

Comprehensive School Safety Plan

2024-2025 School Year

School: Maria Carrillo High School
CDS Code: 49709204930244
District: Santa Rosa High
Address: 6975 Montecito Ave
 Santa Rosa, CA 95409
Date of Adoption: 2024-2025
Date of Update: May 30, 2024
Date of Review:
 - with Staff April 8, 2024
 - with Law Enforcement
 - with Fire Authority

Approved by:




Name	Title	Signature	Date
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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 6975 Montecito Blvd., Santa Rosa, CA 95409.

Safety Plan Vision

Maria Carrillo High School is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. This Safety Plan represents our efforts towards promoting sensitivity and respect for all individuals regardless of cultural and ethnic background, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, and a sense of community on the school campus. Maria Carrillo also recognizes the importance of protecting district property, facilities, and equipment from damage by utilizing proactive security procedures, establishing emergency response plans, and timely maintenance and cleaning.

This vision is aligned with the California Constitution, Article I, Section 28(c): Right to Safe Schools, stating "All students and staff of primary, elementary, junior high, and high schools have the inalienable right to attend campuses which are safe, secure, and peaceful."

Components of the Comprehensive School Safety Plan (EC 32281)

Maria Carrillo High School Safety Committee

Maria Carrillo High School Safety Committee

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

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

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

This safety plan is a comprehensive plan incorporating multiple aspects of school safety from facilities, to student conduct and expectations, to crisis prevention and response. It is an overview of what the school has in place for addressing safety needs. Not all emergencies can be defined prior to their occurrence and more specific steps and responses can be implemented that are not stated here when undetermined needs arise.

In the spring of 2024 all 9th grade students received QPR, suicide prevention awareness training, provided by the Sonoma County Office of Education in PE classes. QPR training will be offered to all incoming 9th grade classes at MCHS. MCHS School counselors and mental health providers attended a training through the Sonoma County Office of Education with Dr. Stephen Brock: Best Practices in School-Based Suicide Prevention as a biannual training on September 8, 2023 and April 4, 2024.

Assessment of School Safety

The 2024 Annual Youth Truth Data Results indicate a need for MCHS to develop a clearly defined discipline plan for addressing behavior for the 2024-2025 school years. Stakeholder responses to the question "Is Discipline at this School Fair" the parent and student response showed 34% to 50% agreed Discipline is fair. Staff response showed 36%. MCHS will work toward increasing the number of students, families, and staff who agree that the discipline expectations are clear.

57% of staff feel safe on campus which is down from 66% the prior year. 52% of families responded that their child is safe at MCHS. 12% find not feeling safe at school as an obstacle to learning.

The administration and supervision staff at Maria Carrillo High School continues to update and revise a defined discipline plan for addressing behavioral issues on campus.

Through restorative conferencing and mediation, the administrators strive to help students understand the impact of their behavior and provide opportunities to repair the harm done to others or the campus. As MCHS prepares for the 2024-2025 school year, administration and all school staff will continue to work diligently at building relationships within our entire school community, with a specific focus on creating positive student-to-student and student-to-staff relationships.

We believe that through this work, we will see fewer behavior incidents overall, particularly in classroom disruptions. Recognizing that it is essential that all staff and stakeholders be informed of the most recent and relevant safety information, MCHS staff works collaboratively to ensure all language, protocols, and systems are currently in the MCHS Student Handbook.

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

A. Child Abuse Reporting Procedures

- B. Disaster Procedures
- C. Suspension and/or Expulsion Procedures
- D. Procedures to Notify Teachers of Dangerous Pupils
- E. Harassment Policy
- F. Rules and Procedures for School Discipline
- G. Puma Peers Welcome Event
- H. Expansion of Student Leadership Program
- I. Expansion of Student Clubs
- J. Tactical Responses
- K. Procedures for Preventing Acts of Cyber-Bullying
- L. Behavioral Threat Assessment Protocol

Promoting School Safety

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

Support Staff at the Schools:

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

Support Staff at the District Level:

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

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

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

District Behavior Threat Assessment Team

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

stakeholders. It can also help schools mitigate threats from a variety of individuals, including students, employees, parents or themselves. The team is available to meet on an as needed basis.

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

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

Suicide Prevention with Risk Assessment Team and Staff

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

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

Annual Safety Notifications

Firearm storage SB 906

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

SB10 - Melanie's Law

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

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

All school personnel are made aware through district training, staff meetings and written notification of their obligation to report child abuse. Board Policy/Regulation 5141.4 states that the Board of Education recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and react appropriately and promptly.

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with the law.

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

Disaster Plan (See Appendix C-F)

1. Through Board Policy 3516, the Santa Rosa City Board of Education recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators. In accordance with Board Regulation 3516, the Superintendent or designee shall ensure that district and school site plans to address, at a minimum, the following types of emergencies and disasters: Fire, Earthquake or other natural disaster, bomb threats, and campus intruder. Maria Carrillo High School engages in all of these drills at least once a year.

2. During the 2016-2017 school year, Maria Carrillo staff received Standardized Emergency Management System (SEMS) training. This training is reviewed annually, along with annual Safe Work Practices training. A Crisis Response Plan is in place in keeping with the SEMS model. Schools develop their crisis plans in accordance with Board Policy. The safety committee has been working over the course of the '23-'24 school year to update MCHS's emergency equipment, communication devices and supplies that were all once stored in a storage container located in the outfield of the varsity baseball field. Past supplies had been stolen and damaged from vandalism and a leaking storage container. Currently supplies need to be replenished and supplies that are available are mainly located in the I building resource room closets, all labeled. The use and color of vests to identify key members of the crisis response team have been standardized throughout the district.

In times of emergency, California law (Government Code section 3100) requires that all public employees make themselves available to serve as disaster service workers in the capacities assigned to them by their supervisors. As such, all district employees must be prepared to remain at work to assist with the emergency needs of our students.

For information and resources on family disaster preparedness, please visit srcity.org/ReadySR.

Public Agency Use of School Buildings for Emergency Shelters

There is no current plan for the use of school buildings as emergency shelters. Should a request be made Maria Carrillo can make spaces available in collaboration with District Administration.

Emergency Facility Use & Procedures

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

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

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

2. Students who are expelled are enrolled in alternative education settings Community Schools, operated by the Sonoma County Office of Education. Students who are expelled but have the expulsion suspended are enrolled in a regular or alternative program in the Santa Rosa City Schools. Community Schools provide a different kind of learning environment for students who are experiencing difficulties in a traditional school setting or who are exhibiting negative behavior patterns in school or the community. Students may range in age from 12 to 18 years old and a multiple-grade, multiple-subject curriculum is taught. There are two Community Schools in Sonoma County: Amarosa Academy in Santa Rosa and Headwaters Academy in Petaluma. Many of the students enrolled in these schools have been expelled from their district school, identified as habitually truant, or placed on probation by the juvenile court. The emphasis of the program is to re-establish the educational direction of students by providing a learning environment that meets their needs. Counseling and other support services are provided by public and community agencies.

3. Students who are on a suspended expulsion, or who are at Maria Carrillo High School from an Administrative Review and Placement Committee referral meet with the Administration upon their arrival, as well as on a regular basis.

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

1. All teachers can access suspension information through the student information system, or through requests made to administrators. Teachers are notified of students who have been convicted of violent crimes directed toward school personnel through written communication about the incident or by requesting teachers to contact an assistant principal for "more information" about a student.

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

1. Santa Rosa City Schools Board Policy 5145.7 contains the district policies on sexual harassment. The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. These policies are designed to prevent sexual harassment, to provide due process, and to immediately respond to any complaints that are made.
2. At Maria Carrillo High School a clear message that students do not have to endure sexual harassment is communicated through our student handbook, curriculum and discussions within all Advocacy classes. Students are encouraged to report observed instances of sexual harassment, even where the victim of the harassment has not complained. Students are educated to recognize harassment, to take it seriously, and to know how to respond to and report it.
3. Policies and the school’s response to sexual harassment are detailed in the Student Handbook – Available online through the MCHS Website. Students review this material with their Advocate teachers to familiarize them with it. Classroom visits or messages from Administrators reinforce these important lessons.
4. Further communication and support is provided through an advocacy class, which provides a venue for teaching about harassment as well as a safe place where students may talk privately to a staff member about concerns they have in this area. MCHS also supports a peer education program that sponsors activities which promote a safe, violence and harassment free campus, and the Parent Annual Notice includes policies regarding harassment and outlines procedures for reporting.

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

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

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

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

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

Refer to district Policy and Administrative Regulation 5145.7

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

1. Board Policy 5132 and Administrative Regulation 5132 specifically address “gang-related” apparel and behavior. The Board of Education believes that appropriate student dress contributes to a productive learning environment and that students’ clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. This policy is reviewed each fall with all students and with new students upon enrollment. Students who violate this policy are counseled (with parent notification) for a first violation, counseled (with parent notification) and informed of possible suspension on the second violation, and may be suspended for further infractions.
2. When necessary, adjustments are made to these policies. When “gang” related clothing or markings are newly identified, dress code standards are modified to ensure a safe and orderly environment for Maria Carrillo High School students. When necessary, this information is updated in the MCHS Handbook and updated to parents and students as needed via the Puma Purr.

3. School dress information can be found in the student handbook. Maria Carrillo High School does not permit attire that is unsafe, unhealthy, disrespects others, is gang-related, promotes sex, drugs, alcohol, tobacco, violence, profanity, or discriminates against any person or group.

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

1. Maria Carrillo is a closed campus. Students are not permitted to leave without parent permission and checking out through the Health Office or Attendance Office. Maria Carrillo High School closes the gates to all roads entering campus, except for one. The gates are closed 15 minutes after school starts and reopened 15 minutes before school ends. The school parking lots are monitored by staff before and after school, and throughout the day. Neighbors are encouraged to report any activity around the perimeter of the campus which appears suspicious.

2. Signs directing visitors to the main office are posted at every entrance. Visitors to the campus are required to sign in at the Attendance Office and receive a name tag prior to proceeding to buildings other than the main office.

3. All substitute teachers are provided with lanyards with identification when moving around campus. All Inside Work Experience (T/A) students wear lanyards with identification when moving around campus.

4. Students are informed that they may be suspended for illegal activity which occurs on the way to and home from school and at school-sponsored activities as well as on campus.

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

Component:

School Culture and relationships

Element:

Students Feel Safe on Campus

Opportunity for Improvement:

Students have indicated on the YouthTruth Survey that 54% feel safe on campus. 68% of 1177 students responded that most students on campus are friendly to them. Both percentages are decreased from previous years of 70% and 72%. Areas for improvement are the following:

I really feel like part of my school's community: 42% - while there is a slight increase from 35% reported in 2024, the objective is to increase students' feeling of belonging by 15% by the 2024-2025 school year.

When I am feeling upset, stressed, or there is a problem, there is an adult at school who I can talk to about it: 30% - while there is an increase from 26% to 30% in the number of students feeling as though there is an adult on campus they can talk to when there is a problem, the goal is to increase 35% to 40% by school 2024-2025.

2023 Youth Truth Data shows marked improvement for responses regarding students connecting with a trusted adult on campus and or connecting with teachers and peers.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase engagement metrics for students identified with learning disabilities, foster youth, SED, English Learners	Connect incoming freshmen students with their Puma Peers/Pals at Orientation	SPSA Funds	Principal, Asst. Principal, MTSS Coordinator, Puma Peer Teacher	The following data will be used to monitor this activity: youth truth data, exit tickets, attendance data
Increase engagement metrics for students identified as having learning disabilities, foster youth, SED, English Learners	Puma Peers connect with transitioning freshman class through weekly virtual activities	SPSA Funds	Principal, Asst. Principal, MTSS Coordinator, Puma Peer Teacher	The following data will be used to monitor this activity: youth truth data, exit tickets, attendance data
Increase engagement metrics for students identified as having learning disabilities, foster youth, SED, English Learners	Recruit Puma Peers to assist transitioning students with connection to MCHS	SPSA Funds	Principal, Asst. Principal, MTSS Coordinator, Puma Peer Teacher	The following data will be used to monitor this activity: youth truth data, exit tickets, attendance data
Increase engagement metrics for students identified as having learning disabilities, 1 foster youth, SED, English Learners	Increase student and family understanding of the Graduate Profile - four characteristics that build socio-emotional health, skills necessary for success in life, and confidence and self-esteem.	SPSA Funds	Principal, Asst. Principal, MTSS Coordinator, Puma Peer Teacher	The following data will be used to monitor this activity: youth truth data, exit tickets, attendance data

Component:

Campus Safety Conducive Learning Environment

Element:

School Climate

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Support all ninth graders and new students in learning about the MCHS Campus grounds - in bounds - out of bounds areas	Revamp Student Handbook Yearly Puma Peers Freshmen Orientation Admin Advocacy Visits	SPSA Funds	Principal, Assistant Principals, Puma Peer Coordinators, Leadership Teacher, WASC Coordinator	Youth Truth Survey, Puma Peer Survey, Exit Tickets

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Maria Carrillo High School Student Conduct Code

1. Rules regarding student behavior, including such areas as drugs, alcohol, tobacco and violence are clearly stated and published in the student handbook which is updated yearly. Yearly Advocacy messages from administrators provide a review of conduct policies and include prevention strategies related to (but not limited to) issues of drugs, alcohol, gangs, fights, harassment, weapons, and theft.

Students are clearly taught that the school’s jurisdiction covers students’ activities on the way to and from school, as well as during the regular school day and school-related activities. Students are made aware that they are to report incidents that occur and that administrators will follow up.

2. The school board has adopted “zero tolerance” policies regarding weapons or violence on campus. These policies call for suspension from the school for students who commit violent acts and require the request for an expulsion hearing when students bring weapons to school. Students are informed that firearms, including but not limited to pistols, revolvers, or any device including replicas designed to be used as a weapon such as a pellet and BB guns are not allowed at school. The school and district codes and gang policies are also reviewed and enforced.

3. Student Study Team meetings, initiated by any staff member, but frequently by counselors, are held for students needing more assistance to succeed (attendance, behavior, grades, social, psychological, medical, etc.) The team consists of parents, students, counselors, an assistant principal, when needed the school psychologist, an Advocacy teacher when possible, and others.

Conduct Code Procedures

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

1. Santa Rosa City Schools Board Policy 5145.7 contains the district policies on sexual harassment. The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. These policies are designed to prevent sexual harassment, to provide due process, and to immediately respond to any complaints that are made.

2. At Maria Carrillo High School a clear message that students do not have to endure sexual harassment is communicated through our student handbook, curriculum and discussions within all Advocacy classes. Students are encouraged to report observed instances of sexual harassment, even where the victim of the harassment has not complained. Students are educated to recognize harassment, to take it seriously, and to know how to respond to and report it.

3. Policies and the school’s response to sexual harassment are detailed in the Student Handbook – [Available online through the MCHS Website]. Advocacy Staff review these policies with their students annually.

4. Further communication and support is provided through an advocacy class, which provides a venue for teaching about harassment as well as a safe place where students may talk privately to a staff member about concerns they have in this area. MCHS also supports a peer education program that sponsors activities which promote a safe, violence and harassment free campus, and the Parent Annual Notice includes policies regarding harassment and outlines procedures for reporting.

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

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

Stacy Desideri, Executive Director of Wellness & Engagement
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110 Stony Point Road, Suite 105
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Vicki Zands, Assistant Superintendent of Human Resources
Santa Rosa City Schools
110 Stony Point Road, Suite 100
Santa Rosa, CA 95401
(707) 890-3800 ext. 80602
vzands@srcs.k12.ca.us

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

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Continuity of Operations

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

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

- Monthly Safety Team meetings
- Regular attendance to trainings through sessions offered by SCOE and RESIG
- Monthly administrator training focusing on specific areas of communication, emergency protocols, safety protocols, medical training, etc.

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

Safety Plan Review, Evaluation and Amendment Procedures

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

- The attached Comprehensive School Safety Plan contains the required components of the Education Code 32280-32289.
- The School Site Council includes the following representatives: Principal, SRTA Certificated employees, CSEA classified employee, and parents.
- The School Site Council consulted with law enforcement and fire agencies and the acting District Emergency Preparedness Coordinator when writing this plan.
- Notification of meeting on Comprehensive School Safety Plan sent to appropriate individuals (EC 32288(b) (2) (A-F)*)
- The School Site Council conducted a public hearing to gain public input into the plan. Appropriate revisions were made.
- The School Site Council adopted the recommended School Safety Plan.
- A copy of the School's plan has been provided to the Acting District Safety Coordinator.
- The Board of Education adopts the plan by September for the present school year.
- Information in the plan will be disseminated to all teachers, parents, and students.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

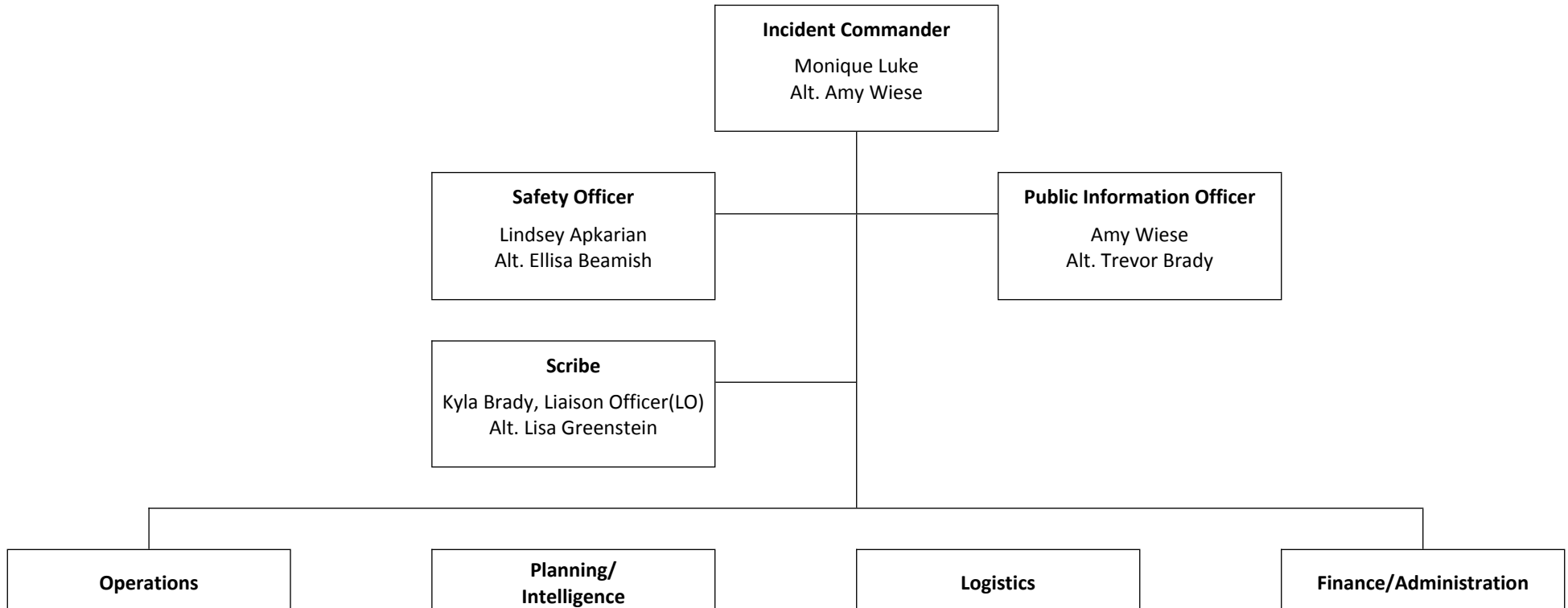
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic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

Safety Plan Review, Evaluation and Amendment Procedures

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

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
<p>Emergency Supplies (H) A Safe and Orderly School Environment Conducive to Learning (EC355294.2) - Component 3 Verify all classrooms have an Emergency First Aid Backpack by exit door. Update Emergency Supplies inventory/Go Kits Replenish any missing supplies, dead batteries or expired items. Research new supplies</p> <p>Evacuation & Post-emergency Procedures Post emergency procedures by doors (LockDown, Emergency Numbers, Evacuation Map)</p> <p>Emergency Contacts Update individuals and contact information found on emergency contact charts. (B) Disaster Procedures - Section: Disaster Plan</p> <p>Student Information Update list of students with medical needs (binder) Update list of students' emergency information Update list of students with disabilities - ensure students have special evacuation procedures established if special assistance is required during an evacuation such as noise-canceling headphones in the emergency bag and classroom assistant available to support students.</p> <p>Documentation & Recordkeeping (Attachment G) Ensure the necessary records are properly maintained Update Student Release forms as needed (Attachment G)</p>	Update annually & securely maintained	Emergency Action Plan
Safety Plan reviewed and approved by SSC	Annually in April-May	SSC Minutes
Safety plan approved by law enforcement and fire department	Annually in July	Signature page attached
Safety Plan amended to include an updated ICS staff chart with current school staff	Annually in August	Attached in the Incident Command System section
Safety Plan reviewed by Staff	Annually in August	Staff Meeting Minutes
Youth Truth climate survey report reviewed by SSC	Annually in the Spring when report is received	SSC Minutes
CA Dashboard report reviewed by SSC with attendance & discipline	Annually when the report is made available	SSC Minutes

Maria Carrillo High School Incident Command System



Chief: Ellisa Beamish
Alt: Jordan Henry

Communications
Lead: Jenna Madsen
Alt: Charles Zweig

Search and Rescue
Lead: Jerry Deakins
Alt: Jim Baptista

Assembly/Shelter
Lead: Beth Cuniberti
Alt: Jake Friske

Maintenance-Security
Lead: Fessehai-Woldeslassie
Alt: Sam Bruno

Crisis Intervention
Lead: Darcy Analora
Alt: Jennifer Green

Chief: Trevor Brady -
Operations
Alt: Natasha Deakins -
Intelligence

Situation Status
Lead: Maddie Doyle
Alt: Austin Norris

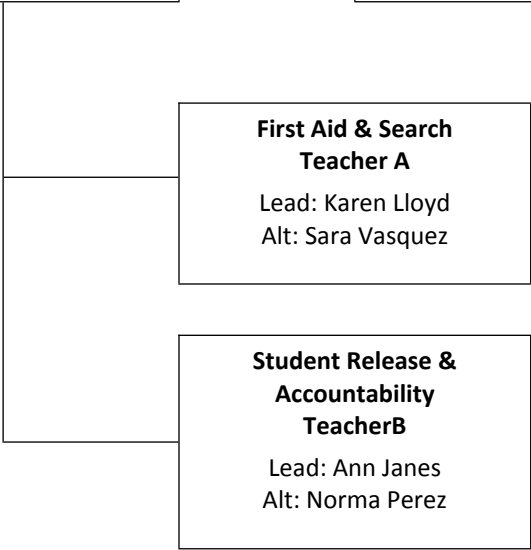
Documentation
Lead: Joy Schermer
Alt: Will Huntsinger

Chief: Lisa Greenstein
Alt: Charles Zweig

Food/Water/Supplies
Lead: Scott Wallach
Alt: Ely Harrington

Transportation
Lead: Gale Ligotti
Alt: Matt Bringedahl

Finance
Lead: Gaby Mammarelli
Alt: Lisa Greenstein



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:

During an emergency, the district office will establish an Emergency Operations Center (EOC) to assist in the coordination of information and resources to support the school site's incident management activities. The EOC Director will remain at the EOC, away from the incident site(s) to make decisions regarding resource coordination. An EOC may be a temporary facility or may be located in a more central or permanently established facility. During an emergency, the Management Section on the school site will set-up an Incident Command Post (ICP). The Incident Commander and Section Chiefs remain at the ICP and will make decisions to direct the response activities based upon information coming in from each of the sections. One of the benefits to using the ICS is that it is designed to be flexible and scalable to the size of the event. Only positions that are required for an adequate response should be filled, and ICS sections are kept as small as possible to accomplish incident objectives and monitor progress. Each particular incident will dictate how and when the organization develops, and in many instances only a couple sections need to be activated. Only in the largest and most complex operations would the full ICS organization be staffed.

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

(see below for types of emergency)

Step Two: Identify the Level of Emergency

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

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

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

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

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

Step Three: Determine the Immediate Response Action

Plan Implementation

The Plan will be:

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

Step Four: Communicate the Appropriate Response Action

School Personnel Responsibilities:

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

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

Office Tech - In charge of student emergency cards.

The principal follows the communication guideline below:

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance

Animal/Animal Disturbance

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus

Profile of an Active Shooter

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

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

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

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

Know your escape routes

Leave your belongings behind

Take your cell phone

Keep hands visible for responding Law Enforcement

HIDE...

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

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

Information to provide to Law Enforcement or 911 Operator

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

FIGHT...

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

Outside:

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

How to respond when Law Enforcement Arrives

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

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

Biological or Chemical Release

Biological or Chemical Release

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

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

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

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

Unsafe School Conditions

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

Location:

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

Procedure for movement to shelter:

Walking or bus transportation depending on the emergency

Bus Disaster

BUS DRIVERS/SCHOOL STAFF

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

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

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

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Disorderly Conduct

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

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

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

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/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

Emergencies - Earthquake

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

1. Teachers order students to drop to the floor, using desks and chairs to protect themselves from falling objects. The teacher should open the classroom door. Because building walls tend to fall outward, protection of inner walls, hallways, and doorways should be sought.
2. After the earthquake tremors subside, teachers use their discretion if an evacuation is necessary for the classroom.
3. If a building is evacuated, teachers take roll, report missing students, and determine those in need of first aid.
4. Classes are resumed when the building is declared safe by the principal or designee.

Mitigation

- Assess existing or potential hazards on and off campus
- Identify nonstructural hazards on campus and develop a plan of action to address the hazards

Preparedness

- Establish and Train in NIMS/SEMS and ICS
- Conduct Drills for Students and Staff in Drop/Cover/Hold
- Conduct Evacuation Drills for Students and Staff
- Conduct Drills for Students, Staff and Family in the Student Release Procedures
- Coordinate, plan and train with Law Enforcement and Fire
- Acquire emergency equipment and supplies
- Coordinate with SCOE S.O.S. Crisis Response Team

Response

- Evacuate buildings and the school campus if necessary
- Release students as needed
- Initiate search and rescue efforts as needed
- Handle triage, medical aid, and mental health emergencies as needed

Recovery and Reconstruction

- Assess building and campus safety and damage
- Identify contacts for support as needed
- Mobilize the Crisis Response team as needed
- Make plans to relocate classes and other academic business at an alternate site as needed
- Track costs to delineate expenditures
- Debrief
- Update plan as needed

Attach or reference:

- District Board Policies and Administrative Regulations for this section
- District EOP, or Table of Contents, and school site specifics for Building Disaster Plan (Emergency Procedures)

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 MCHS becomes unsafe, move students to the closest suitable alternate shelter.

Location: Oliver's Market Procedure for movement to shelter:

Walk west on Montecito Ave.

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

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 of the building, in case of a fire or disaster, the following evacuation procedures have been established:

Fire - Evacuation

(pull fire alarms in the event of a real fire and no fire alarm activated or activate using the fire system in the main office for emergency drills).

Description:

- The fire alarm will sound.
- Teacher grabs their emergency bag.
- In all fire situations, teachers/staff members should assess the situation before exiting the classroom.
- Scan the area to look for possible danger and evacuation route changes that may be necessary. When a safe path has been determined, the class should exit to the evacuation area using a safe exit route.
- No students should exit before the teacher and students should leave behind all personal possessions.

- The teacher closes the door and leaves last.
 - Teachers should check that all students are present and report findings on the Injured and Missing Person Report (pink card).
- o Green Card: display if all are present and un-injured
- o Red Card: display to indicate missing or injured students/staff
- Wait for additional directions from the administration

Flooding

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

Incident Commander

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

General Staff:

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

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

Heat (Excessive) and Air Quality

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

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

Other heat advisory related resources that may be helpful:

Santa Rosa City Schools Heat & Air Quality Advisory:

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

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

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

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

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

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

Loss or Failure Of Utilities

Notify the District Superintendent

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

During the School Day

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

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

Before the Start of the School Day

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

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

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

Motor Vehicle Crash

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

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

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

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

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine the extent of injuries.
Notify the Superintendent/ District Emergency Preparedness Director.
The decision to relocate students will be made by Law Enforcement/Principal/Superintendent/District Emergency Preparedness Director.

Follow the Student Request and Release Procedures if school dismissal is warranted by the Office of the Superintendent/ District Emergency Preparedness Director.
The principal advises parents of the removal of students to an alternate location.
Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

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

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

Take attendance at the evacuation assembly area

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

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

Care for the injured, if any.

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

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

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

Pandemic

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

Psychological Trauma

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

How to respond when Law Enforcement Arrives

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

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

Information to provide to Law Enforcement or 911 Operator

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

Shelter In Place:

- Notify staff, students, and visitors of the situation without using code words or euphemisms via: An announcement over the PA: "Shelter In Place" your attention please, initiate Shelter In Place procedures at this time and stand by for further instructions." Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Determine what next steps need to be taken. Once the situation is resolved then an "All Clear" announcement can be made. If it is determined that further security steps need to be taken then initiate the next level as a "Lockdown".

Lockdown Procedure:

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

Lockdown Preparations:

- In classrooms and offices:
- Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows. DO NOT open the door for anyone or peek out windows until "All Clear" signal is given
- Move all students and staff out of the line of sight, usually away from the windows and staying low and quiet
- Turn off lights
- Keep calm and quiet
- Take out class roster and take roll. Notify office (as pre-determined via phone, email, text, etc.) of any missing or extra students.

- Post red or green signs, if recommended by district, if it is safe to do so
- Remain in classrooms and offices until the “All Clear” signal is given or you are escorted out by first responders
- In the cafeteria, library or gymnasium:
 - Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows
 - Move all students and staff away from windows and stay low, below the window line
 - Turn off lights
 - Keep calm and quiet
 - Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.
 - Post red or green signs, if recommended by district, if it is safe to do so
- Remain in place until the “All Clear” signal is given or you are escorted out by first responders
- Outdoors, passing periods, before and after school, and at lunch:
 - Immediately move inside the nearest building
 - Follow procedures above
- Remain in place until the “All Clear” signal is given or you are escorted out by first responders

Additional Lockdown Procedures:

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

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

How to assist those with disabilities during a lockdown:

Visually impaired

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

Hearing impaired

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

Individuals with crutches, canes or walkers

- Assist to safety, if necessary

Individuals in wheelchairs

- If necessary, move wheelchair to appropriate place

Run-Hide-Fight/Active Shooter Procedures:

Inside:

RUN...

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

HIDE...

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

Spread out (if possible)
Be prepared to FIGHT

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

Information to provide to Law Enforcement or 911 Operator

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

FIGHT...

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

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

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

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

Outside:

If shots fired - immediately "Drop and cover"

If it is safe, move away from the shooting

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

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

Raise hands and spread fingers

Keep hands visible at all times

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

Avoid pointing, screaming or yelling

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

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

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

Unlawful Demonstration or Walkout

Prohibited Activities

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

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

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

Wildland/Urban Interface Fire

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

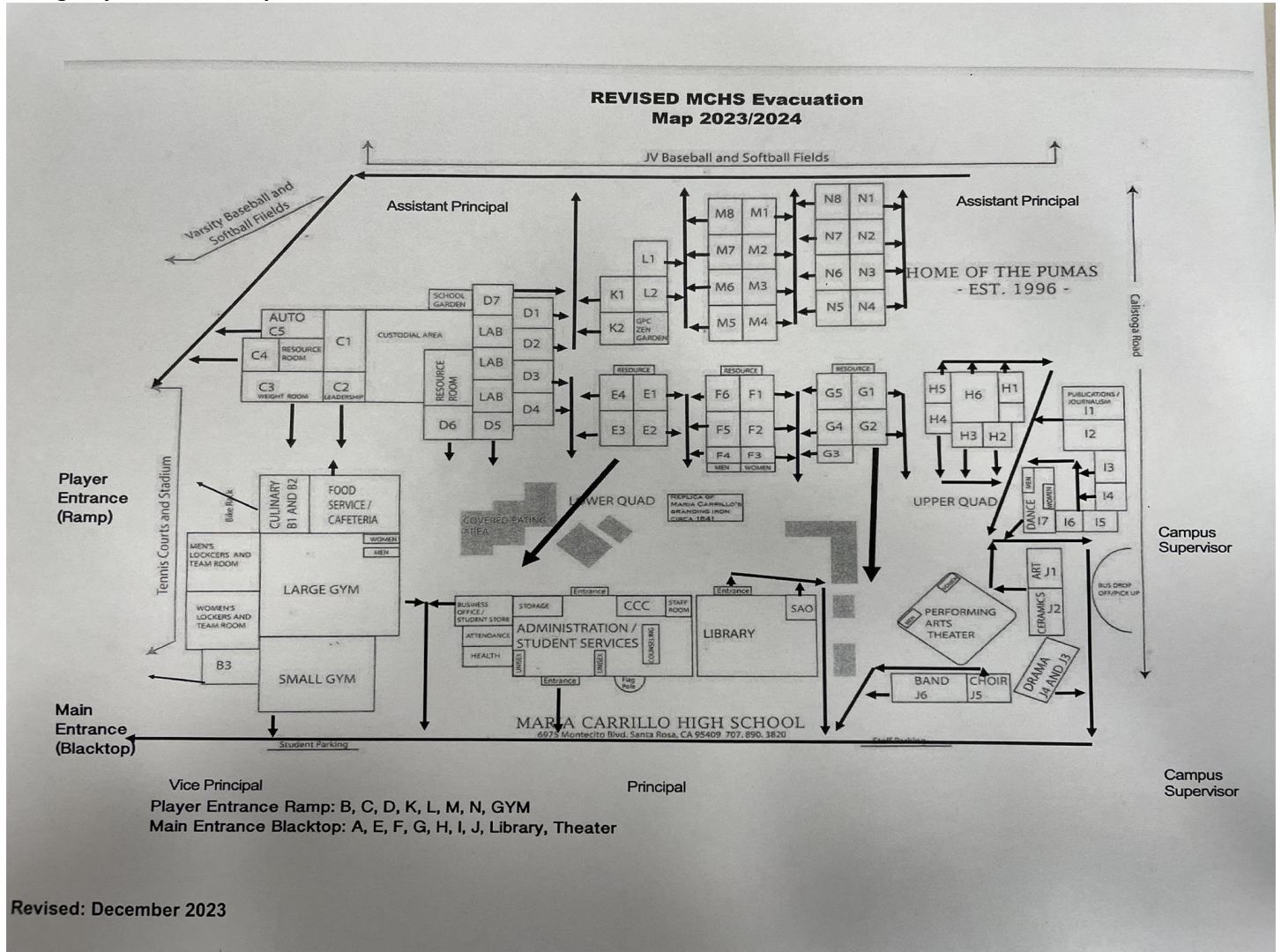
1. Follow the directions of emergency responders and the local public health department. If the entity is not in immediate danger from a wildfire, officials may recommend the campus shelter-in-place or take other actions (e.g., curtail outdoor activities). Schools, however, should be prepared to take other actions, such as evacuate. As always, educational staff members do not have to wait for instructions from local officials to respond—they should do whatever is needed to protect their students, staff members, and faculty.
2. Regularly monitor the following:
 - o The situation via community partners (e.g., local emergency management and public health department). Air quality may be provided on a state or local government’s website or airnow.gov, including its link to current fire conditions. Current fire locations and their perimeters are provided on this U.S. Geological Survey tool. Some areas of the country are also able to sign up for air quality alerts.
 - o The health of students, staff members, and faculty, especially those who have respiratory problems. Consider using portable air cleaners in designated rooms. Air quality will probably be better in rooms that have fewer doors and windows.
3. Implement Incident Command System (ICS), if necessary.
4. Provide Psychological First Aid (PFA). PFA is an early, brief, and focused intervention that can help reduce the social and emotional distress of children and adults after traumatic events. More information on Psychological First Aid for Schools (PFA-S), which is an evidence-informed intervention specifically designed to assist students, staff, and families, can be found in a REMS TA Center Web page Psychological First Aid for Schools (PFA-S), Helpful Hints publication Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect—Model & Teach, and Webinar Implementing Psychological First Aid (PFA) in School and Postsecondary Settings.
5. Plan for managing donations and volunteers. If the school or IHE is directly affected by a wildfire, and especially if the incident garners a lot of media attention, the entity will need to manage volunteers who want to help the school/IHE and/or provide donations. Systems and processes should be identified and created before an incident. More information is provided in this REMS TA Center Webinar and fact sheet.
6. Keep families informed about the situation (including resources and psychological support available to them) and campus openings, closings, and delayed opening times.

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

Air Quality

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

Emergency Evacuation Map



Revised: December 2023

Provided by: **RESIG**

Quick Response Guide

Drop, Cover, Hold On



- Drop to the floor and move away from the windows
- Move under the closest piece of sturdy furniture
- Hold on to the furniture, place your free hand over the back of your neck
- Stay under furniture until shaking has stopped
- Outside: move away from buildings, trees and wires, and drop to the ground, cover the back of your neck with your arms and hands.
- Wait for direction from administration

Evacuation



- Grab emergency supplies
- Escort students to evacuation site
- Take roll, record names of missing students
- Green card: display if all are present and un-injured
- Red card: display to indicate missing or injured students/staff
- Wait for direction from administration/responders

Run Hide Fight



- | | | |
|--|---|---|
| <p>RUN</p> <ul style="list-style-type: none"> • Locate threat and run away from it • Know escape routes • Leave belongings • Keep hands visible for law enforcement | <p>HIDE</p> <ul style="list-style-type: none"> • Lock and barricade doors • Cover windows, close blinds and curtains • Stay low to the ground, spread out, if possible • Be quiet, silence cell phones | <p>FIGHT</p> <ul style="list-style-type: none"> • Be prepared to fight • Improvise a weapon • Create distractions: yell, make trip hazards, throw items, turn off lights, blast fire extinguisher |
|--|---|---|

Lockdown



- Shut and lock doors and all windows
- Pull draperies or close blinds and blacken any doorway windows
- DO NOT open the door for anyone or peek out the windows
- Move students and staff out of the line of sight, often away from windows, staying low and quiet. Take roll, record names of missing students
- Turn off lights. Silence cell phones
- Wait for a communication of "all clear" or you are escorted out by Fire/Law

Shelter-in-place



- Shut and lock all doors and windows
- Pull draperies or close blinds
- Seal doors and windows if directed
- Take roll or record names of those in the room
- If outdoors, move to the nearest building
- Wait for a communication of "all clear"

Emergency Numbers

District Office: _____
 Fire Department: _____
 Law Enforcement: _____
 Ambulance: _____
 Poison Control: 1-800-222-1222

Trigger Incident



Response Teams

- Know the location of your team's safety equipment
- The classroom emergency kit is located _____
- Wait to be deployed by your team leader or Section Chief
- Remember to sign-in and out at the beginning and end of your shift

This information is from RESIG's Model Emergency Operations Plan; contact RESIG (www.resig.org) for additional response action information.

STUDENT THREAT ASSESSMENT and MANAGEMENT SYSTEM

Systems Flow Chart

Live links available in:
Principal / Co-Principals Team Folder under Safety

