

Comprehensive School Safety Plan

**2020-21
School Year**

School: Santa Rosa Middle School
CDS Code: 49709206060289
District: Santa Rosa City Schools
Address: 500 E St., Santa Rosa,
CA 95404-4373
Date of Adoption: 11/12/20
Date of Update: 8/20/2020
Date of Review:
- with Staff 8/20/2020
- with Law Enforcement N/A
- with Fire Authority N/A

Approved by:

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Santa Rosa Middle School Main Office of the Assistant Principal.

Safety Plan Vision

Vision:

Santa Rosa Middle School provides a safe and caring learning environment for all students and staff.

Mission:

All students and staff at Santa Rosa Middle School will work together to create a positive and supportive learning environment that celebrates diversity and promotes a respectful climate.

Goal:

Students and staff will focus on respect and safety throughout the school year through school wide and individual classroom efforts.

Components of the Comprehensive School Safety Plan (EC 32281)

Santa Rosa Middle School Safety Committee

The School Safety Committee is comprised of the Assistant Principal and key teachers who make up the safety team. The Advisory Committee is the School Site Council.

Assessment of School Safety

The School Safety Committee works with the School Resource officer (SRO) to evaluate the procedures and makes suggestions to improve our practices every year.

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

1. Positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal communication, skills, self-esteem, anger management and conflict resolution.

Activities:

- a. Multi-Cultural Fair
- b. Per Conflict Management Program
- c. Conflict Management Curriculum
- d. School-wide theme, "Safe Responsible and Respectful Community
- e. Communication skills stressing in English and Social Studies.
- f. Instruction for prevention of bullying and cyber-bullying
- g. Safe School Ambassador
- h. BEST Plus Training for teams of teachers
- i. Restorative Resources Training
- j. Restorative Specialists
- k. Family Engagement Facilitator
- l. Training and practice of Emergency Drills and Student Evacuation.

2. Disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and consequences for violations.

Activities:

- a. See attached student handbook
- b. Board Policies 5114-5114.7 provides due process and a set of actions designed to prevent and to deal with behavior problems of students.
- c. School level discipline guidelines are published in the Student Agenda Handbook. These guidelines are reviewed in every Homeroom and an administrator visits the classrooms in the first two weeks. This year the class reviewed the handbook the first day of school. There are also periodic reminders sent to teachers to review class and school rules especially after extended breaks.
- d. Response to Intervention reviewed with staff at the beginning of the year and at the end of the semester.
- e. Administrative team meets weekly to review interventions.

3. Curriculum that emphasizes prevention and alternatives to violence. This curriculum may include multi-cultural education, character/values education, media analysis skills, conflict resolution and service learning.

Activities:

- a. Multi-cultural emphasis in Social Studies classes.
- b. Multi-cultural Week and Fair
- c. Conflict Management curriculum .
- d. Restorative Resource Training of selected teachers and administrators.
- e. Restorative Resource Specialist

4. Parent involvement strategies to help ensure parental support and reinforcement of the school's rules and increase the number of adults on campus.

Activities:

- a. All parents receive school rules.
- b. All parents are encouraged to volunteer at school events, field trips, and activities.
- c. All parents are invited to attend classes.
- d. Active Parent Organization
- e. Parents are members of the School Site Council.

5. Prevention and intervention strategies related to the sale of use of drugs and alcohol. These prevention efforts shall reflect expectations for drug-free schools and support for recovering students.

Activities:

- a. Health class curriculum (Science and/or PE)
- b. Educational Assemblies on Peer Pressure and drugs.
- c. Review of Healthy Kids Survey with Science/PE Teachers
- d. 1.6 FTE school Counselors
- e. District Psychologist
- f. Santa Rosa Middle School follows the district's zero tolerance stance with respect to crimes involving drugs, violence or weapons.

As of February 2011, the Board of Education modified Board Policy (BP) 5145.12 (Search and Seizure) and adopted the accompanying Administrative Regulation (AR) for Grades k-12. This BP/AR outlines:

Individual Student Searches

Searches of Student Lockers/Desks

Use of Metal Detectors

Use of Drug-Detection Dogs

6. Collaborative relationships among the city; county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community-wide strategies for violence prevention and instruction.

Activities:

- a. Meetings involving, School Administrators, Police, Sheriff & Probation
- b. District provides legal counsel.

7. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures. Ground security measures may include procedures for closing of the campuses to outsiders, securing the campus perimeter, and protecting building against vandalism. In addition, methods for effective enforcement shall be considered, including the presence of law enforcement on campus.

Activities:

- a. Security cameras are in place in various sites around the school and are monitored daily.
- b. Santa Rosa Middle School is equipped with an electronic security system.
- c. 1.0 FTE Campus Supervisor.
- d. 1.0 FTE Student Advisor
- e. Two Site Administrators and numerous teachers assigned daily to yard duty and activity supervision.
- f. Santa Rosa Police Department officer on campus as part of Drug Suppression Grant.
- g. Board Policy 5114.15 allows us to maintain a closed campus.
- h. Graffiti is immediately removed and damages caused by student vandalism are repaired immediately.

8. District wide and school-site crisis intervention strategies, which may include the following:

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement.
- b. Assignment of staff members responsible for each identified task and procedure.
- c. Development of an evacuation plan based on an assessment of building s and grounds and opportunities for students and staff to practice the evacuation plan.
- d. Coordination of communication to schools, governing board members, parents/guardians, and the media.
- e. Development of district-wide method for the reporting of violent incidents.

f. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling.

Activities:

- a. Board Policy and Administrative Regulation 6114 describe Emergency Response and Civil Defense Plans.
- b. The school conducts regular monthly Emergency Drills and keeps a log of each drill.
- c. Santa Rosa Middle School is provided with emergency equipment and communication devices, and staff is trained in the use of equipment.
- d. See attached information titled, "Disaster Plan"

9. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the school's safety plan.

Activities:

- a. Office staff receives instruction on supervision, CPR training and evacuation and emergency.
- b. Santa Rosa Middle School maintains a safety plan and provides training to all staff in its implementation.
- c. School Safety Committee meets annually to update Emergency Plan and to review materials.

10. Procedures for complying with child abuse reporting requirements.

Activities:

- a. Board Policy 5144 provides direction to school employees for reporting child abuse. Staff is regularly briefed on the need to be watching for child abuse.
- b. The police/school handbook covers the issue of child abuse and appropriate steps in reporting.

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

All Teachers and Staff take the required online course and quiz provided by Santa Rosa City Schools before the first day of school.

How to complete a Child Abuse Report

When should you make a child abuse report?

1. When you know or suspect a child has been physically or sexually abused, physically neglected and /or emotionally maltreated.

Report immediately to a school counselor or school administrator. They will make the report using the steps listed below. Follow up with the counselor or administrator making sure they completed the report. If you prefer to make the report yourself, you should do so immediately using the following steps:

1. Call Child Protective Services at 565-4304 and report the incident. You will be advised to do one of the following:

- a. No written report is required
- b. Complete a written report
- c. Contact the police

2. Obtain the "SUSPECTED CHILD ABUSE REPORT" form from the counseling office. Complete the report within 36 hours and mail to Child Protective Services at 2300 Professional Drive, Santa Rosa, CA 95403 or online at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf or FAX Number: 707-565-4324

3. Document for your records the following:

1. The time and date of your call.
2. The organization you made your report to (i.e. SRPD or CPS)
3. The name of the person with whom you spoke.
4. The instructions given by that person.

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

Disaster Plan (See Appendix C-F)

Emergency Response Plan
2020-2021

- Evacuate students to assigned area.
- Take roll. Green for all present, Red if students who were present at school but are missing on the field. Write names on list.
- Hand list of missing students to attendance captain.
- Stay with students until notified.
- Incident Command Team meets and decides further action.

1st Action – 1st Responsibilities

First Team Meets:

Team Leaders from the following meet with Incident Command for instructions.

Incident Command

Diaz*, LaPrath+, Crow, Doucette, Buschman, Hagos, MacDevitt

First Aid

*Crow, +Health Tech, Nurse

Search and Rescue:

Area 1 Paine, Kiech

Area 2 Gonzalez, Maytorena

Area 3 Peterson, Ramos

Facility/Hazard

*Hagos, Andrews

Record Keeping:

*Doucette

Student Supervision:

*LaPrath, +Rockwell, Blessing, Budlong, DamKoehler, Decker, Dunbar, Franey, Joy, Katz, Leal, Lilligren, Maiste, Schoffstall, Stallard, Thomas, Teacher SPED

If necessary, Incident Command Team will announce shift to 2nd Action.

2nd Action – 2nd Responsibilities

- Facility-Hazard team in conjunction with Search and Rescue begins securing site.
- Search and Rescue will be dispersed by Incident Command.
- Student Supervision will need to organize appropriate activities to keep students calm.
- First Aid team will unload trailer and set up material for first aid needs.
- Shelter care and student care/food will meet with Student Supervision Team Leader to determine shelter, sanitation and nutrition plans.
- Crisis team assembles.
- Student Release Team will assemble and will prepare for parents and adults.

Student Release Team:
+Fogg, Sanchez, Vasquez

Crisis Team
* McCamish, Cruz, Seely-Clark

Shelter Care/ Food Team
* LaPrath, +Rockwell, Boutahar

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

GROUND FORS SUSPENSION AND/OR EXPULSION

Subject to the limitations contained in Board Policy 5114.1 and Section 3b, a student shall not be suspended or recommended for expulsion unless the Superintendent or the principal of the school in which the student is enrolled determines that the student has committed one of the following violations:

EDUCATIONAL CODES

Any student who violates any section of Education Code 48900 and is suspended from school is removed from all participation in athletics/activities and all related practices for a period of 20 school days.

48900 (a) (1) Caused, attempted to cause or threatened to cause physical injury to another person;

48900 (a) (2) Willfully used force upon the person of another, except in self defense.

48900 (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the principal's designee.

48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, listed in Chapter 2 (commencing with Section 11056 of Division 10 of the Health and Safety Code), an alcoholic beverage, or an intoxicant of any kind.

48900 (d) Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11056 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.

48900 (e) Committed or attempted to commit robbery or extortion.

48900 (f) Caused or attempted to cause damage to school property or private property.

48900 (g) Stole or attempted to steal school property or private property.

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.

48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.

48900 (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

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.

48900 (l) Knowingly received stolen school property or private property.

48900(m) Possession of an imitation firearm.

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.

48900(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.

48900 (r) Engaged in an act of bullying including, but not limited, to bullying committed by means of an electronic act . . . directed specifically towards pupil or school personnel.

48901.5 Possessed or used any electronic signaling device, including, but not limited to paging and signaling equipment, while on campus, while attending any school sponsored activity, or while under the supervision and control of any district employee, without the prior consent of the principal or the principal's designee.

48900.2 Committed sexual harassment as defined in Section 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or persuasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This Section shall not apply to students in Kindergarten and grades 1-3, inclusive.

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code Section 33032.5. This sub-section applies to pupils enrolled in any of grades 4 to 12, inclusive. (Education Code Section 48900.3)

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. This sub-section applies to pupils enrolled in any of grades 4 to 12, inclusive. (Education Code Section 48900.4)

MANDATORY EXPULSION AND HEARING OFFENSES EDUCATION CODES

48915 (a) The principal or the Superintendent of school shall recommend a pupil's expulsion for any of the following acts, unless the principal or superintendent finds, and so reports in writing to the governing board, that expulsion is inappropriate, due to the particular circumstance which shall be set out in the report of the incident:

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.
3. Unlawful sale of any controlled substance listed in Chapter 2: (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not less than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion

48915 (b) The principal, Superintendent or designee shall immediately suspend and recommend that the Board expel any student found in possession of a firearm, brandishing a knife at another person or selling drugs at school or at school activities off school grounds.

No pupil shall be suspended or expelled for any of the acts enumerated unless such act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which 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.

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

Illuminate flags students, Teachers know they can see AP Secretary for further information if needed.

1. Prior Discipline History

- a. The registration form for students now includes a request from the parent/guardian to inform the school concerning the enrolling student's prior discipline record in English and Spanish.
- b. When the cumulative file arrives at our school the counseling secretary makes copies of any discipline records for the administrator's discipline file.

2. Current Discipline Records

- a. Any on campus or off campus suspensions are recored in the student system in the discipline and attendance section. Teachers can access this information anytime through their computer. Also, teachers are notified privately when a student of theirs is suspended.

3. Procedure for Notifying Teachers

- a. Teachers are notified by memo and at the first staff meeting that a file containing student discipline information is available in the attendance office.
- b. All teachers are requested to verify in writing that they know that the file exists.
- c. Teachers new to the school are also asked to verify in writing that they have been notified of the existence of the discipline file.
- d. Teachers are advised to review the discipline file for current updates and to check on the discipline records of any student newly enrolled in their classes.

4. Summary

a. Incoming student discipline records and current discipline information are recorded in the student system on a regular basis. Teachers are notified by memo of the current discipline system. A hard copy of this year's suspensions is kept in a binder and is available for inspection at any time. The procedures for notifying teachers regarding dangerous students are contained in Administrative Regulation 5114.93. Teachers are notified of this information in a timely fashion.

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

SEXUAL HARASSMENT (STUDENTS)

POLICY

It is the policy of the Santa Rosa City Schools to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal law.

It is both unlawful and a violation of this policy for anyone who is authorized to recommend or take personnel or educational action affecting an employee or student, or who is otherwise authorized to transact business or perform other acts or services on behalf of the Santa Rosa City School District, to engage in sexual harassment as defined below.

Work Environment: Within the work environment, sexual harassment is unlawful and is prohibited between supervisors and employees, between employees and between non-employees and employees.

Educational Environment: Within the educational environment, sexual harassment is unlawful and is prohibited between students and between employees and students.

DEFINITION OF SEXUAL HARASSMENT

General Definition

Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature:

- Is made either explicitly or implicitly as a term or condition of an individual's educational status or employment;
- Is used as a basis for educational or employment decisions affecting such individual; or
- Has the purpose or effect of unreasonably interfering with an individual's education or work performance or creating an intimidating, hostile, or offensive educational or working environment.

Specific Examples

For the purpose of further clarification, sexual harassment includes, but is not limited to

a. Making unsolicited written, verbal physical and/or visual contact with sexual overtones. Written examples include but are not limited to: suggestive or obscene letters, notes, or invitations. Verbal examples include but are not limited to: derogatory comments, slurs, innuendoes, jokes, or epithets. Physical examples include but are not limited to: assault, touching, impeding, or blocking movement. Visual examples include but are not limited to: leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.

b. Continuing to express sexual interest after being informed that the interest is unwelcome. Reciprocal attraction is not considered sexual harassment in the case of employees but is inappropriate between employees and students.

c. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response. For example, within the work environment either implying or actually withholding support for an appointment, promotion, or change of assignment, suggesting a poor performance report will be prepared, or suggesting probation will be failed. For examples, within the educational environment either implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship or college recommendation will be denied.

d. Within the work environment, engaging in implicit or explicit coercive sexual behavior which is used to control, influence, or affect the career, salary, and/or work environment of another employee. Within the educational environment, engaging in implicit or explicit coercive sexual behavior that is used to control, influence, or affect the education opportunities, grades, and/or learning environment of a student.

e. Offering favors for employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, or the like in exchange for sexual favors.

Confidentiality: Reasonable efforts will be made to keep a complaint and the results of the investigation confidential. Witnesses shall be informed of the confidential nature of the matter and the investigation and shall be informed that it would be a violation of this policy to disclose the complaint or the nature of the investigation to others.

Retaliation Prohibited: The initiation of a complaint of sexual harassment will not reflect on the complainant or witnesses in any way. It will not affect such person's future relationship with the District, his or her employment, compensation or work assignments, or, in the case of students, grades, class section, or other matters pertaining to his or her status as a student in any District program. It is unlawful and a violation of this policy to engage in such retaliation.

Disciplinary Action:

- Employees who act in violation of this policy and/or the law may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws, and/or collective bargaining agreements.
- Students who act in violation of this policy and/or the law may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with District policy and state law.

Complaint Procedures:

Informal Resolution: Employees, students, or other individuals who feel aggrieved because of conduct that may constitute sexual harassment are encouraged, but not required, directly to inform the person engaging in such conduct that such conduct is offensive and must stop. An aggrieved individual is not required to complain first to his or her supervisor (in the case of an employee) or his or her instructor (in the case of a student), if that supervisor or instructor is the individual who is harassing the employee or student.

The District's Title IX Officer will serve as a facilitator and source of information, as well as assist in resolving matters informally when requested to do so, or, if anyone would like a referral to an outside agency, such as EEOC or DFEH (as to employment) or OCR (as to students or employees), please contact:

Santa Rosa City School District, Santa Rosa, CA 95401, (707) 528-5284

Formal Complaints:

- Complaints brought by employees and other individuals: If an aggrieved employee or other individual has tried but is unable to communicate directly with the person whose conduct is offensive or if direct communication has been unavailing, the aggrieved employee or other individual may file a complaint with the Deputy Superintendent, Human Services. The attached complaint form may be used. If the form is not used, the information requested on the form should be provided.
- Complaints brought by students: If an aggrieved student has tried but is unable to communicate directly with the person whose conduct is offensive or if direct communication has been unavailing, the aggrieved student may file a complaint with the Deputy Superintendent, Human Services, if it is against another student, or may file a complaint with the Deputy Superintendent, Human Services, if it is against an adult.

- Responsibilities of Employees: Employees serving in supervisory or managerial positions that receive complaints or observe harassing conduct by or of employees, students, or others shall immediately inform the Deputy Superintendent, Human Services.

Administrative Review and Procedures

a. Complaints - General Provisions

1. Filing: While complaints should be in writing any complaint received, whether in writing or note, shall be investigated. Complaints shall be filed with:

The Deputy Supt. & Title IX Officer, Santa Rosa City School Districts,

211 Ridgeway Avenue, Santa Rosa, CA 95401, (707) 528-5352

2. Review and Disclosure of Complaint: The Deputy Superintendent, Human Services, or designee, shall review the complaint, and, as soon as reasonably possible after receipt of the complaint, the student, employee, or other person who is accused of sexual harassment should be informed of the contents of the complaint.

3. Time Limits: A complaint shall be filed as soon as reasonably possible after the conduct in question has arisen.

4. Investigation: All complaints shall be promptly and thoroughly investigated in a confidential manner. The investigation, including written report, shall be completed within thirty (30) calendar days.

b. Complaints Against Employees: Upon completion of the investigation of a complaint filed against an employee, the Deputy Superintendent, Human Services shall determine whether harassments has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or the initiation of disciplinary procedures against the employee.

c. Complaints Against Other Individuals: Upon completion of the investigation of a complaint filed against an individual who is neither a student nor an employee, the Deputy Superintendent, Human Services shall determine whether harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or such penalties or sanctions against other individuals or parties as may be available to the District given the nature of the contractual or business relationship that may exist with such parties or individuals. Such individuals include visitors to the District and those who have business relations with the District.

4. Complaints Against Students: Upon completion of the investigation of a complaint filed against a student, the Deputy Superintendent, Human Services shall determine whether the harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or the initiation of disciplinary procedures against the student.

5. Appeal and Disciplinary Procedures: All decisions made under this procedure may be appealed by the aggrieved person to the Superintendent and, thereafter, to the Governing Board. Established statutory and District procedures, under which the District has the burden of proof, shall be used in the event the administrative review results in a decision that disciplinary action is necessary. Since established personnel disciplinary procedures provide the Board level review or decision making, the Board of Education will take no action on any complaint until it has been acted upon in accordance with this policy. In this way, employees shall be assured of their due process rights.

6. Purpose of Policy: This policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies.

7. Special Assistance: It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. For assistance in these matters, an aggrieved person may contact the Deputy Superintendent.

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

Dress Code is noted in the Student Agenda and Teachers go over the Student Agenda's with students.

Santa Rosa Middle School
Dress Code 2020-2021

Shoes must be affixed/fastened to the feet. Shoes must be appropriate for PE and play.

Undergarments/underwear must be covered. Shirts must include some kind of shoulder strap

Clothing must not be see through and must cover chest, torso and undergarments to mid thigh.

Articles of clothing which display profanity, hate speech, gang related symbols and numbers, pornography, images or language that creates a hostile or intimidating environment are not permitted. No blankets of any kind.

Articles of clothing with images or language depicting drugs or alcohol (or any illegal item or activity) are not permitted.

Hats, hoodies and sunglasses only allowed outside buildings and hallways.

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

The Santa Rosa School district in conjunction with West County Transportation Service provides bus transportation for Special Education Students and a group of student who live in the Mark West and Fountaingrove attendance areas. The remaining students and their families are responsible to provide transportation to and from school.

Crossing Guards are provided by the city of Santa Rosa and are stationed at the E Street and Cherry entrance to the school and 5th Street and Hope Street entrance. The school and the Santa Rosa Police Department work closely together in partnership to provide not only a safe environment while students are attending school, but also when they are coming home to and from school.

Students and parents are regularly apprised through daily bulletin announcements and parent newsletters in English and Spanish of the safest ways for student to ingress and egress our school.

A campus supervisor, Student Advisor and both administrators are regularly posted at the perimeters of the school to ensure safety.

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

The school-wide Theme of Respect and Responsibility will be integrated into daily lessons and Activities.

Element:

1. begin training in Restorative Justice and share information with staff
2. include safety procedures in student agendas

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
School wide discipline referrals will be reduced in number as well as in severity of infractions.	AP trains teachers to use the online referral documentation. BEST Plus team	Illuminate Ed online referral documentation by teachers.	Allegra Buschman	Completed by Admin and BEST Plus Team comprised of teachers, counselors and Restorative Specialist.
Evidence of an emphasis on Respect and Responsibility will be visible on campus and in student/student and student teacher interactions	1. School-wide theme of Respect and Responsibility 2. Daily bulletin announcements will build on school-wide theme. 3. Administrators will make classroom presentations emphasizing safety and respect. 4. Campus resource officer will be included. A site safety committee has been established. 5. Staff, parent, student meetings will address safety issues and the components of a positive school climate.	Daily Words of Wisdom BEST Plus Team	Allegra Buschman	Completed by Admin and BEST Plus Team comprised of teachers, counselors and Restorative Specialist.

Component:

Students and Staff will review and practice all safety procedures

Element:

Include safety procedures in student agendas and run a full Earthquake simulation drill in October

Opportunity for Improvement:

This year the School Resource Officer was available to observe Earthquake simulation and give feedback on the implementation of our emergency procedures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Safety drills will be conducted throughout the school year	Monthly emergency drills to take place.	Safety plan procedures for all staff and teachers	Allegra Buschman	Admin and Safety Team

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)**Santa Rosa Middle School Student Conduct Code****DISCIPLINE****PHILOSOPHY**

While discipline does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness and respect for others. Santa Rosa Middle School believes most students come to school with this understanding. However, the school will continue to monitor and teach positive behavior expectations. The foundation of all effective discipline efforts lies in teaching all students the rules and expectations, modeling as adults, monitoring and reinforcing expected social behaviors. An important part of this is helping students understand how their actions affect others, how to take responsibility for their actions and how to restore a school community in a positive manner.

All students can behave at school. All students are responsible for behaving in a manner that allows teachers to teach and students to learn. Students are under the school's authority and protection as they travel to and from school. Students should report any incidents of harassment or violation of school rules to teachers, counselors, administrators, or parents. Students are also expected to report any situation on campus that could pose a threat to the safety of others.

Conduct Code Procedures**DETENTIONS**

Detentions are assigned to students who show lack of respect for others, lack of self-discipline or frequently show disregard for school policies and school regulations. A school administrator, individual teacher, or staff member may assign detentions if a student's behavior in class is inappropriate. If assigned detentions, students should remember the following:

1. Report promptly on the date and time of the detention.
2. Come prepared to work--bring a pencil, paper and books.
3. NO TALKING.
4. Sit in assigned seat.
5. Leave the building promptly when dismissed.

Failure to serve detentions as assigned may result in assignment to Monday School, or other disciplinary action including suspension from school. Reasonable efforts will be made to contact parents regarding detentions. However, students are told of the detention when they are assigned and are expected to share this information with their parent.

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

Education Code Sections 32051 and 32050 as well as Board Policy 6145.5(a), paragraph D, strictly forbid hazing of any form which may cause physical or mental harm to another person. Hazing includes any method of initiation or pre-initiation into a student organization or athletic team or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause bodily danger, physical harm, or personal degradation, or disgrace resulting in physical or mental harm, to any student or other person. Violations of this policy are severely punished by the school and are reported to the police, which may result in a heavy fine.

(K) Procedures for Preventing Acts of Cyber-bullying**BULLYING & CYBER-BULLYING**

The School Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. The district will provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior, risks, and strategies to prevent and respond to bullying and cyber-bullying.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyber-bullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of its impact.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the principal, counselor or other staff members so that the matter may be investigated.

Any student who engages in cyber-bullying on school premises or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Safety Plan Review, Evaluation and Amendment Procedures

When the safety plan is updated it is evaluated by Admin and brought to Site Council for approval

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

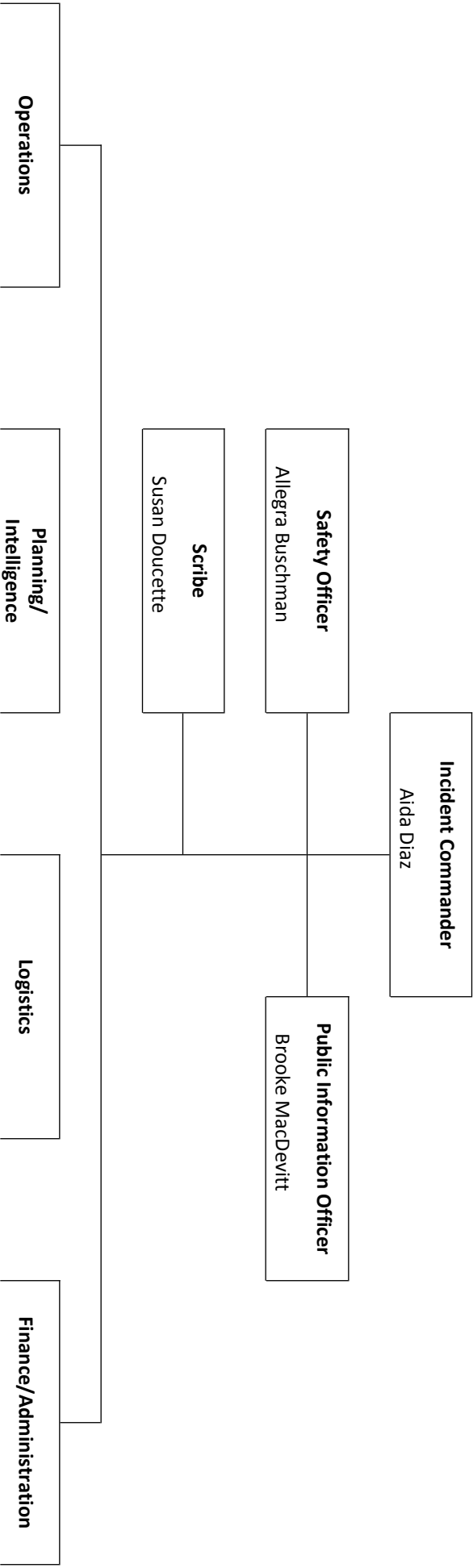
Type	Vendor	Number	Comments
American National Red Cross	American Red Cross Sonoma County Chapter	577-7600	
Law Enforcement/Fire/Paramedic	Sonoma County Sheriff's Department	(707) 565-4400	
Law Enforcement/Fire/Paramedic	Highway Patrol Info Line	(707) 588-1400	
Public Utilities	Pacific Gas & Electric Company	1(800) 743-5002	
School District	Redwood Empire Schools' Insurance Group	(707) 836-0779	
Law Enforcement/Fire/Paramedic	Local Fire Department Info Line	(707) 528-5151	
City Services	Animal Regulation Sonoma County	(707) 565-7100	
School District	School and College Legal Services	(707) 524-2690	
Emergency Services	Sonoma County Department of Emergency Services	(707) 565-1152	
School District	Sonoma County Office of Education	(707) 524-2600	

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)
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Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Update of Safety Plan	8/20/2020	Emergency Response Plan 2020-2021 Located in every teacher and staff emergency binders. · Evacuate students to assigned area. · Take roll. Green for all present, Red if students who were present at school but are missing on the field. Write names on list. · Hand list of missing students to attendance captain. · Stay with students until notified. · Incident Command Team meets and decides further action. 1st Action – 1st Responsibilities First Team Meets: Team Leaders from the following meet with Incident Command for instructions. Incident Command Diaz*, LaPrath+, Crow, Doucette, Buschman, Hagos, MacDevitt First Aid *Crow, +Health Tech, Nurse Search and Rescue: Area 1 Paine, Kiech Area 2 Gonzalez, Maytorena Area 3 Peterson, Ramos Facility/Hazard *Hagos, Andrews Record Keeping: *Doucette Student Supervision: *Rockwell +Lilligren, Blessing, DamKoehler, Decker, Dunbar, Franey, Joy, Katz, Leal, Maiste, Ramos, Schoffstall, Stallard, Thomas, Teacher SPED If necessary, Incident Command Team will announce shift to 2nd Action. 2nd Action – 2nd Responsibilities · Facility-Hazard team in conjunction with Search and Rescue begins securing site. · Search and Rescue will be dispersed by Incident Command.
Comprehensive School Safety Plan	23 of 46	12/9/20 · Student Supervision will be dispersed by Incident Command.

Santa Rosa Middle School Incident Command System



SECTION CHIEF: Debra LaPrath 1: ASSEMBLY AND SHELTER TEAM, STUDENT SUPERVISION TEAM: TEAM: 1. Leona Rockwell 2. 3. All other Teachers COMMUNICATIONS TEAM: 1. Jolene Lyons 2. Susan Doucette CRISIS INTERVENTION TEAM: 1. Dave McCanish 2. Esmeralda Cruz 3. Briana Seely-Clark 4 FIRST AID TEAM: 1. Jackie Crow 2. Health Tech 3. Nurse LIGHT SEARCH & RESCUE TEAM: 1. K. Kiech - S. Paine 2. J. Gonzalez - C. Maytorena 3. G. Peterson - D. Ramos MAINTENANCE/FIRE/SITE SECURITY TEAM: 1. Mengsteab Hagos 2. Jason Andrews		SECTION CHIEF: Aida Diaz 1. Allegra Buschman 2. Angel Sanchez SITUATION STATUS TEAM: 1. Jackie Crow 2. Debra LaPrath 3. DOCUMENTATION TEAM: 1. Susan Doucette 2.		SECTION CHIEF: Mengsteab Hagos 1. SUPPLIES & STAFFING 1. Kaltoum Boutahar TRANSPORTATION: 1. Aida Diaz		SECTION CHIEF: Susan Doucette RECORD KEEPING: 1. Susan Doucette 2. Mercedes Vasquez
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First Aid & Search Teacher A 1. Jackie Crow 2. Health Tech 3. Nurse	
Student Release & Accountability TeacherB 1. Angel Sanchez 2. Sally Fogg 3. Veronica Cordero 4 Mercedes Vasquez	

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

Fire, Earthquake, Lockdown

Step Two: Identify the Level of Emergency

all staff have the capabilities to call any emergency via their classroom phones using the codes provided

Step Three: Determine the Immediate Response Action

Start with Action 1 that is provided for all teachers

Step Four: Communicate the Appropriate Response Action

Principal or designee will call Action 1-4 to be implemented based on level of need

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 Brook Hill School becomes unsafe, move students to a closest suitable alternate shelter.

Location: French American Charter School - 1350 Sonoma. Procedure for movement to shelter:

Walkthrough Doyle Park.

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

Earthquake Procedure

1. Warning - usually none; tremors and shaking of the earth are the signals of an earthquake; action may also be ordered by principal or designee by PA or other means

2. Actions

a. Teachers or students to DROP to the floor using desks and chairs to protect themselves from falling objects and flying glass. Because building walls tend to fall outward, protection of inner walls, hallways and doorways may be sought.

Inside drop procedures

- if inside the school building, the student should: drop to knees with back to the window, knees together
- use available desks and tables for protection
- fold arms on the floor close to the knees
- bury face in arms and close eyes tightly
- stay there until teacher gives other orders

b. after earthquake tremors subside, principal may order evacuation of building with evacuation bell. If evacuation occurs, teachers should insure that all personal belonging are carried out and that h/she carry out the roll book and keys

c. Report to assigned assembly area - adjacent to Brookwood Ave. Students are to walk quietly and remain there until they are released by the principal or designee.

d. Upon arrival to the assembly area, teachers take roll, report missing student and request first aid for those in need.

e. Return to classrooms when the "All clear" over the intercom is sounded or upon direction by the principal or designee.

Outside Drop Procedure

a. Persons outdoors or in the hallways should move away from any glass areas if possible and follow DROP procedures. When tremors subside they should report immediately to the assigned assembly area.

b. If outside the school building, the student should:

- crouch or lie down behind building, yard bench, curb or gutter, if such protection is within a step or two.
- stay in selected position until other order is given by the teacher in charge.
- Report to assigned assembly area - adjacent to Brookwood Ave.

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 Santa Rosa Middle School becomes unsafe, move students to a closest suitable alternate shelter.

Location: YMCA

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

Fire

1. Warning - the smoke and flames themselves indicate fire.
2. Action - evacuation signal; action may be ordered by principal or designee via PA or other means, including emergency evacuation bell. Same evacuation procedures as "earthquake" procedure. In addition, teachers should also ensure that windows and doors are closed behind them.

If a fire occurs in a classroom or work area, the supervision staff member should evacuate everyone from the area, send a runner to notify the administration and pull the fire alarm.

3. Fire alarm instructions for Drill
 - a. Administration signals to start the drill Alarm is turned on in the main office by Head Custodian.
 - b. Alarm goes off for about a minute
 - c. Everyone vacates the premises
 - d. Head custodian is instructed to push the "Alarm Silence Button"
 - e. Administration blows the whistle to signal that the fire drill is complete and teachers and students can head back to class.
 - f. If necessary, Administration reviews drill with school using the PA

Note: Call fire Department at 5285151 to let them know we are having a drill.

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
● 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.)	● 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
● Request they STAY HOME if they are known to be a	● Request they STAY HOME if they are known to be a

close contact. ● 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.)	close contact. ● 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 ● 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.	Action: Staff ● 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
● Request they STAY HOME if they are experiencing symptoms of COVID-19. ● Family will notify school attendance to report absence.	● 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
● Negative test does not shorten quarantine. (See #2.) ● Family will notify school attendance to report absence.	● 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)

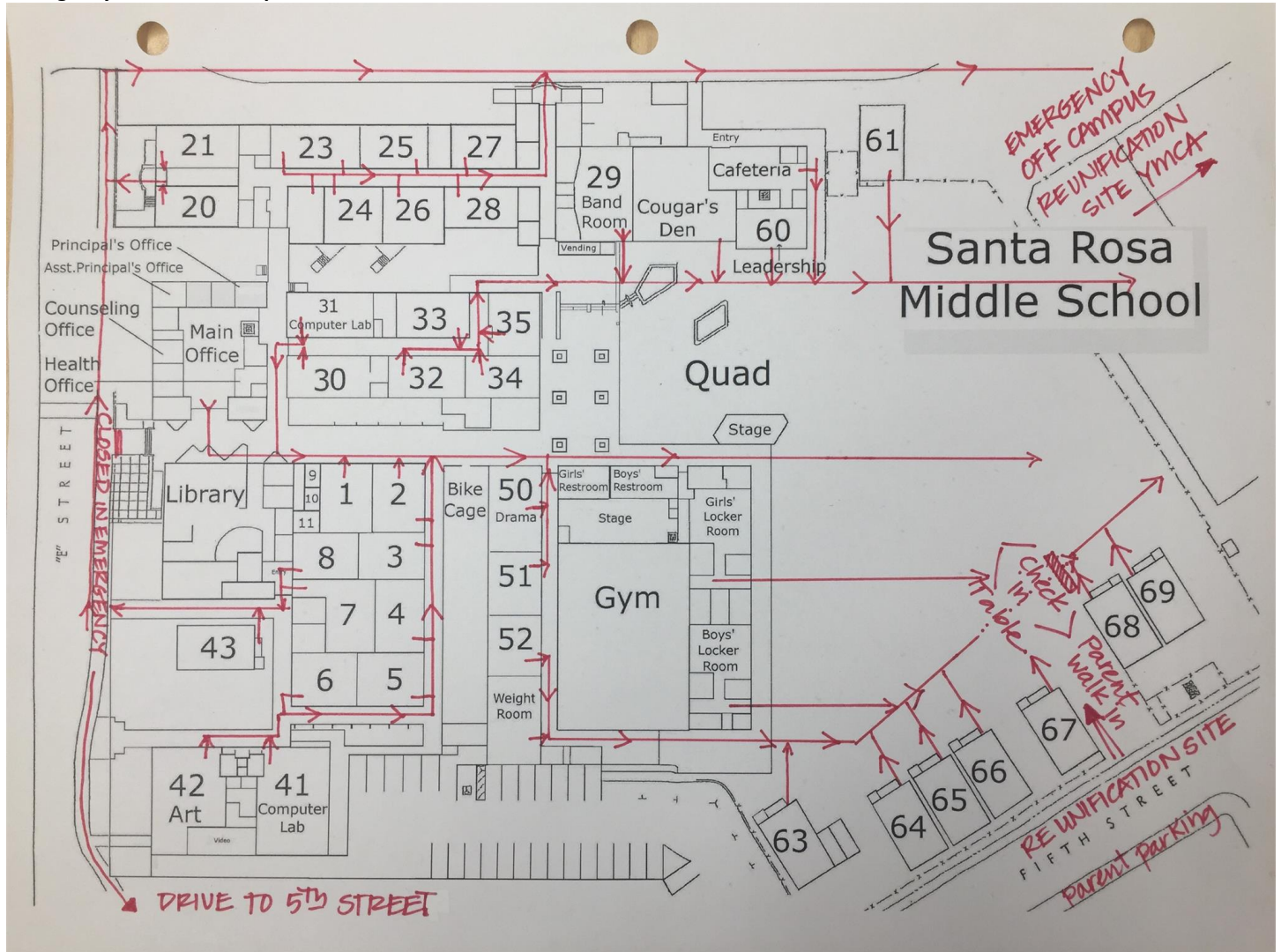
(cf. 5145.2 - Freedom of Speech/Expression)

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