades 7 & 8 students:

1. Each district school and each coach is authorized to set and enforce reasonable standards of conduct and reasonable penalties for violations thereof. These must be in writing and are subject to the approval of the athletic director and the principal or designee.

2. In order to be eligible to participate or to practice in a sport/activity on any school day, participants must be in school for a full day and participate in Physical Education class. Exceptions to this rule will be allowed in unusual cases if cleared through the school principal or designee.

Note: Poor grades, School Suspension or Monday School assignments may exclude students from participating in athletic competitions, extracurricular activities and practices.

Checklist for Evaluating Websites

| Reliability: | | |
|--|-----|----|
| | YES | NO |
| Can you tell if the author is an expert in the field? | | |
| Is the site sponsored by a reputable organization or expert? | | |
| Are the sources of information stated? Can you verify the information? | | |
| Is the author listed and can you contact the author for clarification? | | |
| Is the author biased? | | |
| Does the author present information you think is wrong? | | |
| Does some information contradict information you found elsewhere? | | |
| Have you checked the url? (.edu = educational; .org = non-profit, .com = commercial / for profit site) | | |

| Usefulness: | | |
|--|-----|----|
| | YES | NO |
| Is the information presented in multiple formats? (charts, graphs, etc.) | | |
| Is it easy to recognize the purpose of the site? (educational, commercial) | | |
| Is the information fact or opinion? | | |
| Has the site been recently updated or is the information out of date? | | |
| Does the site contain external links to more information? | | |

| Format, Ease of Use (Don't waste time on a poorly designed site. Move on!) | | |
|---|-----|----|
| | YES | NO |
| Are there dead links? (might show that the site is not updated) | | |
| Does the page take a long time to load? (might be too many ads) | | |
| Is the site full of annoying ads or pop-ups? (might contain a virus or other security threat) | | |
| Can you be sure the photographs haven't been changed? If you're not sure, should you accept them as true? | | |
| Can you tell who the target audience is? | | |
| Is the site easily searchable? | | |
| Are there errors in spelling or grammar? If so, the site is not professional! | | |

| Accessibility (Sites that ask for a fee or an account are trying to make money and may not be reliable or unbiased!) | | |
|---|-----|----|
| | YES | NO |
| Is this a fee based site? Can non-members still access part of the site? | | |
| Must you register with a username and password before using the site? | | |

Remember – just because it's on the Internet does not make it true! Always use more than one source when you are researching a topic, and evaluate websites carefully

INTERNET SAFETY RULES

Middle School ■ High School

1

I WILL THINK BEFORE I POST.

I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as

- » cell & home phone numbers
- » home address
- » sexual messages
- » inappropriate pictures and videos

2

I WILL RESPECT OTHER PEOPLE ONLINE.

I will not

- » post anything rude, offensive, or threatening
- » send or forward images and information that might embarrass, hurt, or harass someone
- » take anyone's personal information and use it to damage his or her reputation

3

I WILL BE CAREFUL WHEN MEETING ONLINE FRIENDS IN PERSON.

I agree to

- » ask my parent or guardian's permission
- » have a parent or guardian accompany me
- » meet in a public place

4

I WILL PROTECT MYSELF ONLINE.

If someone makes me feel uncomfortable or if someone is rude or offensive, I will

- » not respond
- » save the evidence
- » tell my parent, guardian, or another trusted adult
- » report to the website, cell phone company, cybertipline.com, or the police

CYBERBULLYING TIPS FOR TEENS

It seems like ages ago when the world existed without computers, cell phones, or gaming systems. Nowadays we can't imagine going anywhere without our phones. We hop on the computer and browse the Internet the second we get home, and we spend hours playing games online with people all across the country. Always remember to be careful; with new technology comes new ways to bully others.

CYBERBULLYING: WHAT IS IT?

Cyberbullying is using the Internet, cell phones, or other technology to send or post images or texts intended to hurt or embarrass another person. Examples include:

- ✦ Posting a threat or slur against someone on a website
- ✦ Posting an embarrassing video about someone on a site such as YouTube or Facebook
- ✦ Spreading a rumor about someone via text message or online
- ✦ Pretending to be someone else online in order to trick, tease, harass, or spread rumors about another person
- ✦ Threatening someone through a live streaming gaming system such as Xbox or PlayStation

WHY CYBERBULLYING?

When surveyed, 81 percent of youth say that teens cyberbully because it is no big deal.

Other reasons are as follows:

- ✦ They don't think about the consequences.
- ✦ They are encouraged by friends.
- ✦ They think everybody cyberbullies.
- ✦ They think they won't get caught.
- ✦ **Remember:** Cyberbullying is a big deal and, more simply, it's wrong. Don't write it, don't forward it.

For more information check out www.ncpc.org

National Crime Prevention Council

2001 Jefferson Davis Hwy Suite 901 Arlington, VA 22202 202-466-6272 www.ncpc.org

This product was produced by the National Crime Prevention Council and the Office for Victims of Crime and was supported by grant number 2009-VF-GX-K003, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions, or recommendations expressed in this product are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

WHAT CAN I DO IF I'M BEING CYBERBULLIED?

- ✦ Tell an adult you trust about what's going on.
- ✦ Don't delete any of the emails, texts, or messages. They can serve as evidence.
- ✦ Keep a record of incidents.
- ✦ Don't forward any mean messages that spread rumors about you or someone else.
- ✦ Don't cyberbully back. Revenge is never the best answer.
- ✦ If possible, report the incident to the administrator of the website. Many websites including Facebook and YouTube have safety centers to report cyberbullying.
- ✦ Recognize that you don't deserve to be treated that way, and you deserve respect.

HOW CAN I PREVENT IT?

- ✦ **Refuse to participate in cyberbullying!**
- ✦ Talk to a trusted adult if you know someone who is being cyberbullied.
- ✦ Start an anti-bullying program in your school to educate your peers that cyberbullying is hurtful and wrong.
- ✦ Start (or sign) an anti-bullying pledge in your school where students pledge not to bully others and to speak up if they know someone who is being bullied.
- ✦ Raise awareness of the cyberbullying problem in your community by holding an assembly and creating fliers to give to younger kids or parents.



ELECTRONIC NETWORK ACCESS – STUDENT

Before a student may use an electronic information resource in the school, the parent and student must agree to the Terms and Conditions described in this agreement.

Terms and Conditions for Santa Rosa City Schools Educational Telecommunications K-12

The student will not engage in any of the following activities as specified in Board Policy 5132.1

They will not:

- a. access a file that contains pornographic pictures.
- b. send or receive a message that is racist or sexist.
- c. send or receive a message for the purpose of harassing another person based on that person's sex, race, ethnicity, unknown origin, age or religious beliefs.
- d. reproduce copyrighted materials.
- e. send or receive a message using another person's name.
- f. access addressed or other personal information and use this information illegally or inappropriately.
- g. introduce a computer virus into the system.
- h. change or alter the original intended use of a program or web page

The student and his or her parent or guardian hereby acknowledge that the use of electronic communication systems is a privilege, not a right, and inappropriate use will result in cancellation of those privileges and may result in disciplinary action. The student understands that at all times he or she must:

- a. be polite; no abusive messages are allowed.
- b. use appropriate language; no vulgarity or profanity is allowed.
- c. respect personal privacy; one cannot reveal home addresses, phone numbers, or the addresses and phone numbers of other students.
- d. understand that electronic mail is for instructional use and it is not guaranteed to be private; system operators and others continually monitor conversations and messages, no personal information or transactions may be transmitted.
- e. report to the teacher any messages relating to (or in support of) illegal activities (this includes accessing adult on-line services).
- f. use the networks in such a way that it is not disruptive to others.
- g. not access bulletin boards, electronic chat boards, message forums, or download files without specific teacher approval of contents.

ACKNOWLEDGMENT OF 2020-2021 STUDENT HANDBOOK

Three basic ideas are important for overall success at Rincon Valley Middle School.

- 1) **Be Safe:** You are expected to behave in a manner that promotes safety for yourself and others.
- 2) **Be Respectful:** You need to respect yourself, your fellow students, all of the adults on campus and the school rules.
- 3) **Be Responsible:** You must take responsibility for completing all your assignments, for taking care of your personal property as well as school property, and for behaving appropriately. You are answerable for your choices, decisions and actions, both positive and negative.

You are required to bring this planner to class every day and to use it for keeping organized. The information, procedures and rules found in the planner need to be read, understood and followed by you and the adults at your home. We look forward to working with you to make this year both successful and enjoyable.

PLEASE PRINT

| | | | |
|---------------------|------------|-------|------|
| Student's Last Name | First Name | Grade | Date |
|---------------------|------------|-------|------|

I have read, understand and agree to follow the rules, procedures and disclosures in the Rincon Valley Middle School Student Planner.

Student Signature

As the Parent/Guardian of _____, I understand that it is my responsibility that my student is on time and prepared for school each morning. This includes ensuring that my student:

- Completes and turns in homework.
- Behaves in accordance with the school rules as defined within this planner.

Parent Signature

Home Phone

Work Phone

This acknowledgment must be signed and returned to your SSR/W teacher.

ACADEMIC HONESTY AGREEMENT

The Santa Rosa City School District's *Academic Honesty* describes cheating and collusion as the act of obtaining or attempting to obtain credit for academic work by using dishonest means. Cheating and collusion include but are not limited to

1. Copying, in part or whole, from another's examination, paper [including homework assignments], mathematical calculation[s], research, creative project or the like;
2. Submitting as one's own work an examination, paper, mathematical calculation[s], research or creative project, or the like which has been purchased, borrowed, or stolen;
3. Intentional falsification or invention of data or a source in an academic exercise;
4. Using notes, or materials not specifically authorized by the instructor during an examination;
5. Any collaboration between a student and another person at times or in ways which are not permitted by the instructor.¹

The following descriptions [from the University of Texas and the University of Exeter] further refine acts of cheating/collusion:

- using unauthorized books, notes, electronic aids or other materials in an examination
- obtaining an examination paper ahead of its authorized release
- either aiding or obtaining aid, from another person, where such aid is not explicitly permitted in the assignment
- acting dishonestly in any way, whether before, during or after an examination or other assessment so as to obtain or offer to others an unfair advantage in that examination or assessment
- allowing someone else to write your papers
- allowing someone else to modify your essays in any substantive way

The Santa Rosa City School District's *Board Policy 5131.9 Academic Honesty* describes plagiarism is the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own (including text found on the Internet) without the necessary and appropriate acknowledgment. Specifically, plagiarism is

1. the act of incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work;
2. the act of representing another's intellectual or creative work such as musical composition, computer program, photograph, painting, drawing, sculpture, research, the like as one's own.

The following descriptions [from the University of Texas and the University of Exeter] further refine acts of plagiarism:

- failing to acknowledge the sources of any information in your paper which is not either common knowledge or personal knowledge
- failing to acknowledge direct quotation either by using quotation marks when quoting short passages or indentation when quoting longer passages
- too closely paraphrasing the original words of your source
- borrowing the ideas, examples or structure of your source without acknowledging it
- taking, buying or receiving a paper written by someone else and present it as your own
- using one paper for two different courses, or re-using a paper previously submitted for credit, without the prior approval of both instructors
- direct copying of text from a book, article, fellow student's essay, handout, web page or other source without proper acknowledgement
- claiming individual ideas derived from a book, article, etc. as one's own and incorporating them into one's work without acknowledging the source of these ideas
- overly depending on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project; etc. by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences

I have read and understood the above descriptions and illustrations of cheating, collusion and/or plagiarism and I agree to not engage in any of these acts as a student enrolled in the Santa Rosa City School District.

STUDENT NAME [PLEASE PRINT]

STUDENT SIGNATURE

DATE

PARENT/GUARDIAN SIGNATURE

DATE

Active Shooter: What You Can Do

Presented by:

Sonoma County
Sheriff's Office



Course Objectives

- Describe actions to take when confronted with:
 - An active shooter.
 - Law enforcement officers who are responding to the situation.
- Recognize potential workplace / school violence indicators.
- Describe actions to take to prevent and prepare for potential active shooter incidents.
- Describe how to manage the consequences of an active shooter incident.



DISPATCHER:
“911, what is the nature of your
emergency?”

CALLER:

“There’s somebody with a gun in the main
entrance to the mall and I don’t . . .”

**Active shooter situations are
unpredictable and evolve quickly.**

Are you prepared?



Active Shooter Incidents

ACTIVE SHOOTER:

“an individual actively engaged in killing or attempting to kill people in a confined and populated area.”

FBI; Homeland Security

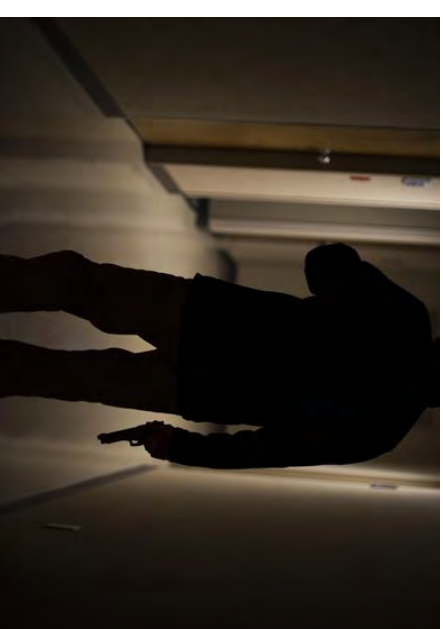
Their overriding objective appears to be that of mass murder, rather than other criminal conduct such as robbery, hostage taking, etc.



Active Shooter Incidents

Where we:

- **Shop**
- **Exercise free speech**
- **Learn**
- **Work**



Active Shooter Situations



- Unpredictable.
- Evolve quickly.
- Continue until stopped by law enforcement, suicide, or intervention.
- Over within 10 to 15 minutes, often times before law enforcement arrives on the scene. Individuals must be prepared both mentally and physically.

“Chaos, panic and fear can only be minimized - never eliminated - when it is preceded by preparation and planning.”

CHAOS



About Active Shooter Incidents

1966: University of Texas Bell Tower Incident

August 1st, 1966. Over a 90 minute period, Charles Whitman used high powered rifles to shoot and kill 16 people and injure 31 others. Considered by some to be the first **ACTIVE SHOOTER** incident to occur on a school campus in the US.

Since: over 1100 killed in mass shootings in the US. Their ages range from the unborn to the elderly; **Over 200 were children and teenagers**. In addition, thousands of survivors were left with devastating injuries, shattered families and psychological scars.



About Active Shooter Incidents

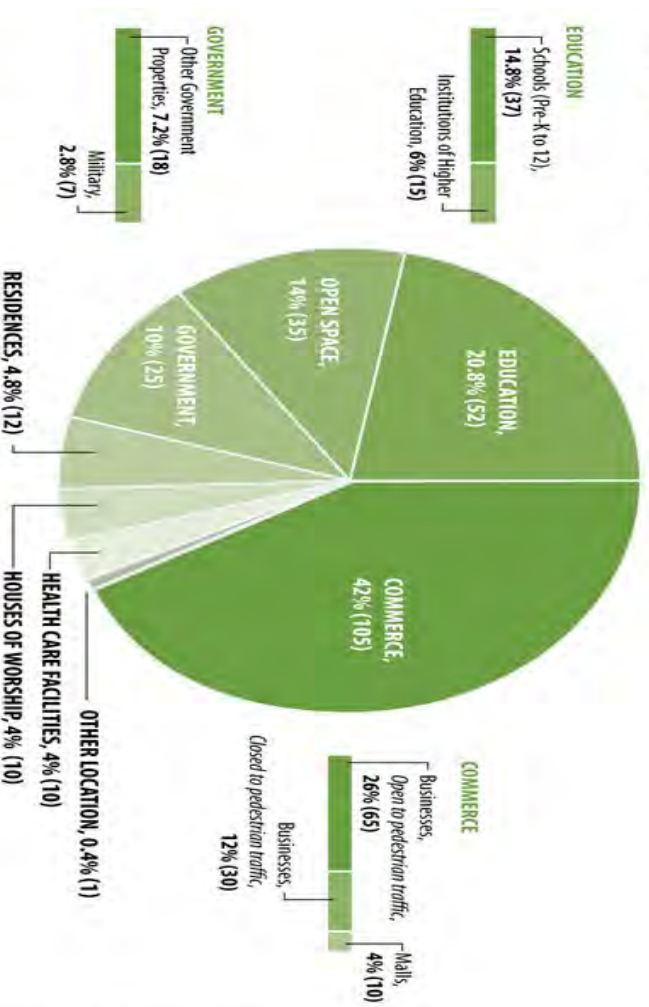
250 Active Shooter Incidents in the US between 2000-2017

250 Incidents (FBI Statistics)

- **799 killed**
- **1,418 wounded**
- Shootings in schools and houses of worship tend to stick in our minds, but they make up a relatively small portion of mass shootings. More common are those in offices and retail establishments such as restaurants and stores.

Quick Look: 250 Active Shooter Incidents in the United States From 2000 to 2017

Location Categories



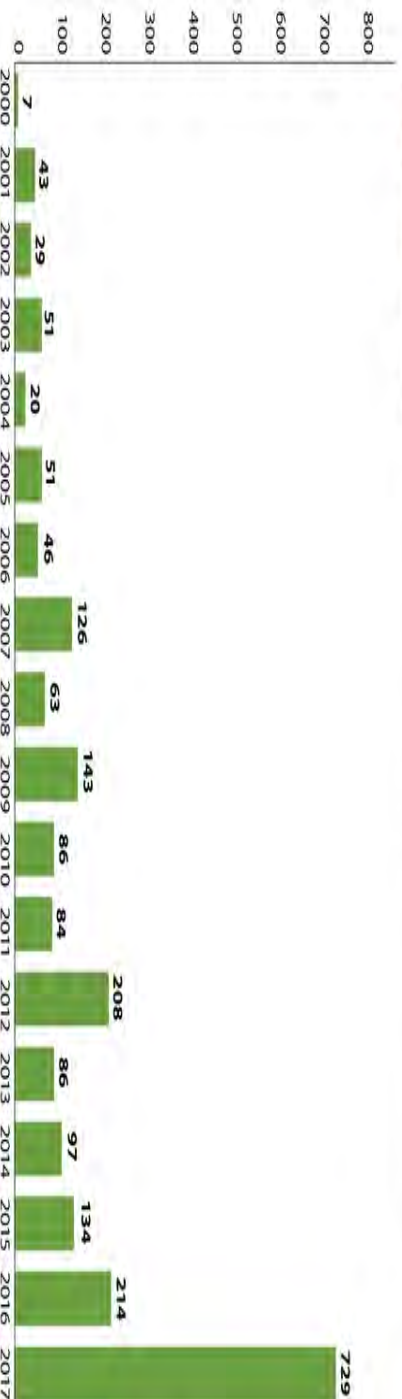
Source: Federal Bureau of Investigation, 2017



About Active Shooter Incidents

- 5/18/18 Sante Fe, TX School Shooting 10 Killed
- 2/14/18 Stoneman Douglas High School, Parkland FL. 17 killed
- 11/5/2017 Sutherland Springs, TX. 26 killed, 20 injured inside a small church
- 10/1/2017 Las Vegas, NV. 58 Killed, 422 injured by gunfire at Mandalay Bay
- 6/12/2016 Orlando, FL. 49 Killed at the Pulse Nightclub
- 12/2/15 San Bernardino, CA. 14 killed
- 12/14/12 Newtown, Connecticut 26 Killed at Sandy Hook Elementary
- 7/20/2012 Aurora, CO, 12 killed 58 wounded
- 11/5/2009 Fort Hood, Texas, 13 killed
- 4/16/2007 Virginia Tech, 32 killed
- 4/20/1999 Columbine High School 13 killed
- 8/1/1966 Austin TX. University of Texas. 18 killed

Quick Look: 250 Active Shooter Incidents in the United States From 2000 - 2017
Casualties Per Year



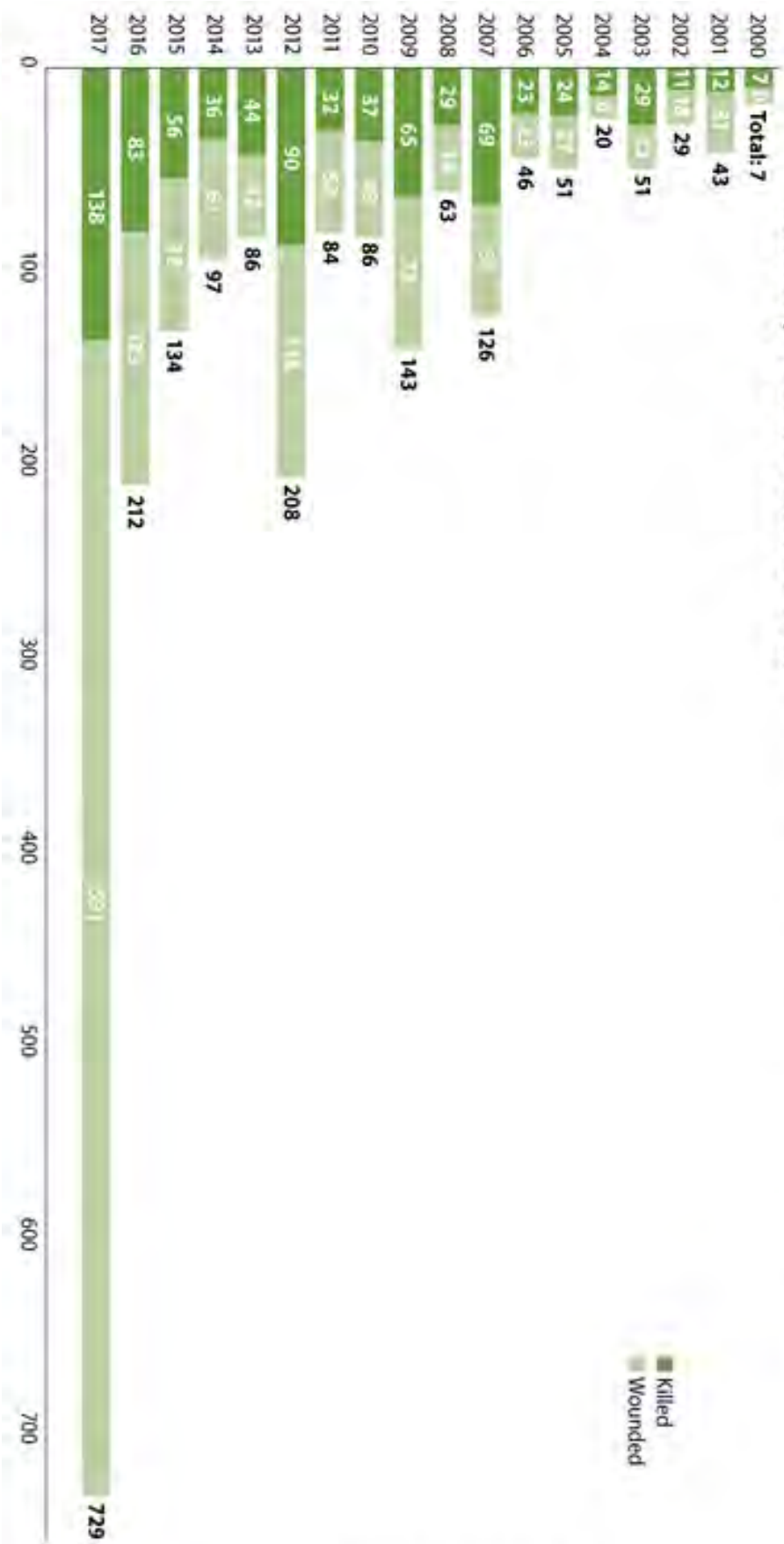
Source: Federal Bureau of Investigation, FBI



About Active Shooter Incidents

Quick Look: 250 Active Shooter Incidents in the United States Between 2000 - 2017

Casualty Breakdown Per Year



Source: Federal Bureau of Investigation, 2017



5 phases of an Active Shooter

(Ret. Lt. Dan Marcou)

Lives can be saved if the shooter is interrupted during the first 4 of the 5 phases

- **Fantasy Phase**
- **Planning Phase**
- **Preparation Phase**
- **Approach Phase**
- **Implementation Phase**

FBI Study in 2013: 77% spent a week or longer planning attack, 46 % spent week or longer preparing for attack

See something Say something



Fantasy Phase

- Wannabe mass-murderer dreams of achieving a historic level of carnage.
- Fantasizes about news coverage
- Idolizes other active shooters
- May write, draw or post in a variety of venues (ie: notebooks, social media)
- May share thoughts with someone else
- Often times dismissed out of fear of over reacting



Planning Phase

- Potential killer lays out the WHO, WHAT, WHEN, WHERE, HOW and WHY of the plan
- May put plans down in writings (manifestos) explaining or documenting the reasons
- May seek out accomplices or talk to others about plans
- Will determine the weapons to be used and how to obtain them
- Decide on travel and escape routes or what the outcome will be when confronted

**A KILLER'S
MANIFESTO**



Preparation Phase

- Start to gather the items needed to carry out the attack
- Will buy or steal these items
- May stock pile weapons or explosives
- Will train with the weapons to become familiar with their functionality
- Testing of the weapons to be used
- Visit the scene if not already familiar, conducting surveillance



Approach Phase

- The plan and decision to act has been made
- Walking, driving or riding towards intended target or targets
- Approaching intended target or targets and may look out of place
- Carrying weapons
- Dressed out of the norm for the environment

UCLA Shooting June 1st 2016



Implementation Phase

- Once the implementation of the plan has started
 - immediate action needs to be taken
 - The shooter will continue to kill until he/she runs out of victims, ammunition or has killed the intended target or targets... or,
 - Confronted and intervention by either Law Enforcement or Citizens
 - Intervention needs to be immediate, effective and efficient
- Seconds lost equals lives lost



Discussion: Response

What actions should you
take to keep yourself safe
in an active shooter
situation?

SURVIVE THE ACTIVE SHOOTER!
PLAN
PREPARE
ACT



How To Respond

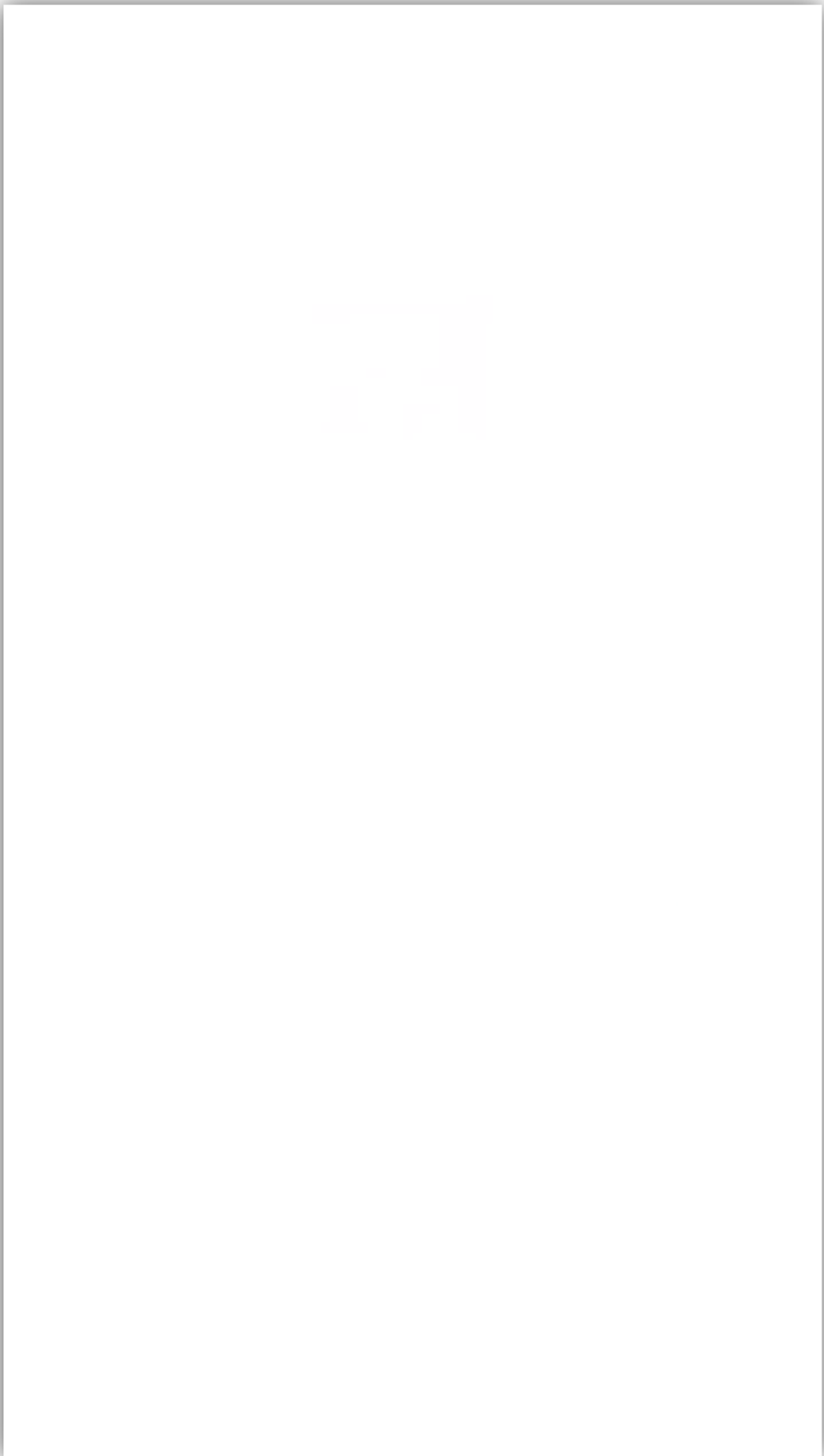


Respond

- **Run**
 - If safe path is available
- **Hide**
 - If you can not get out safely
 - Barricade
- **Fight**
 - If your life is in danger
 - Fight to WIN
- **A.L.I.C.E. Program**



Run. Hide. Fight.



Run (1 of 2)

- Have an escape route and plan in mind *PRE PLAN*
- Leave your belongings behind
- Help others escape
- Evacuate
- Warn/prevent individuals from entering.



Run (2 of 2)

- Commit to running
- Zig zag pattern
- Keep your hands visible
- Follow police instructions
- Call 911 when safe

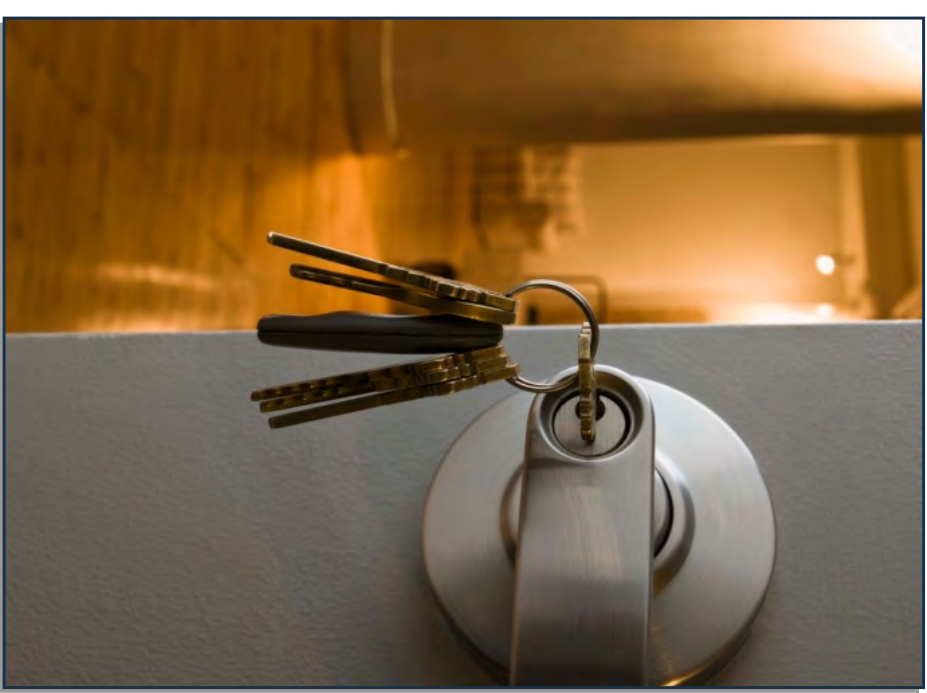
Why do police
need to see
your hands?



Hide

Your hiding spot should:

- Be out of the active shooter's view
- Provide protection if shots are fired (cover vs concealment)
- Not restrict options for movement



Keeping Yourself Safe While Hiding



If the shooter is nearby:

- **Lock the door.**
- **Hide behind large item (e.g., cabinet, desk).**
- **Silence cell phone.**
- **Remain quiet.**



Important Information

Provide law enforcement or

911 operators with:

- **Location of shooter**
- **Number of shooters**
- **Physical description of shooters**
- **Number and types of weapons**
- **Number of potential victims**



Fight



- **As an absolute last resort, however; may be best option based on circumstance**
- **Act as aggressively as possible.**
- **Throw items and use improvised weapons.**
- **Work together to incapacitate the shooter.**
- **Commit to your actions.**



Medical aid

Trauma Care to Victims:

- **Only if Safe to render aid**
- **Call for help**
- **Stop the bleeding**
- **Do not move unless absolutely necessary to save lives**



A.L.I.C.E System (ALICE Training Institute)

- The A.L.I.C.E. System acknowledges that there is no one-size-fits all strategy for school and other venue safety.
- Gives an options-based plan from which a situationally-sound decision can be made.
- Tool box of Options
- **ALERT, LOCKDOWN, INFORM, COUNTER
the ATTACK, EVACUATE**



A.I.I.C.E System

ALERT:

- Don't assume others are calling Law Enforcement. When safe call 911 and give as clear and accurate information as possible that will answer the vital question of **WHO, WHAT, WHEN, WHERE** and **HOW**.

LOCKDOWN:

- By locking down and barricading entry points, you make yourself and others with you a hard target. Locked down does **NOT** mean locked in. You may choose to barricade the door and exit out windows to safety.



A.I.I.C.E System

INFORM:

- This can be accomplished with things such as video surveillance equipment or public address systems and alert notification systems using cell phones. Information updates during an active shooter incident allows occupants to make decisions and form a plan on how to react and what steps to take next.

COUNTER the ATTACK:

- When other options are not immediately possible, move, make noise, distract by throwing objects at the shooter. **FIGHT. Fight to win and to survive. COMMIT to your actions.**



A.L.I.C.E System

EVACUATE:

- **By any means necessary, put as much time and distance as possible between you and the attacker. Commit to running and getting out of danger leaving personal belongings behind.**

As with RUN. HIDE. FIGHT. The A.L.I.C.E. System is only an acronym to help people under stress to remember the options available to them during a stressful violent encounter.

**SURVIVE THE ACTIVE SHOOTER!
PLAN
PREPARE
ACT**



Discussion: When Law Enforcement Arrives

**What actions should
you take when law
enforcement arrives?**



Pre Columbine High School Police Tactics

- April 1999, two student suspects entered Columbine High School and killed 12 students and 1 teacher and wounded 23 others.
- 47 minutes after gunfire inside school a SWAT team entered the school and the two suspects killed themselves.
- Traditional police tactics was to surround and contain



Post Columbine High School Police Tactics

- **FBI study after the Columbine mass shooting led to a more rapid response strategy during active shooter situations**
- **More than half of mass shooting incidents are still in progress when officers arrive on scene**
- **2012 FBI study showed 37% ended within 5 minutes, 63% ended within 15 minutes, an average of 12 minutes**
- **75% of these incidents required Law Enforcement to confront and stop the shooter**
- **First responders are now trained to enter, isolate and stop the threat**
- **Rapid Deployment consisting of 1 to ?? Officers**



Law Enforcement's Role

Immediate purpose:

- Isolate and stop the active shooter
- Proceed to area where last shots heard
- First priority is to eliminate the threat
- Will bypass injured victims with follow up Rescue Task Force teams
- May be 1 solo officer or multiple officers



Additional Officers and Rescue Teams

Teams and responding LE

may:

- Wear bullet resistant vests, helmets, and other equipment
- Be off duty Officers not wearing traditional Police uniforms
- Plain clothed Officers
- Be armed with rifles, shotguns, and/or handguns
- Shout commands
- Push individuals to the ground for their safety

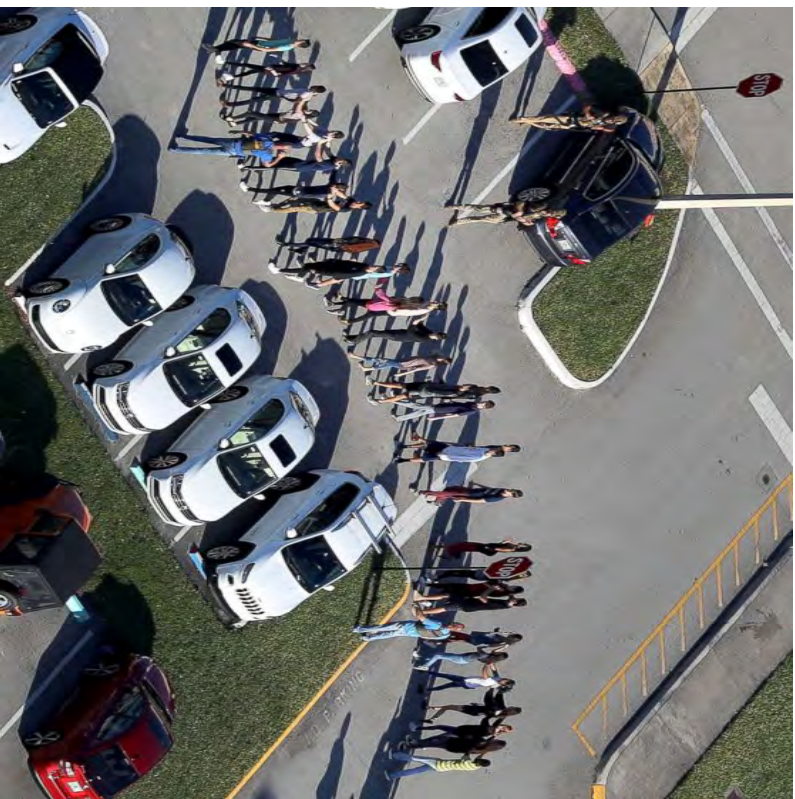


Reacting to Law Enforcement

- **Remain calm**
- **Put down any items**
- **Raise hands and spread fingers**
- **Avoid quick movements**
- **Avoid pointing, screaming, or yelling**
- **Proceed in direction from which officers are entering**



Safe Location



Evacuate to an area controlled by law enforcement until:

- The situation is under control.
- All witnesses are identified and questioned and accounted for.



Rescue Task Force Concept



- The Rescue Task Force is known as Warm Zone Integration.**
- EMS and Law Enforcement Integration
 - Working together to provide immediate basic medical care to victims
 - Provides medical intervention faster to victims with treatable injuries
 - Unlike a Tactical EMS, RTF focuses on the urgent care of victims, not responders



Rescue Task Force Concept

Zone Integration

- **The Hot Zone**
 - Area where there is a known hazard or threat to life that is direct and immediate. An uncontrolled area.
- **The Warm Zone**
 - Area where LE has either cleared or isolated the threat and the risk is minimal or has been mitigated.
- **The Cold Zone**
 - Area where there is little or not threat. Area where LE has secured. Safe to operate.



Rescue Task Force Concept - WHY

2016-2017:

- 50 incidents in 21 states;
- 943 casualties; 221 killed, 722 wounded (excluding the shooters);
 - #1: Route 91 – 58/489; #2: Pulse Night Club – 49/53, #3: Sutherland, TX – 26/20
- 14 incidents ended with LE at the scene;
- 50, all male, single shooter;
- 13 shooters committed suicide;
- 11 shooters were killed by LE;
- 18 shooters were apprehended;
- 17 in areas of commerce: businesses/malls
- 24 each in schools, open space and government property
- 6 each in health care facilities, religious-affiliated facility



RTF Fire and EMS Changes to Response

The Hartford Consensus (I-IV):

- **Developed Post Columbine:**
 - **Developed strategies that ultimately lead to policies aimed at improving survival from active shooter/active assailant events.**
- **I – Early hemorrhage control is imperative to survival; Integrated response is requisite;**
- **II – Public and LE as rescuers; Fire/EMS fully integrated and traditional role limitations revised; educational programs;**
- **III – Stop the Bleed Campaign;**
- **IV – Assessment and call for resilience.**



RTF New Threat Environment

Medical decision-making must be based on risk-benefit assessment

- Benefits of proposed medical interventions **MUST** be weighed against potential for further harm to patient or first responders;
- Care must be tailored to the relationship between the provider and the dynamic threat;
- Systematic review of combat casualty data showed that the majority of fatal combat injuries die within 30 minutes.



RTF Strategy

The Rescue Task Force (RTF) model allows fire personnel to perform a risk analysis and work with law enforcement personnel to be able to Triage, Treat, and Extract victims from the Warm Zone while under force protection by law enforcement.

In summation, the ASI response strategy is as follows:

- Unified Command with LE;
- LE Contact Teams enter the Hot Zone to clear the area and neutralize the threat;
- The first RTF formed will enter the Warm Zone behind Contact Teams providing “Point of Wound Care” and START Triage;
- Subsequent RTF(s) will enter the Warm Zone and move treated and triaged patients to a Casualty Collection Point (CCP) for secondary triage;
- Additional crews will move patients from CCP to treatment areas in the cold zone for transport via ambulance.



RTF Response in Sonoma County

- **CVEMSA has enacted policy;**
- **PFD and SRFD developed response matrix and training;**
- **Other FDS have now participated in training;**
- **Augmented equipment (not required) has been procured;**
- **Large scale, multi-jurisdictional exercises continue to be conducted;**
- **ASHER program currently under development.**



Teachers and School Staff

Students are likely to follow the lead of Teachers and School Staff during an emergency situation:



- Take immediate action
- Remain Calm, try to calm others
- Lock and barricade doors
- If Safe, evacuate students and others via a preplanned evacuation route to a safe area
- Call 911 with detailed information
- Assist first responders with location, incident details, keys and access control



Teachers and School Staff

Protocols during standard classroom

circumstances:

- Most contain the same advice: implement lockdown, minimize the and target profile and wait. Become a hard target. This may encourage the shooter to search for more softer targets.
- Teachers and students should hide quietly, lock and barricade doors and turn off lights and equipment that could attract the shooter.
- Concealment and cover may reduce potential casualties.
- The chaos of moving and screaming people can create a target rich environment and camouflage for a shooter.



Teachers and School Staff

Protocols during non-standard circumstances:

- Recess and Lunchtime takes students out of the classroom
- School assemblies or other events
- Intervals between classrooms
- Libraries, study halls, gym classes, locker rooms and open bathrooms do not provide the same degree of cover that a locked classroom may
- School specific protocols need to cover these areas of concern



Teachers and School Staff

Situational Considerations:

- Possible that the first victims could be administrators charged with initiating the “lockdown” or emergency procedures
- School policies must be adaptable
- Specific parameters when teachers have the freedom to initiate a lockdown of a classroom, even in the absence of a formal notification from the office (ie: when shots or shouts are heard) and under what conditions lockdown should be abandoned and evacuation initiated should be developed



After an Active Shooter Incident

- Reunification
- Determine a method for notifying families.
- Assess psychological state of individuals.
- Identify and fill critical personnel or operational gaps.



After an Active Shooter Incident

Reunification:

- School emergency operations plan should include trained personnel who will provide assistance to victims and families
- Should begin immediately following an incident and throughout recovery efforts
- Immediate reunification if safe to do so, off site, controlled area away from media
- Student release process
- When reunification is not immediately possible, a safe location for families away from distractions from the media and general public
- Effective communication with families and updates to on-going situations



Discussion: Preparation

**How can you
prepare for and
prevent active
shooter situations?**



How To Prepare



- **Develop an Emergency Action Plan**
- **Conduct training**
- **TAT (Threat Assessment Team)**
- **Student Reporting Systems**
- **Develop Protocols**
 - School officials should not consider the national “best practices” protocols as complete or sufficient. They are a place to begin, a platform, from which to examine the exceptions that apply to each individual school. Planning, training and contingency protocols should proceed from a variety of plausible scenarios.



Developing an Emergency Action Plan

Get input from:

- **Human resources department**
- **Training department**
- **Teachers and all Staff**
- **Local law enforcement and emergency responders**



Components of an Effective Plan

- **A preferred method for reporting different types of emergencies**
- **An evacuation policy and procedure**
- **Emergency escape procedures and route assignments**
- **Contact information for individuals to be contacted under the Emergency Action Plan**
- **Information concerning local area hospitals**
- **An emergency notification system to alert various parties of an emergency**



Meet Everyone's Needs

Ensure that plans assess and provide for functional needs:

- **Hearing or sight**
- **Mobility**
- **Limited or no English proficiency**
- **Age of students**
(ie: highschool vs pre K)



Conducting Training



- Teacher and Staff training should include:**
- **Reacting quickly and decisively**
 - **Calling 911**
 - **Reacting when law enforcement arrives**
 - **Adopting a survival mindset during a crisis**
 - **First Aid training**



Threat Assessment Team - TAT

Multidisciplinary team consisting of those already involved in the school on a regular basis

- **Responsible for:**
 - Assessing the threat once it reaches a predetermined threshold
 - Determining appropriate action
 - Developing an action plan if needed
- **Suggested Actions:**
 - Include School Administrator, counselor or mental health staff, SRO or Local LE
 - Ensure members are trained on how to assess these situations
 - Consider follow up actions for the students who made the threat



Student Reporting Systems

Students are key to School Safety

- In 93% of incidents of targeted school violence, the perpetrator planned the attack in advance
- In 81% of planned incidents, others knew about the attack ahead of time
- In 93% of incidents of targeted school violence, the student engaged in behavior prior to the attack that elicited concern
- Other students and peers are usually the first to know about an impending attack
- **Common reasons for not reporting**
 - Being fearful of negative repercussions for reporting the behavior
 - Not believing the threat was real
 - Not knowing who to advise
 - Thinking they had more time to decide how to react



FBI publication March 2017

Violence Prevention in Schools

Student Reporting Systems

Allows Students to confidentially or anonymously report suspicious or threatening behavior

- Anonymous reporting systems:
 - Pros: helps with fear of retribution, one of the main reasons students give for not reporting when they knew of a pending attack (FBI Study)
 - Cons: prohibits the ability to follow up with the student who reported the behavior
- Ensure that information on how and where to report is readily available to students
- Consider having multiple methods (e.g., phone, text, email, web forum)
- If not anonymous, reassure students that there will be no penalties for reporting in good faith, even if it turns out to be nothing



How To Follow Up

Important to:

- **Manage consequences**
- **Capture lessons learned**

Results:

- **Promotes well-being of those involved**
- **Facilitates preparedness for future emergencies**



Active Shooter Resources

FEMA and Homeland Security Resources

include:

- Active Shooter Booklet
- Active Shooter Pocket Guide
- Active Shooter Poster
- Information available on FEMA and Homeland Security website.
- Ready.gov



Course Summary

- Run, Hide, Fight.
- Call 911 when it is safe to do so!
- Always take note of the two nearest exits.
- Be aware of your environment and possible dangers.
- Survival Mindset
- Have a Plan
- Act



**BE PREPARED.
SURVIVE.**



QUESTIONS?

Sonoma County Sheriff's Office

2796 Ventura Ave

Santa Rosa Ca

707-565-2650

