




# Comprehensive School Safety Plan

## 2024-2025 School Year

**School:** Steele Lane Elementary School's  
**CDS Code:** 49709126052195  
**District:** Santa Rosa Elementary  
**Address:** 301 Steele Lane  
 Santa Rosa, CA 95403  
**Date of Adoption:** 2024-2025  
**Date of Update:** May 30, 2024  
**Date of Review:**  
 - with Staff May 21, 2024  
 - with Law Enforcement  
 - with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Kimi Ogg	SSC Chair		May 21, 2024
Amber Marie Williams	Principal 		May 21, 2024
Paul Lowenthal (signed on separate page)	SRFD - Division Chief Fire Marshal		
Matt Crosbie (signed on separate page)	SRPD - Sergeant		

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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 301 Steele Lane, Santa Rosa, CA 95403.

## Safety Plan Vision

OUR SCHOOL'S MISSION:

The mission of Steele Lane Elementary School is to provide each student with a quality education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Steele Lane team joins with parents and the community to assist students in becoming independent and self-supporting adults who will succeed in, and responsibly contribute to, a global community.

OUR SCHOOL'S VISION:

The vision of the faculty and staff of Steele Lane Elementary School is to provide all students with the tools to become productive, responsible citizens. This is accomplished through a partnership with the family and community working together to provide the necessary resources and support to produce a positive educational environment essential for learning. Since the students currently at Steele Lane Elementary will graduate and find employment in the Twenty-first Century, it is essential that they acquire skills in gathering, organizing, and analyzing information. They must develop critical thinking skills and the ability to solve multi-step problems to meet academic standards and life skills. Students and staff must have access to modern technology and learn how to use these tools in their everyday lives. Students must be able to express themselves through written and oral communication as well as the arts. It is important that students be active participants in both mental and physical activities - life and learning are not spectator sports. They must learn to work together with others in a cooperative effort and to appreciate the contributions and worth of other cultures and accept individual differences. Our students must realize they are part of a society and therefore must work within that society's rules and structures for the good of all.

**OBJECTIVE:**

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

Protect the safety and welfare of students and staff.

Protect the school's facilities and property.

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

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

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

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

### **Steele Lane Elementary School's Safety Committee**

The Steele Lane School Site Council (SSC) reviews the Comprehensive School Safety Plan as updated by the school principal. The plan is presented to the SSC for review at an open meeting of the SSC that has been announced by proper notice to all community stakeholders including parents and staff. The School Safety Plan is approved by the SSC annually prior to the submission of the plan to the Board of Education.

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

### **Creating a Comprehensive District Risk Assessment Team (DRAT) Plan -**

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

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

SRCS District Risk Assessment Protocol or [https://docs.google.com/document/d/1xsJWcdZ6\\_SI\\_kE4PKSFHzn\\_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing](https://docs.google.com/document/d/1xsJWcdZ6_SI_kE4PKSFHzn_i4u1ntuxijZ5R3-9rLZl/edit?usp=sharing)

### **Assessment of School Safety**

See Safe School Environment Component 1, 2 and 3

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

See Emergency Action Plan

### **Promoting School Safety**

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

#### **Support Staff at the Schools:**

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

#### **Support Staff at the District Level :**

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

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

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

#### District Behavior Threat Assessment Team

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

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

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

#### Suicide Prevention with Risk Assessment Team and Staff

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

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

#### Annual Safety Notifications

Firearm storage SB 906

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

#### SB10 - Melanie's Law

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

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

Child abuse has severe consequences and Steele Lane has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse.

Employees, who are mandated reporters as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Staff members are required to report all suspected child abuse situations. Failure to make a telephone report within 24 hours is a misdemeanor. A written report must follow within three days unless staff is advised otherwise. In either case, staff must always document that a call has been made to either Child Protective Services (CPS) or the police.

Although staff members are responsible for making the report, they may consult with the principal or ask for assistance; however, they are not required to do so.

Mandated reporters should be careful not to put themselves in the role of an investigator in trying to ferret more information from a child; this is the function of CPS or the police. It is sufficient and appropriate to report a suspected child abuse. The law is designed to provide confidentiality to the reporter.

The phone numbers for both the police and Child Protective Services are the following: CPS (707)565-4300 and Police (707)528-5222. These numbers and Child Abuse Reporting Forms are also available in the school office.

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

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.

3. Neglect of a child as defined by Penal Code 11165.2
4. Willful harming and injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Child Abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice-principal, principal, or other certificated employee of the same degree of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807).
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance of dangerous objects within the control of the student. (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

Mandated reporters include, but are limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisor of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

#### REPORTABLE OFFENSES

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

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

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

#### Responsibility for Reporting

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

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

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

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

#### REPORTING PROCEDURES

1. Initial Telephone Report

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

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

## 2. Written Report

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

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

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

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

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

## RELEASE OF CHILD TO PEACE OFFICER

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

## PARENT/GUARDIAN COMPLAINTS

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

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

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

## NOTIFICATIONS

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

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

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

The Superintendent or designee also shall notify all employees that:

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

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

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

Note: A copy of the updated Emergency Operations Plan will be kept in the Safety Plan binder available in the office for review of more detailed situation overviews for Sonoma County. Additionally, copies are given to each staff member on the chart.

Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

**PURPOSE:**

This plan is designed to provide a framework for protecting students, staff, volunteers and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Sonoma County Office of Emergency Preparedness and the Sonoma County Office of Education.

In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance.

This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

**GOALS:** To be self-sufficient and provide a safe location in an emergency. To provide a safe, secure and caring learning environment and school climate.

**OBJECTIVES:**

To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.

To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.

To provide for the safety and well being of students and staff remaining at the school site following an emergency until released.

To provide for the safe and orderly release of students and staff as conditions permit.

**PUPIL PROTECTION POLICY:**

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

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

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

Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student's emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.

All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and must also wear SCOE or other agency badges.

Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.

AB 2855 states "Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for students will be developed to ensure their safety."

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**EMERGENCY TELEPHONE NUMBERS:**

If an emergency arises in the school setting, dial 9-911 for:

AMBULANCE

FIRE DEPARTMENT

POLICE DEPARTMENT

SHERIFF'S OFFICE

Immediately after contacting emergency service, contact the school office 74101 or 74102 from inside phone lines.

**NON-EMERGENCY PHONE NUMBERS:**

Fire Non-Emergency.....707-543-3500  
Police Non-Emergency.....707-528-5222 or 707-543-3600

**OTHER DISTRICT PHONE NUMBERS OF IMPORTANCE:**

SRCS Superintendent .....707-890-3800 - Ext. 80101  
Site Principal .....707-890-3945 - Ext. 74105  
SRCS Maintenance .....707-890-3800 - Ext. 80231  
Office of Teaching and Learning K-12.....707-890-3800 - Ext. 80302

**OTHER PHONE NUMBERS**

Animal Care and Control .....707-565-7100  
Building Permits .....707-543-3200  
Business Taxes/ Dog Licenses .....707-543-3170  
Cal Trans .....800-427-7623  
City Bus Information .....707-543-3333  
City Council/Mayor's Office.....707-543-3010  
City Jobs .....707-543-3076  
Communicable Disease Reporting .....707-565-4567  
Crime Notification..... 707-528-5222  
Emer. Med. Services .....707-576-4701  
Garbage Service ..... 800-243-0291  
Graffiti Reporting/Volunteering..... 707-543-3499  
Highway Patrol Info. Line .....707-588-1400  
Housing and Redevelopment .....707-543-3300  
Industrial Waste .....707-543-3369  
Parking (Permits, Registrations) .....707-543-3325  
Parking Permits (Residential) .....707-543-3325  
Planning/Zoning .....707-543-3200  
Public Health Agency.....707-527-2605  
Public Library.....707-545-0831  
Recreation and Parks.....707-543-3737  
Red Cross .....707-577-7600  
RESIG.....707-836-0779  
School & College Legal Service .....707-524-2690  
SCOE Superintendent.....707-524-2600  
Sewer Maintenance .....707-543-4200  
Sheriff's Department.....707-565-2511  
Sign Permit .....707-543-3200  
Sonoma Co. EOC Hotline .....707-565-3856  
Sprinklers - Broken on City Property.....707-543-3770  
Street Cleaning/Sweeping.....800-243-0291  
Street Emergency (after hours/holidays)..707-543-3805  
Street Lights.....707-543-3880  
Street Maintenance.....707-543-3881  
Sutter Hospital.....707-544-3340  
Toxic/Hazardous Materials .....911  
Traffic Lights/Maintenance .....707-543-3880  
Tree Services .....707-543-3770  
Voter Registration.....707-565-6800  
Water Conservation.....707-543-3985  
Water Leaks .....707-543-3150

Water/Sewer Connection Fees.....707-543-4611  
Water/Sewer, Billing Start/Stop Service....707-543-3150

UTILITIES:

Water.....707-524-5161  
Gas & Electricity.....800-743-5002

MEDIA:

KSRO (AM -1350) .....707-545-3313  
KFTY-TV50.....707-526-5050  
Press Democrat .....707-546-2020

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LEVELS OF EMERGENCIES:

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

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

Level Two Emergency: A moderate to 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.

Authorities and References

The Plan is based on federal and state law and district policy.

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PLAN IMPLEMENTATION:

The Plan will be:

1. Initiated by the principal or designee when conditions exist which warrant its execution.
2. Implemented by all staff who will remain at school and perform those duties as assigned until released by the principal.
3. Reviewed at least annually by the School Site Council.
  - Emergency and disaster functions will be identified and pre-assigned annually.
  - Emergency Teams will be updated at least annually.

#### SCHOOL PERSONNEL RESPONSIBILITIES:

1. Principal - Command, and control of school- media spokesperson or designee
2. Office Manager- assigned to stay with the principal for administrative support functions and logging of events, decisions, etc.
3. Office Tech II - In charge of student emergency cards.

#### PLANNING:

Hazard Assessment - Each school year, prior to the arrival of the teaching staff, the principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. At least once a school year each teacher will conduct a classroom/school hazard checklist to be submitted to the principal.

Staff Orientation/Training - All school staff will be oriented to this Plan by the principal and/or designee at the beginning of each school year. Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

#### DRILLS -

In accordance with state law:

1. Fire drills will be conducted on a monthly basis.
2. An earthquake "Earthquake 'Drop, Cover and Hold" drill will be held each trimester.
3. Test earthquake plan, or portions thereof, on a rotating basis, at least two (2) times during the school year. (Section 560, Title V, California Administrative Code)
4. All students and staff will participate in these mandated drills.
5. A district wide drill/simulation is recommended yearly. All drills will be recorded on the Emergency Drills form (located in the supply closet in the main office.)

#### EVACUATION ROUTE -

The principal is responsible for establishing safe evacuation routes from all school facilities.

Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office. (See Attachment A - School Evacuation Map)

#### PARENT COMMUNICATION/RESPONSIBILITY -

Starting in the year 2005-2006 the Santa Rosa District instituted a mass parent calling procedure which can call all families who are enrolled at Steele Lane at any time to report an emergency. Pertinent components of this Plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents. All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

#### SUPPLIES AND EQUIPMENT -

Disaster supplies and equipment are maintained as follows:

- Emergency kits in each classroom, to include Student Emergency Forms, flashlight, batteries, gloves, and basic first aid supplies.

- First aid and other search and rescue supplies which may be needed during the first few hours following an emergency will be housed in the principal's office.
- Tools for shutting off the utilities at each shut-off location.

EMERGENCY FILE -

An Emergency File containing Student Release-Permission Slip information for all students will be maintained in the school office marked EMERGENCY FILE and will be taken by the school office manager whenever the school building is evacuated.

COMMUNICATIONS -

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance.

In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn, Walkie Talkies and/or runners will be utilized within the school building and on school grounds.

It is the responsibility of the superintendent/principal to decide what information will be disseminated to the public.

EMERGENCY ACTIONS -

When an emergency occurs, it is critical that every staff member takes immediate steps to protect themselves and others. Each staff member must become familiar with each EMERGENCY ACTION and be prepared to do assigned responsibilities.

All students are to be taught by staff what their actions are when the following EMERGENCY ACTIONS are implemented:

- Fire Drill .....Evacuation (Leave Building)
- Lock-down.....Duck, Cover and Hold
- Drop and Cover .....If outside and Earthquake bell rings or earth starts to shake
- Line up with class .....If someplace other than the classroom/campus and fire alarm sounds
- Take Cover
- Secure Building/Shelter in Place
- All Clear

EMERGENCY PREPAREDNESS PROCEDURES:

This Plan establishes procedures to be followed which will nullify or minimize the effects of the emergencies listed below. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this Plan are:

1. Active Shooter
2. Bomb Threat
3. Chemical Accident
4. Civil Disobedience
5. Earthquake
6. Explosion and/or Threat of Explosion
7. Fallen Aircraft
8. Fire
9. Flood
10. Irrational Behavior
11. Loss of Utilities
12. Personal Emergencies
13. Rabid Animal/Animal Disturbance
14. Severe Windstorm
15. War

Volunteers - Volunteers will be prompted on emergency signals and procedures as they occur, especially during drills.

#### RESPONSIBILITIES OF SCHOOL STAFF

PRINCIPAL - The principal of the school is responsible for all pre-disaster planning and preparedness for the school. In the event of an emergency, the principal or designee, will assume the overall direction of disaster procedures for their school. The principal or designee (lead teachers) are the sole representatives of the school communicating with the media. The following alternates are appointed to act in succession in the absence of the principal regarding administration and supervision of all aspects of the emergency:

- Lead Teachers
- Public Information Officer - Designees and Office Manager
- Alternate Emergency Operations Center (EOC) Incident Commander
- Head Custodian

(See School Emergency Management System (SEMS) / Incident Command System (ICS) Chart

Every teacher should become thoroughly familiar with the contents of this emergency action guide, and students should be instructed in the procedures outlined for emergency action so they will be prepared to react quickly to instructions given to them in times of emergency.

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#### ACTION OF SCHOOL STAFF

**PRINCIPAL** – The principal, or in his/her absence, the designated representative, shall assume overall direction of emergency procedures.

1. Direct evacuation of building, as required, for fire, threatened explosion, or following cessation of earthquake tremors.
2. Arrange for transfer of students if threatened by floods or approaching fires.
3. Be the sole public information officer for communicating with the media and press or designate otherwise.

**TEACHERS** – Teachers will be responsible for the supervision of students in their charge.

1. Direct evacuation of children in their charge to inside or outside assembly areas.
2. Give DROP command during an earthquake or in a surprise attack.
3. Take roll when class relocates outside, inside an assembly area or at any other location.
4. Responsible for bringing backpack emergency supplies.
5. Report missing students to the principal or Incident Commander (IC)
6. Send students in need of first aid to school nurse or person trained in first aid.

**TEACHERS (STUDY TRIPS)** – In the event of an emergency while on a field trip, teachers will:

1. Take backpack with Student Emergency Forms and first aid kit on the field trip.
2. Follow directions under “TEACHERS” above.
3. Follow emergency directions of local emergency officials.
4. Contact the school via telephone, or request local emergency officials to contact the school or school district officials.
5. Office staff will contact parents.

**INSTRUCTIONAL ASSISTANTS** – Instructional Assistants will remain with their assigned teachers and assist them in the performance of their assigned tasks.

#### OFFICE MANAGER

1. Report fire or disaster to appropriate authorities.
2. Man telephone, monitor radio emergency broadcast, serve as messenger, and aid in administering first aid.
3. Stand by office area as appropriate.

#### CUSTODIAN

1. Check bathrooms in multi-purpose room, primary buildings and outside upper classroom area.
2. Examine building and plant for damage and keep principal informed of condition of plant. Turn off ventilation systems.
3. Direct Fire Department or emergency personnel to emergency

**SCHOOL NURSE** – If present, administer first aid and supervise administration of first aid by those trained in it.

**CAFETERIA MANAGER** – If present, direct the use and preparation of cafeteria, food, and water supply when necessary.

#### BUS DRIVERS

1. Supervise the care of children if emergency occurs while children are on the bus.
2. Issue DROP command if earthquake or surprise attack occurs while children are in bus.
3. Transfer students to new locations, when directed by principal.

**OTHER STAFF** – Evacuate children as per plan, remain with them in assigned area, return them to teacher if teacher is in that area.

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#### EMERGENCY TEAMS:

During and after an emergency, the school's Emergency Teams are essential to ensure that everything possible is being done to save lives, prevent injuries, and protect property.

See EMERGENCY ACTION PLAN.

The Emergency Teams outlined in this Plan are:

- Management Team
- Operations - Communication Team, Search & Rescue Team, First Aid Team, Student Release Team
- Logistics - Food, Water and Supply Management Team; Maintenance/Fire/Site Security Team; Assembly/Shelter Team
- Planning/Intelligence - Situation Status Team, Documentation Team
- Finance/Admin Team - Recordkeeping Team, Crisis Intervention Team

Team Membership:

The School's Emergency Teams shall be comprised of personnel selected by the principal or designee. Each team will consist of individual team members, a team leader, and an alternate team leader. These persons shall receive training and shall be required to participate in a number of "emergency readiness" activities before an actual disaster occurs, in order to be fully prepared to respond both during and after the emergency.

Team Leader Responsibilities:

The leader of each team shall have a number of ongoing responsibilities, including the following:

- requesting the principal or designee to fill any vacancies on the team;
- arranging for the training of new members and alternates;
- ensuring that necessary supplies and equipment are maintained;
- recommending purchase of necessary supplies and equipment to the principal or designee;
- conducting annual meetings with team members to validate or update procedures;
- attending annual meetings with other team leaders and the principal or designee;
- determining where and under what conditions the team will meet during emergencies; and coordinating team activities during actual emergencies.

NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

## ASSIGNMENTS AND ACTIONS OF TEAMS

### 1. Communications Team -

- Team Leader(s): Janet Wittry
- Team Members: Gretta Klosevitz, Kimi Ogg
- Functions:

- 1) Reports and/or releases of emergency information concerning the status of students, staff and school facilities to the Sonoma County Office of Emergency Services, Sonoma County Office of Education, District Trustees, parents, public and the press.
- 2) Maintains communications with district employees.
- 3) Maintains a log of all incoming and outgoing communications.

### 2. Crisis Intervention Team -

- Team Leader(s): Eduardo Oseguera (School Counselor)
- Team Members: Kate Harrington (Restorative Specialist), Yonat Piva (School Based Therapist), Jasmine Robledo (Psych), Robert Johns (Psych)
- Location: Inside - Office, Outside - Incident Command System (ICS) (Field)
- Functions: In response to notification of an emergency or disaster, sudden death, suicide, etc., the principal or designee should immediately notify the superintendent and assemble the Crisis Intervention Team

to help plan the response and prepare for the following day.

Plans should include:

- 1) Preparation of a written statement to staff members as to how to handle phone calls and requests for information about the emergency or disaster communications.
- 2) Establish a crisis center on campus where crisis team members will be available to meet with the students.
- 3) Request assistance, if needed, from Santa Rosa City Schools or Sonoma County Office of Education Psychological Services, and/or the Sonoma County Mental Health Services.
- 4) Promptly share factual information with staff, students, parents, and community according to District requirements.
- 5) Plan staff meetings or other as soon as possible to share information.

### 3. Incident Command System (ICS) - (See Attachment A - Incident Command System ICS/SEMS Chart)

- Team Leader(s): Kate Gillespie, Ashley Haskins
- Team Members: Jean Salazar, Joyce Stohlmann, Anne Marie Hughes, Katrin Fullerton, Maia Barnhart, Teresa Barrera
- Location: Inside - Multipurpose Room, Outside - Field
- Functions:

- 1) Determine appropriate actions for students, i.e. evacuate school buildings, evacuate school site, return to class, etc.
- 2) Assign emergency functions as appropriate.
- 3) Conduct drills in keeping with requirements.

### 4. First Aid

- Team Leader(s): Kimbea Sapp, Hannah Matteson
- Team Members: Joyce Stohlman, Kimmaly Pritchard, Other, Other
- Location: Inside - Front office hallway, Outside - West side of library
- Functions:

- 1) Report to ICS to determine medical needs and plans.
- 2) Set up the first aid area and get supplies from the storage containers.
- 3) Assess injuries and provide first aid as indicated.
- 4) Determine the need for skilled medical assistance and request from the ICS.
- 5) Tag each of the injured with name, address, injury and any treatment rendered.
- 6) Establish priorities for the transport of the injured to hospitals, when transport is available.

### 4. Staffing and Supplies

- Team Leader(s): Pamela Chaffin
- Team Members: April Schaadt, Sofia Chen
- Location: Inside - Multipurpose Room, Outside - Field area next to ICS
- Functions:

- 1) Assess food preparation facilities.
- 2) Estimate the number of persons requiring shelter and for what amount of time.
- 3) Assess the adequacy of available water, food, blankets, and other supplies.
- 4) Control conservation of water.
- 5) Establish a list of all persons in the shelter and determine any special needs.
- 6) Report additional equipment and supply needs to the ICS.

### 5. Maintenance/Fire/Site Security

- Team Leader(s):
- Team Members:
- Location:
- Functions:

### 6. Search and Rescue

- Team Leader(s):
- Team Members:
- Location:
- Functions: (Always done in teams of no less than two people)

- 1) Check-in with Team Leader.
- 2) Be sure that you have the proper equipment, located in the storage container.
- 3) Check the exterior of the building
- 4) Select a safe entrance to each room.
- 5) Interior Search
  - \* Mark the entry door with a slash /
  - \* Initiate a sweep of an assigned area in an orderly pre-assigned sweep pattern.
  - \* Upon entering an area call out and wait for an answer.
  - \* Remove untrapped victims first.
  - \* Remove trapped victims if possible.
  - \* When exiting complete original / making an X and write pertinent information on the door.
  - \* Secure the building from re-entry after the search
  - \* Report to Principal/Lead Teacher(s) and describe the situation.

#### 7. Student Release Staff/Staff Acting

- Team Leader(s):
- Team Members:
- Location: Inside - office; Outside - Front of School or in front of The Annex
- Functions:

- 1) Account for all students and staff.
- 2) Get Injury and Missing Persons Report from each teacher and report to the Incident Commander (IC).
- 3) Check the student emergency card for the name of the person(s) authorized to pick up the student.
- 4) Release students only to an authorized person.
- 5) If in doubt, ask for identification.
- 6) Complete Student Release Log.

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#### PERSONAL PREPAREDNESS

When a major emergency occurs, every employee should be prepared and committed to serving their students. To do this each employee must:

- Know and complete those assignments for which they are assigned
- Have the confidence that they have prepared their own families to deal with emergencies
- The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.

#### BUILDING UTILIZATION

- Communications and Control: Main Office or Room 16 (Alternate Location)
- Media Center: Library
- First Aid: Nurse's Station in Office or Annex Rm. 1(Alternate Location)
- Food Distribution: Multipurpose Room
- Public Care Facility: Multipurpose Room
- Holding Area for Casualties: Staff Room or Annex Rm. 1(Alternate Location)
- Morgue: Annex, Room 2
- Parent/Community Liaison: Principal/Public Information Officer (PIO)
- Utility Shut Off: Location (see map)

- a) Water: Main Valve – 1) In front of school by Multi-purpose room; 2) In front of school by Annex
- b) Natural Gas: Main Valve – 1) On wall in front of student bathrooms 2) On west driveway by Annex
- c) Electricity: Panels in Fenced Enclosure by room 15 (Kindergarten)

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## PROCEDURES OF EMERGENCY ACTIONS

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### Emergency Action 1 - DIRECTED TRANSPORTATION EVACUATION

#### Description:

- Students and staff will be loaded into school buses, cars and any other available means of transportation and moved from an area of greater danger to an area of lesser danger.
- Who is assigned to each loading area? Principal and Lead Teachers
- Where is loading area? Steele Lane (front of school)
- What staff supervises this ACTION, and where? Communication Team at the Emergency Control Center
- Use Parent Telephone Alert System if time permits.

This Action will normally be preceded by Action STAND-BY or another Action.

Announcement: An announcement in person directly or over the public address system. Example: “Your attention please. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) DIRECTED TRANSPORTATION (Pause) DIRECTED TRANSPORTATION (Pause) When the dismissal bell rings.” Use messengers with oral or written word as an alternate means of staff notification.

This ACTION is considered appropriate for, but is not limited to, the following:

- Flood
- Fire
- Chemical accident

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### Emergency Action 2 - DUCK, COVER AND HOLD

#### Description:

- When inside - Upon the command “DUCK, COVER AND HOLD”, students and staff should immediately drop to the floor, get under their desk and hold on to desk legs. Desks should be arranged so that they do not face windows.
- When outside - Upon the command “DUCK, COVER AND HOLD”, students and staff should immediately move away from buildings and other objects which might topple over, DROP to the ground and COVER the head in the same way as the Civil Defense Protective Position.
- Use Parent Telephone Alert System if appropriate. Principal and Communications Team will initiate this response.

Announcement: An oral command to “DUCK, COVER AND HOLD” (repeat as needed) given by the teacher or other staff member who realizes that an earthquake is occurring.

This ACTION is appropriate for:

- Earthquake
- Explosion
- Surprise Attack

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### Emergency Action 3 - EVACUATE BUILDING (Fire)

#### Description:

This is the orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety.

- Teachers exit last and close doors. Exit outside to blacktop with red emergency bags and emergency containers.
- Students and staff move in an orderly and quiet manner along prescribed routes from inside school buildings to an outside area of safety. (see Attachment B - Evacuation map)

- Teachers take attendance. If all students are accounted for, hold up green laminated paper inside of the red bag. If any students are not accounted for, ask the beginning student in the line to hold up red laminated paper inside of the red bag, write names of missing students on Pink Attendance Form and send a runner to the principal.
- This ACTION should be followed by another action or a return to school buildings and normal class routine. An audible command is given by the principal/designee or ALL CLEAR announcement over the PA system.
- Use Parent Telephone Alert System when appropriate.

Announcement:

- Fire alarm (bell or horn signal).
- Provided time is available, make an announcement in person directly or over the public address system which will indicate the nature of the emergency event.
- Example: "Your attention please. (Pause) LEAVE BUILDING, (Pause) LEAVE BUILDING, (Pause) LEAVE BUILDING."
- Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

Routing: Start at Office and move in both clockwise and counter clockwise directions.

This ACTION is considered appropriate for, but is not limited to, the following:

- Active Shooter
- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake
- Other similar occurrences which might make the school buildings unsafe

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Emergency Action 4 - LOCK-DOWN (Secure Building)

Description:

- Teachers and other staff members are to immediately lock doors and have students lie on the floor.
- While students are getting on floor, close any shades and/or blinds if it appears safe to do so, and turn off lights.
- If all students are accounted for (present in the classroom) place the green laminated sheet from the red emergency bag in the window.
- If not all students are accounted for, i.e. in the bathroom, office, etc. Place the red laminated sheet from the red emergency bag in the window. List any missing students (pink "Attendance Form") and report to the office using the SLES Emergency Staff Communication system (Remind App).
- Teachers and students are to remain on the floor until a staff member they recognize assures them that it is safe to unlock doors.
- This ACTION will not normally be proceeded by any warning.
- Use Parent Telephone Alert System as soon as possible.
- Teachers may initiate this ACTION anytime they hear extremely violent behavior outside their classroom. Teachers may initiate this ACTION anytime they feel safety is an issue outside of the classrooms.

They should call the office and ask for lock down procedures to begin, and give additional information as appropriate. They may also press \*74800, access code XXXX on the classroom phones and announce the lock down themselves.

- Reminder- when the teacher is not in the classroom, the door should be left locked. This is particularly important in the event of a lock-down.

Announcement: An announcement in person directly or over the public address system. Example: "Your attention please." (Repeated three times) (Pause) SECURE BUILDING, (Pause) SECURE BUILDING, (Pause) SECURE BUILDING". This is a LOCK DOWN." A bell will also ring along with the announcement over the PA System. Use messengers with oral or written word as an alternate means of staff notification.

(If ACTION takes place during recess)

1. If lower grade recess, staff on yard duty immediately take ALL students into lower grade hall and classrooms. If upper-grade recess, staff on yard duty immediately take ALL students into upper-grade pod area and classrooms.
2. Have students lie or sit on the floor and close any shades and/or blinds if it appears safe to do so.
3. Count the number of students in your area. Report student numbers to the office using the Lock down Communication Tree
4. Teachers and students are to remain on the floor until a staff member they recognize discontinues the lock down or announcement over the PA system "ALL CLEAR." Students wait until an assigned adult accompanies them back to their classroom.

(If ACTION takes place during lunch)

1. ALL students on the playground will be taken into the upper-grade pod by yard duty supervisors. Students eating lunch will be taken into the multipurpose room by head custodian, staff and noon duty supervisors.
2. Have students lie or sit on the floor as instructed by the adult and close any shades and/or blinds if it appears safe to do so.
3. Count the number of students in your area. Report the student number to the office.
4. Teachers and students are to remain on the floor until a staff member they recognize discontinues the lock down or ALL CLEAR is announced over the PA system.
5. Following notice that the lock down is over, classroom teachers will pick up their students either in the multipurpose room or the upper-grade pod. (depending on the time of ACTION)

Teachers should be aware and monitor situation via school wide communication and visual and audible cues. If concerns for safety arise in current location, Run, Hide, Fight Protocol should be considered:

1. RUN. Getting away from the shooter or shooters is the top priority. Leave your things behind and run away. If safe to do so, warn others nearby. Describe each shooter, their locations, and weapons.
2. HIDE. If you cannot get away safely, find a place to hide. Get out of the shooter's view and stay very quiet. Silence your electronic devices and make sure they won't vibrate. Lock and block doors, close blinds, and turn off the lights. Do not hide in groups—spread out along walls or hide separately to make it more difficult for the shooter. Try to communicate with police silently— such as through text messages or by putting a sign in an exterior window. Stay in place until law enforcement gives you notice that all immediate danger is clear.
3. FIGHT. Your last resort when you are in immediate danger is to defend yourself. Commit to your actions and act aggressively to stop the shooter. Ambushing the shooter together with makeshift weapons such as chairs, fire extinguishers, scissors, and books can distract and disarm the shooter

This ACTION is considered appropriate for, but not limited to, the following:

- Active Shooter
- Extreme Violence
- Gunfire
- Police Initiated

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#### Emergency Action 5 - STAND BY

Description:

- If outside, teachers are to return to their classrooms.
- If inside, teachers will hold students in classrooms pending receipt of further instructions.
- Must be followed by another ACTION or return to normal school activities.
- Use Parent Telephone Alert System if appropriate.

Announcement: An announcement in person directly or over the public address system Example: “Your attention please. (Pause) STAND BY, (Pause) STAND BY, (Pause) STAND BY. Additional information to follow.”

Use messengers with oral or written word as an alternate means of faculty notification.

This ACTION is appropriate for all disasters or emergencies, except those that occur without warning.

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#### Emergency Action 6 - TAKE COVER

Description:

- Move to and take refuge in the best-shielded areas within the school buildings.
- Use Parent Telephone Alert System as soon as possible.

Announcement:

- Enemy Attack- A three- (3) minute undulating siren tone for schools near an Attack Warning Siren.

An announcement in person directly or over the school public address system for schools not near an Attack Warning Siren.

Example: “Your attention please. (Pause) TAKE COVER, (Pause)

TAKE COVER, (Pause) TAKE COVER, (Pause) Enemy attack imminent.” Continuing short bell signals. Use messengers with oral or written word as an alternate means of faculty notification.

- Natural Disasters - An announcement in person directly or over the public address system. Example: “Your attention please. (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause)

Severe Windstorm imminent.” Continuing short bell signals. Use messengers with oral or written word as an alternate means of faculty notification.

This ACTION is appropriate for, but is not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

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#### Emergency Action 7 - ALL CLEAR

Description:

- This ACTION signifies the end of the ACTION that had been initiated.
- Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.
- Use Parent Telephone Alert System if appropriate.

Announcement: An announcement in person directly or over the public address system. Example: “Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) Thank you.”

Use messengers with oral or written word as an alternate means of staff notification.

This ACTION is used as the final ACTION to conclude:

- Duck, Cover and Hold
- Leave Building
- Secure Building
- Stand-By
- Take Cover

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## SCHOOL CLOSURE PROCEDURES:

Note: SRCS District Superintendent will determine school closure and District procedure will override site procedures.

Bus Arrivals: If buses are en route they need to continue to the school site. We need to ensure that an adult will be home. Parents need to be notified before sending students back home on the bus.

If students are in route: Students to report to homerooms

- Teachers to look for student contact info on Illuminate Database or emergency cards (copy).
- All resource staff is to report to the office. Resource staff will help retrieve students from classrooms when parents show up to pick up students – runners.
- Parents will follow sign out procedures to sign students out.
- Car Arrivals: Resource staff at the front and back of the school to help inform parents arriving that school is closed.

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

There is currently no established facilities use agreement to use the school buildings, ground, and equipment for mass care and welfare shelters during disasters or other emergencies.

### **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**

Steele Lane Elementary School has an excellent school climate with an average rate of suspensions as the rate in the district. The school provides clear behavioral expectations and works to create a positive school climate that recognizes good behavior through Gold Passes and monthly awards assemblies.

#### Suspension from School

(BP 5144.1 – See policies on the SRCS website)

A student may be suspended for any of the acts listed in Education Code if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s).

A student may be suspended or expelled for acts that are related to a school activity or attendance that occur at any time including but not limited to the following circumstances:

(Education Code 48900(r))

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

A student may be suspended if the Superintendent or the principal of the school in which the student is enrolled determines that the student has:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900)

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

(3) Unlawfully possessed, used, said, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Education Code 48900(c))

(4) Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; and then either sold, delivered, or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

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

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

(7) Stolen or attempted to steal school property or private property. (Education Code 48900 (g))

(8) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clover cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this does not prohibit use or possession by a student of his/her own prescription products. (Education Code 48900 (h))

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

(10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Education Code 48900 (j))

(11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900 (k))

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

(13) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900 (m))

(14) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Education Code 48900 (n))

(15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both. Education Code 48900 (o)

(16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900 (p))

(17) Engaged in, or attempted to engage in hazing as defined in subdivision (b) of Section 245.6 of the Penal Code (Education Code 48900 (q))

(18) Used any electronic signaling device, including, but not limited to, paging and signaling equipment while on campus, while attending any school sponsored activity, or while under the supervision and control of any district employee, except for a high school student, who may use the above mentioned devices during break or lunch and except when a student at any grade level has the prior consent of the principal or the principal's designee. The use of cell phones or other electronic devices whether for the purpose of voice or text communication or other purposes, i.e. photo-taking, shall be considered disruptive if done during class time or during other school events and in other designated school settings. (Education Code 48901.5)

(19) Committed sexual harassment as defined in Education Code 212.5. This conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This sub-section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2)

(20) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This subsection applies to students enrolled in any of grades 4 to 12, inclusive. (Education Code 48900.3)

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

(22) Making terroristic threats, as defined, against school officials or school property, or both. (Education Code 48900.7)

#### Suspension by Teacher (Education Code 48910)

(1) A teacher may suspend any student from his/her class, for any of the acts enumerated in Education Code 48900 for the day of the suspension and the day following.

(2) The teacher shall immediately report the suspension to the principal of the school and send the student to the principal or designee for appropriate action.

(3) As soon as possible, the teacher shall telephone or write to the parent/guardian of the student asking him/her to attend a parent/teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent/guardian so requests.

(4) The student shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher and the principal.

(5) A student suspended from a class shall not be placed in another regular class during the period of suspension. However, if the student is assigned to more than one class per day, this paragraph shall apply only to other regular classes scheduled at the same time as the class from which the student was suspended.

(6) A teacher may also refer a student, for any of the acts enumerated in Education Codes 48900, 48900.2, 48900.3, 48900.4, 48900.7 and 48901.5, to the principal for consideration of a suspension from the school.

(7) A teacher may require the parent/guardian of a student suspended by the teacher for violating sub-section (i) or (k) of Education Code 48900 to attend a portion of a school day in his/her child's or ward's classroom. (Education Code 48900.1)

#### Pre-Suspension Conference

Suspension by the principal or designee shall be preceded by an informal conference conducted by the principal or designee between the student, and whenever practicable, the teacher or employee who referred the student to the principal or designee. At the conference, the student shall be informed of the reason(s) for the disciplinary action and the evidence against him/her and shall be allowed to present his/her version of the incident and evidence in his or her defense.

#### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5)

#### Notification of Parent/Guardian

At the time of suspension, a school employee shall make a reasonable effort to contact the student's parent/guardian in person or by telephone. If a student is suspended from school, the parent or guardian shall be notified in writing of the suspension.

#### Report

The principal or designee shall report the suspension of a student, including the cause thereof, in the District student information system and providing a copy of the suspension to the parents and placing one in the cum. The principal is only allowed to enter the suspension code in the student information system (SIS).

#### Parent's Conference

After student returns from a suspension, a reinstatement meeting should be held with the parent/guardian. No penalties shall be imposed on a student for the failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at a conference. made to have a reinstatement meeting with the parents.

#### Exclusion from District Property/Activities

During the period of a suspension, the student shall not enter, or come onto, any district property or grounds, and shall not attend any district or school-sponsored activities or events.

#### Expulsion -

##### A. Recommendation for Expulsion (Ed Code 48900, 48915)

A principal or the superintendent shall immediately suspend, and shall recommend the expulsion of a student that he or she determines has committed any of the following acts:

- 1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, and permission was concurred in by the principal or the principal's designee. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined above, is not an offense for which expulsion is mandatory, but is an offense for which expulsion may be pursued, per Section 1(c) below.
- 2) Brandishing a \*knife at another person. (See definition of "knife" below).
- 3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900(n).
- 5) Possession of an \*explosive. (See definition of "explosive" below).

##### B. Mandatory Recommendation Unless Inappropriate (Ed Code 48915 (a))

A principal or the superintendent shall recommend a student's expulsion for any of the following acts unless the principal or superintendent finds that expulsion should not be recommended under the circumstances or that an alternative means of the correction could address the conduct:

- 1) Causing serious physical injury to another person, except in self-defense
- 2) Possession of any \*knife, explosive, or other dangerous objects of no reasonable use to the student (See definition of "knife" below).
- 3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) the first offense of the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; (ii) the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician
- 4) Robbery or extortion.
- 5) Assault or battery upon any school employee, as defined in Penal Code Sections 240 and 242.

\*Brandishing a knife at another person. "Knife" means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (Ed Code 48915(g).)

\*As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.



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

Definition: Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature has the purpose or effect of unreasonably interfering with an individual's education or creating an intimidating, hostile, or offensive educational environment.

Examples:

1. Making unsolicited written, verbal, physical and/or visual contact with sexual overtones such as:
2. Suggestive or obscene letters, notes, invitations, pictures, or objects.
3. Leering and other suggestive or lewd looks, expressions, or gestures.
4. Derogatory comments, slurs, jokes, or epithets.
5. Assault, touching, impeding or blocking movement.
6. Continuing to express sexual interest after being informed that the interest is unwelcome.
7. Making, threatening or implying reprisals following a negative response.

Confidentiality: Reasonable efforts will be made to keep a complaint and the results of the investigation confidential. Witnesses shall be informed that it is a violation of the district policy to disclose the complaint, the nature and outcome of the investigation or the parties involved.

Disciplinary action: Students in grades 4 - 12 are subject to disciplinary action. Interventions may include conferencing, warning, counseling, detention, or school service. More serious infractions or chronic violations of the district's sexual harassment policy may result in suspension or expulsion.

Retaliation prohibited: A student shall not be subject to retaliation or reprisal for filing a complaint. Every effort will be made by school personnel to insure non-retaliation and, if this policy is violated, appropriate disciplinary action will be taken.

Complaint procedures:

- Informal resolution: Students are encouraged to inform the student who is subjecting them to sexual harassment but are not required to do so.
- Formal complaint: If a student has tried but is unable to communicate directly with the person, or does not feel comfortable in doing so, a school staff member should be informed about the problem and this information passed on to the principal to investigate.

Review and procedures:

1. The principal shall review the complaint, whether it is by the student, parent, or referred by a staff member.
2. The principal will contact the parent of the aggrieved to insure that they are aware of the complaint and the process that will ensue. A follow-up letter with a copy of the district's sexual harassment policy and complaint form will be mailed home.
3. The principal shall conduct an investigation and inform the student who is being accused of sexual harassment and that student's parents.
4. Upon completion of the investigation, the principal shall determine whether the harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or disciplinary action.
5. A closing letter will be sent to the parents of the aggrieved to apprise them of the findings of the investigation, and that action has been taken if there was sufficient evidence to verify the complaint.
6. The principal shall keep a written record of all interviews and contacts made in conducting the Investigation.
7. A copy of all written communications, including closing letters, shall be sent to the District Title IX officer.

Responsibilities of staff members:

1. All staff members who are responsible for students shall insure that students are in an environment which is physically and emotionally safe.
2. Staff shall seriously address any student actions which involve harassment, intimidation, threats, or aggressive conduct, whether it be verbal, nonverbal or physical. If the conduct appears to be sexual harassment as outlined previously, the situation should be brought to the attention of the principal.
3. Teachers will instruct students on conduct which reflects respect for others and shall reflect the school's written behavior standards. In grades 4-6, teachers will more specifically address sexual harassment as part of the health curriculum, a class meeting, special presentation or other instructional means which are appropriate to the maturity level of the students. They will be informed of the procedure for making a complaint, how it will be followed up, and the possible consequences for those who engage in sexual harassment.

K-3 Suggested Activities:

1. Student assembly at the beginning of the year emphasizing the need for respect for one another and that every student has a right to come to school and feel safe.
2. Students should be made aware of what is considered appropriate physical contact and what is not deemed appropriate in a school setting.
3. Encourage students that they should let their parents or staff member know if someone does not respect this right.

4-6 Suggested Activities:

1. Student assembly at the start of the year to address the need for respect and safety.
2. During the first quarter of the year, teachers will discuss with students the issues of harassment, in general, and weave in the specifics of sexual harassment. This may be done as part of a class meeting or a more formal curricular approach.
3. A peer theater group could be invited to present harassment and sexual harassment to a class or group and a follow-up discussion question and answer period. The use of appropriate videos on the topic may be used to initiate the discussion. Current events and other newsworthy items related to school safety or harassment in the workplace may be appropriate for older elementary students.

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)**

Education Code 35183 is the legal reference code for school dress code; uniforms. Students should wear clothing\* that doesn't interrupt the learning of others. (i.e.- short skirts, shorts, pants too low, spaghetti straps, strapless clothing, offensive or violent t-shirt graphic, etc.) All students have the right to learn. At the beginning of each school year, students and parents/guardians shall be informed in writing about the school dress code (see Parent Handbook). A student who violates the school dress code shall be subject to appropriate disciplinary action. Board Policy 5132.

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

An appropriate school dress is expected at all times. Students are expected to dress in a safe, healthy and non-distracting manner. Athletic shoes or other closed-toe, closed-heel, securely fastened flat-soled shoes must be worn at school at all times. Sandals of any kind, backless shoes, shoes with in-appropriate/unsafe heels, or shoes with cleats are inappropriate and may not be worn. Long skirts, bare midriiffs, short shorts, spaghetti straps, and tank tops are not appropriate. No hats are allowed in the classroom, but hats and other sun-protective clothes are allowed for outside activities. T-shirts with advertisements about cigarettes, beer, alcohol or other substances are inappropriate school attire and may not be worn. Gang affiliated items that are viewed as evidence of membership or affiliation in any gang is prohibited.

STATUS OF GANG ACTIVITY ON CAMPUS.

The Steele Lane Community has determined that gang influences are present in the Steele Lane Community. As a result of this activity, and in consultation with community groups, specific expressions typically associated with the gang activity have been included in the Steele Lane General Student Dress Policy. It has been established by the school community (staff, parents and local agencies) that there is a need to have a general student dress code language to ensure safety and an orderly learning environment.

GANG PREVENTION & INTERVENTION GUIDELINES

The wearing of clothing; marking on one's skin (tattooing); writing on books, papers, and backpacks; and words or gestures not related to the curriculum, which may be associated with these gangs, are not allowed and may include, but are not limited to: Red or blue bandanas, red or blue shoelaces, red or blue belts, belt buckles with 13 or 14, three or four dots, hand signs indicating 13 or 14 or known gang signs, inflammatory gang-related terms such as 'scrap', 'scrapa', 'chap', 'chapete' or verbal references to terms noted in the following chart.

The following are local gangs and some of the insignias and symbols they may use, but are not limited to:

GANG-INITIALS, SYMBOLS, ETC.-GENERAL LOCATION

- Asian Boyz.....ABZ, Abz, 1226-Countywide
- Bennett Valley Surenos.....BVS-Santa Rosa
- Brown Pride Norteno..... BPN-County wide
- Brown Pride Sureno..... BPS-County wide
- Cambodians With Attitude ..... CWA-Santa Rosa / SF
- Corby Block Nortenos.....CBN-Santa Rosa
- Crips- Crip, Crippin', Cuzz .....Santa Rosa
- Dec Lao Crip / Lao CripNorte- DLC, LC, Crip.....Countywide
- 18th Street- XVIII, XV3ST.....Countywide
- La Familia- LF, LFMA.....Santa Rosa
- Lennox 13- LNX 13.....Santa Rosa

Lokked Out Khmer - Lokked out Khmaj-LOK.....	Santa Rosa
Mara Salvatrucha- MS.....	County wide
Norte-NX4.....	Santa Rosa / Windsor
Nortenos- Norte, XIV, 14 .....	Countywide
Pachuco Locos- PL .....	Santa Rosa
Puro Sureno Cholos- PSC .....	Santa Rosa
South Park PeeWees - Subset of VSP-SPP .....	Santa Rosa
Surenos-EME- SUR, XIII, 13, X3.....	Countywide
Tiny Rascal Gangster- TRG, 7126.....	Countywide
Valley Oak Park- VOP .....	Santa Rosa
Varrío Angelina Heights- VAHTS, AHTS.....	Santa Rosa
Varrío Olive Street- VOS .....	Santa Rosa
Varrío Santa Rosa Norte- VSRN .....	Santa Rosa
Varrío South Park- VSP .....	Santa Rosa
Varrío Sur Locos- VS .....	Santa Rosa
West 9th Clica - Subset of VSL-W9th VSL .....	Santa Rosa

Although many of the above may not be specifically attributable to the Steele Lane School attendance boundaries, specific gang activity is not localized. Additionally, students attend Steele Lane from all over Santa Rosa. These restrictions intend to limit the influence and fear that often goes with gang activity on the school campus and to ensure that students coming to school and going home are not at risk.

Every effort will be made to initially address gang-related issues from an educational, counseling perspective and to communicate to parents about any concerns. Except in severe situations, which involve aggression, serious threats, or disruption of school activities, the suspension will be the consequence of last resort.

#### GENERAL DRESS CODE AND PERSONAL PROPERTY GUIDELINES

Steele Lane does not require students to wear uniforms but students are expected to dress in a manner that is appropriate to assure student learning and academic success. Anything that detracts from this is unacceptable. Students will be required to change clothes if they are wearing any items that are considered unsafe or disruptive.

#### Guidelines to Steele Lane’s Student Dress Code

1. Hats may be worn outdoors for warmth or sun protection. Hairnets are to be worn when serving food only in the cafeteria.
2. Shoes must be worn at all times: we wear closed toed shoes with straps on the back: please no sandals, flip flops, slippers, or heels. Shoes must be appropriate for school: ready for recess or PE.
3. Please keep the following body parts covered: Abdomen, Bottom, and Chest/Cleavage, (A,B,C’s) This means: No mini-skirts, fishnet tops, halter tops, bare midriff shirts/blouses, or spaghetti straps.
4. Keep all undergarments covered.
5. Shorts, skorts & skirts must be long enough so that the fingertips touch the bottom when the arms are extended at the side.
6. Clothing should fit well. All pants and shorts must be hemmed, must fit without a belt (although a belt may be worn) and must not sag, bag, or drag on or near the ground.
7. Nothing may hang from belts or pants including belts.
8. School appropriate messages & images on clothing. No items or clothing that depict, display or refer to drugs, alcohol, weapons, violence, inciteful symbols or lewd pictures or messages are permitted.

#### Property

1. No lighters.
2. No paper clips, permanent markers or rubber bands.
3. No knives of any kind.
4. No weapons including imitation ones.
5. No laser pens or lights.
6. Skateboards must be checked in at the main office.

7. No whiteout.
8. No spit wads.
9. No gum.
10. No toys are to be brought to school without prior permission from the principal or teacher.
11. No electronic devices.

Students who violate these guidelines will be subject to disciplinary action.

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

Steele Lane Elementary is located on a busy thoroughfare in Santa Rosa. Many students are bussed to school daily and dropped off in front of the school on the sidewalk and are directed to enter the school through the main hallway. They exit the same way to meet departing busses. Staff members are on duty both before and after school to supervise students departing and entering the school busses. Supervision of students before school begins at 7:45am on the blacktop, or 7:30am for breakfast in the multi-use room.

Students and parents who walk use city sidewalks and crosswalks to enter the school in the same manner. A crossing guard is on duty both before and after school to help insure safety in crossing Steele Lane. Parents who drive students currently use the curb area in front of the school to drop students off. Pickup is done in the same manner. Parents are advised not to leave their cars unattended in front of the school as the school busses must have access to parking there. Driveways on both sides of the school are single lane and designated for staff and handicapped use only.

Due to the lack of parking around the school, parents and school visitors often violate rules and park in the staff lots. There are very few legal options, which can make the school seem unwelcoming. In the fall and mid-year at Steele Lane Elementary School the Master Facilities Plan meetings have opened the doors for input, and future plans show indications of a reformatted school flow, allowing for a larger parent lot. There is no promise, and no immediate solution, but the message that the lots are overcrowded and unsafe has been heard. There were 2 known car accidents in the west lots of Steel lane, as well as 4-6 cars annually that get stuck in the mud. The principal has requested gravel via the SRCS maintenance request system to help keep the cars from getting stuck in the mud, no gravel has been delivered.

School rules and procedures are communicated to parents via school meetings, phone calls, newsletters, and the "Parent/Student Handbook." The Parent/Student School Site and District Handbooks are updated yearly.

All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

Staff members and parents are visible at times students are en route to and from school.

#### **CAMPUS VISITORS**

All campus visitors, including parents, are to report to the office. All visitors are required to wear a "Visitor's Pass." There is a volunteer sign-in binder on the top of the counter outside of the office as well as visitor badges. Visitors are to sign in and sign out. Signs are posted (English and Spanish) at entrances indicating that all visitors are to report to the office. Former student visitors MUST be under staff supervision at all times and get written permission two weeks before visiting from the staff and parent/guardian and can only visit when their school is NOT in session.

#### **Releasing Children from School**

Under no circumstances shall any child be released from the custody of school personnel unless, and until, such may be done safely. Any adult calling for a pupil at the school site will be required to identify himself to an assigned staff member before being permitted to take a pupil out of school.

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

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

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

#### CHILD SAFETY INSTRUCTIONS

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

#### BICYCLE SAFETY

Children in grades 4 through 6 may ride their bicycles to school. Bike helmets are required of all students using bicycles. Anyone using their bicycles in an unsafe manner will not be allowed to bring their bicycles to school. Bicycles are to be walked on school sidewalks and the campus at all times. Bicyclists must walk their bicycles at crosswalks near the school and must wait for the "crosswalk lights" to light. They should be left alone in the bicycle rack area once the bicycle is parked. Students are not allowed in the bicycle area during the school day. Locks and licenses are recommended and the school will not be held accountable for lost or stolen bicycles on campus.

Students should understand the following bicycle safety rules:

- 1) Be careful and alert at all times.
- 2) Obey all traffic rules and signs.
- 3) Ride in a single file.
- 4) Never weave in and out of traffic.
- 5) Never cut corners on left turns.
- 6) Always use arm signals when turning.
- 7) Always keep to the right side of the road or in bicycle lanes.
- 8) Never hang on to moving vehicles.
- 9) Be careful where you park your bike.
- 10) Always ride one on a bike.
- 11) Always walk your bicycle on the sidewalk when crowded or on the school grounds.
- 12) Always wear a helmet - it is the law.

#### SCHOOL BUS GUIDELINES

Bus and van riders are expected to follow the driver's directions at all times and be courteous to other passengers. Children issued citations are counseled by the principal and expected to bring back a copy of the citation signed by a parent the following day.

Each year, parents receive a copy of the rules on the bus and at the bus stop as part of their application for a bus pass.

The district policy calls for a warning with the first citation. In some cases, a student may be removed from the bus immediately if there is a serious disruption. A second citation results in a one-week bus suspension and the third one in a year results in a one-month bus suspension. A child is suspended from the bus for the remainder of the year with a fourth citation.

#### VOLUNTEER SCREENING

Volunteers are screened on the Meagan's Law website by staff supervising the volunteers. Any volunteers left alone with children are fingerprinted first.

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

#### **Component:**

Steele Lane Elementary School partners with families and the community to promote involvement with our school. When families are connected, kids are more connected and feel safer.

**Element:**

The school will regularly collaborate and communicate with the community to promote involvement.

**Opportunity for Improvement:**

Parent communication has been a challenge through our site website and Blackboard app. We need a system to easily text parents information from the school. The Remind app is cumbersome to keep up the family groups. We have heard Illuminate Ed may have this capability soon and need district support to set up a system and make this communication happen regularly.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective 1: A variety of methods of communication will be employed to increase parent and community connectedness to the school and maintain the feeling of security and safety for students and families.</p>	<p>Activity 1: FaceBook postings at <a href="https://www.facebook.com/SteeleLaneElementary/">https://www.facebook.com/SteeleLaneElementary/</a> will update community and parents on events, as well as shares news after events, including photos</p> <p>Activity 2: Monthly newsletter and monthly parent tips will be sent home to families in Spanish and English.</p> <p>Activity 3: The banners in the hallway will announce events, rules and monthly character traits in Spanish and English.</p> <p>Activity 4: The marquee in front of the school will announce events and holidays in Spanish and English.</p> <p>Activity 5: The Parentlink system will call to families' phones to announce events, reminders and holidays in Spanish and English.</p> <p>Activity 6: The school website should be updated to include information in Spanish and English.</p> <p>Activity 7: The school Remind account will be used to text out important and timely updates to parents regarding bus delays, special events, and emergencies.</p>	<p>School Loop - District Staff support</p> <p>Monthly newsletter, Facebook, Blackboard, Digital Marquee, Remind app</p>	<p>Family Engagement Facilitator, Student Engagement Coordinator</p>	<p>Communications Binder, Website, Blackboard log</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective 2: The school will collaborate with the community and families to create activities to support the friendly, fun school community that makes students feel safe and excited to be part of a school, as well as support the wellness of children and parents.</p>	<p>Activity 1: English Learner Advisory Committee, the Foundation, and the School Site Council will collaborate with families to get authentic input to create activities and plan events on dates that families prefer. This year, many families request for activities to happen on Friday nights.</p> <p>Activity 3: The family engagement facilitator, and student engagement facilitator will work with families to provide offerings that students are interested in: this year the knitting club was a new addition.</p> <p>Activity 3: The principal and family engagement facilitator will continue to provide information at the ELAC meetings.</p> <p>Activity 4: The principal works with Schools Smile Program through Cap Sonoma, Spot Vision through the Lyon's Club to support students getting health screenings for free during the day to help families manage their children's health &amp; wellness.</p>	<p>Staff and community members</p>	<p>Family Engagement Facilitator, Teresa Barerra</p> <p>Student Engagement Worker, Lizbeth Angeles</p> <p>Principal, Amber Williams</p>	<p>ELAC minutes, Foundation minutes, school calendar</p>

**Component:**

Safe Teaching and Learning Environment. Steele Lane School provides a school climate that is conducive to teaching and learning. Student and staff work together to create a nurturing physical environment.

**Element:**

All students and staff are provided safe and secure learning and teaching environment.

**Opportunity for Improvement:**

Determine systems to maintain an attractive campus while including student voice and creativity.



Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective 1: The school will show signs of school pride, reinforcement of school rules, school motto and goals and demonstrate the school pride via murals, bulletin boards, banners, posters, and artwork displayed around the school.</p>	<p>Activity 1: Students developed inspirational quotes to paint around the school. With the help of a parent volunteer, the quotes will be installed in the spring of 2018.</p> <p>Activity 2: The BEST+ team designed and ordered many banners to post inside and outside. The mention the school motto, the school rules, the Toolbox tools, etc.</p> <p>Activity 3: The counselors, Student &amp; Family Engagement Facilitators will work with the principal to fulfill the goals and objectives of the Safe School Plan, and identify other activities to improve the coziness of the campus, so it is less industrial, and more homey.</p>	<p>MTSS resources through SRCS Teaching and Learning resources.</p>	<p>Tier 1 Lead</p>	<p>Visual walk-through of campus</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 2: The school will take on tasks to support a clean campus.	<p>Activity 1: The after school program does school wide sweeps of garbage.</p> <p>Activity 2: Students make announcements to keep the campus tidy.</p> <p>Activity 3: The principal and student engagement facilitator will work on ways to streamline garbage and recycling at the tables with an interested teacher. Composting continues in worm bins and can potentially be a source of revenue.</p> <p>Activity 4: The activities that support these goals are included in the school's Comprehensive School Plan which is submitted to the District each April. The plan will include funding sources to support assemblies, field trips, instructional materials, books, and student recognition.</p>	Materials to help students keep the school clean. (IE. Trash pickers, extra garbage cans, an incentive program to help students get involved.	Head Custodian, Student Council	Activity Log of Students

**Component:**

Steele Lane School provides an orderly, purposeful atmosphere that is free from the threat of physical harm. The school climate is conducive to teaching and learning. Students are taught the necessary behaviors to make the school “safe and orderly.” Desirable behaviors taught include being safe, respectful and responsible. A comprehensive school improvement plan shall include for safe ingress and egress of students, parents, and district employees to and from school.

**Element:**

A comprehensive school improvement plan is monitored and updated as appropriate by our School Site Council which includes representatives from classified and certificated staff, parents, and PFO officers.

**Opportunity for Improvement:**

The Steele Lane campus is surrounded by fencing to the east, west and the south side is the front of the school. A gate next to the kitchen is kept closed but not locked for staff ingress and egress during school hours. Cameras were installed in the Fall of 2019 throughout the campus which provides added security. Security would be significantly improved with fencing and gates at the back side of the campus limiting entrance to the campus from the back of the school. With many adults on campus coming and going, all staff must wear their school ID. Communication about incidents can be improved by systematically logging incidents and parent communication in the student information database.



<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
Objective 1: All students and staff are provided a safe learning and teaching environment.	Review safety plan at the beginning of the school year with staff and conduct a school-wide safety assembly.	School Staff	Principal	Review of safety plan
Objective 2: A variety of activities will be planned that represent the diversity of the school and the community, and is reflected in the social studies standards and the visual and performing arts frameworks.	Students will attend at a least one assembly or go on at least one field trip, which includes content that is reflective of diverse historical or cultural expressions.	SPSA funds allocated for field trips or assembly	Principal	Budget, number of study trips taken.
	As appropriate and relevant, the school will disseminate or post community events or functions. Staff will be encouraged or invited to attend events in the community that may include their students.	School Staff, Community information	Principal, Foundation, Family Engagement Facilitator	School Newsletters, Communication Binder, Parent Survey
	Parents will be involved in regular, two-way, and meaningful communication involving student academic learning and other school activities	School Staff	Principal	Parent Sign-in Sheets to meetings, Back to School Night, Open House, parent/teacher conferences.
Objective 3: Access to the Steele Lane campus during the school day is limited to students, staff and other adults with a designated pre-approval purpose.	Gate next to kitchen to be locked by 8:00AM daily.	Building Staff	Lead Custodian	Custodian Campus Security Checklist
	All visitors must sign in at office and wear a visitors badge/label.	Office Staff	Office Manager	Visitor Sign-in Binder
	Gate key provided to all staff	District Maintenance Department	Principal	Office Manager gate key security log

Objective 3: Student injury incidents communication	Log incident and parent communication in student information database and ensure contact with parent(s) regarding head injuries. After several attempt leave a message, and in addition send a written notice home with child.	Office Staff, Illuminate Ed	Health Tech and Office Manager	Student Information System (SIS)
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**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Steele Lane Elementary School's Student Conduct Code**

Steele Lane School supports a safe and positive learning environment. Steele Lane is currently in the third year of implementing the BEST Program – “Building Effective Schools Together” & Restorative Justice. The program supports the use of three over-arching rules: We are Safe, We are Respectful and We are Responsible. Here at Steele Lane Elementary School, we have added a fourth rule, "We are Kind". Two teams of Steele Lane staff members have attended a formal BEST training, two BEST committees (Tier 1 and Tier 2) meet during the year to support and implement and effect Multi-Tiered System of Supports.

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

Possible interventions and consequences for not following the rules:

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

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

**SEARCH AND SEIZURE**

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

- Individual student searches
- Searches of student lockers/desks
- Use of metal detectors
- Use of drug-detection dogs

- School Principal must determine the need for the use of the contraband detention dog
- School Principal must notify the Superintendent/Designee prior to the arrival of the contraband detention dog on a school campus
- Contraband detention dogs may not sniff any individual student

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

#### COMMON AREA BEHAVIORAL EXPECTATIONS

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

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

3. Playground: These rules are developed in conjunction with the Tier 1 Team and the Noon-duty Supervisors.

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

4. Equipment:

- Two balls per basketball half court, unless there are 10 players in a game.
- No bouncing of balls anywhere except on playground and play field.
- Hard balls are not permitted at any time.
- Softball may only be played in an organized, adult-supervised game
- Skateboards and roller blades are not permitted.

5. Use of Playground Apparatus -

- All children using the Physical Fitness Apparatus will be qualified, understand the safe use, and cooperate in protecting themselves and others. This program's purpose is to allow children to find their own limits without undue pressure from others, and to discourage particularly aggressive children from heights until their ability matches their confidence. Teachers should train and check each new child entering during the year.

- Instructional activities should initially be directed toward several Physical Education program objectives. This applies to instruction in the beginning of the year and to incoming students throughout the year.
- All children will stay off the physical apparatus until they have been certified by their teacher that they have demonstrated their understanding of the following safety conditions. Plan to check the children as

early as possible, except kindergartners, who should be checked in the spring.

- 1) Hands and bars should be dry; on dry days hands can become damp from perspiration and from moisture beneath the ground shavings.
- 2) The area under the apparatus is kept clear; a child who drops to the ground should not linger.
- 3) Physical Fitness area and apparatus may be used only under the direct supervision of a qualified supervisor, by qualified or qualifying children.
- 4) Nearby children should report injuries to the nearest adult immediately; injured children should remain in place.
- 5) Nothing should be tied or attached to any apparatus.
  - 6) Use equipment only with a secured shoe, nothing sharp in pockets, and without eating or chewing.
  - 7) Children should keep their hands and feet to themselves when on the equipment.
  - 8) When waiting for turn, wait in line.
  - 9) Only go down slide, and one person at a time.
  - 10) Only stunts permitted where hands stay in contact with the apparatus.
  - 11) No moving or throwing of shavings.

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

#### STUDENT RECOGNITION

1. Verbal praise: Staff recognizes students who follow the rules and show cooperative behavior. Thanking students models good social skills and infuses a sense of appreciation in the school.
2. School Wide: Staff recognizes students by giving out Gold Passes. Weekly drawings are held with prizes. In addition, Student of the Month assemblies are held each month recognizing students who demonstrate the Life Skills. Parents receive invitation letters to see their children publicly recognized.
3. In the classroom: Each teacher recognizes students in many ways. Students are respected as individuals and many have an opportunity to be a special person or "VIP" for a week and be acknowledged publicly and on a bulletin board. Verbal praises, tangible rewards and special privileges are accorded to students who are courteous and cooperative. Students may be honored as "Student of the Week" or earn preferred activity time, to mention just a few. Teachers may send students to be recognized by the principal.
4. Special celebrations and school spirit days: Students and staff are encouraged to show school spirit by wearing their school clothing or colors on Fridays and on special occasions. Other events which are part of the school's culture are the Winter Fiesta, ice cream social, Celebration of the Child, Pizza night, and special dress-up days and events planned by the student council.
5. Special events: The staff plans special guest speakers, assemblies, and field trips. These would not be possible without the cooperation of the students in general.

#### PARENT AND COMMUNITY PARTICIPATION

Parents and community members, including high school and college students, and senior citizens, feel welcomed in our school and gladly donate their time to share their time, energy and skills

#### SCHOOL BUS GUIDELINES

Bus and van riders are expected to follow driver's directions at all times and be courteous to other passengers. Children issued citations are counseled by the principal and expected to bring back a copy of the citation signed by a parent the following day.

Each year, parents receive a copy of the rules on the bus and at the bus stop as part of their application for a bus pass.

The district policy calls for a warning with the first citation. A second citation results in a one-week bus suspension and a third one in a year results in a one-month bus suspension. A child is suspended from the bus for the remainder of the year with a fourth citation.

#### BICYCLE SAFETY

Children in grades 3 through 6 may ride their bicycles to school. Bike helmets are required of all students using bicycles. Anyone

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

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

1. Be careful and alert at all times.
2. Obey all traffic rules and signs.
3. Ride in a single file.
4. Never weave in and out of traffic.
5. Never cut corners on left turns.
6. Always use arm signals when turning.
7. Always keep to the right side of the road or in bicycle lanes.
8. Never hang on to moving vehicles.
9. Be careful where you park your bike.
10. Always ride one on a bike.
11. Always walk your bicycle on the sidewalk when crowded or on the school grounds.
12. Always wear a helmet - it is the law.

Prevention activities designed to create and maintain safe, discipline, and drug-free environment See Ensuring Safe and Orderly Environment

A crisis management plan for responding to violent or traumatic incidences on school grounds - See Disaster Plan

A code of conduct policy for all students - See School Discipline

#### CAMPUS VISITORS

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

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

#### RELEASING STUDENTS FROM SCHOOL

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

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

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

#### MEDICAL EMERGENCIES

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

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

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

### 3. Notify the child's personal physician

If the injury is considered serious, the office staff will:

1. Immediately dial 9-911 for emergency assistance.
2. Give a copy of the child's emergency card and apprised of the contact made with the family to the emergency personnel who arrive.
3. The child will be taken to Sutter Medical Center unless otherwise indicated by the parents or the information on the emergency card.
4. A 'Student Accident Report' form is to be completed by involved personnel as soon as possible following the injury. This form is mailed to the Redwood Empire School Insurance Group (RESIG) and is not given to parents. Parents must request any report copies from the district superintendent.

### MEDICATION POLICY

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

The school must receive a completed form, "Permission for School Personnel to Give Medication," which includes a written statement from the child's physician detailing the method, amount and time schedules by which such medication shall be taken and a written statement or note from the parent or guardian of the child indicating the desire that the school assist the child in the physician's statement. The form must be signed by the parent and by a doctor and brought to the office to be kept on file.

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

### STUDENT ACCIDENTS

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

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

### JOB-RELATED INJURY

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

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

### CHILD SAFETY INSTRUCTIONS

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

## POLICIES/REGULATIONS/PROCEDURES

### PUPIL PROTECTION POLICY:

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

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

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

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

## **Conduct Code Procedures**

When a student behaves in a manner that is counterproductive to a well-ordered, positive learning environment focused on teaching and learning. In each of these incidents, there is a unique opportunity for a child to learn decision-making and problem-solving skills in lessons that are a foundation for lifelong productive behavior.

### **IN THE CLASSROOM**

Consequences for unproductive behavior will include a variety of actions depending on the situation including but not limited to the following: warning, teacher-student conference, a teacher-parent-student problem-solving phone call or the conference, and/or other classroom-interventions that are the natural consequence for the specific behavior. For example, if an assignment is not completed, the child may be asked to finish the work during recess; or if a student is disruptive, his/her seat may be moved to a place where the disruption is no longer possible.

If the problem continues, the teacher may hold a conference with the parent, the child and the principal to construct a contract that outlines the behavior to be improved and rewards and consequences for changing or continuing.

The teachers with children who have special needs are fully aware of each child's Individual Education Plan or 504 Plan contents and will seek support from the case carrier as part of the plan to address issues arising in students with disabilities. Teachers will present basic rules and regulations for the classrooms and playground at the beginning of the school year. Our rules involve creating a safe and orderly learning environment for all and will include the following: BE RESPECTFUL, BE RESPONSIBLE, BE SAFE and BE KIND.

### **AT THE END OF RECESS**

Students are expected to walk on the blacktop area when they hear a whistle and line up with their class.

Our Discipline Plan is outlined below and includes specific school rules and yet is not limited to the outline below.

When students fail to follow the school rules they will receive consequences/discipline, which will vary depending on circumstances and age/grade of the student. A student may receive warnings, detentions, parent contacts, referrals to the office, suspensions or expulsions. Teachers and adult staff may assign benches or detentions at lunch recess only.

A student may be suspended for any of the acts listed in Education Code if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s).

### **RULES FOR GENERAL COMMON AREAS - Four B.E.S.T. School Rules: Be Respectful, Be Responsible, Be Safe, Be Kind**

Students may be at school starting at 7:45 am, but not before.

#### **GENERAL GUIDELINES:**

- No gum chewing
- No spitting
- No cell phones
- Open doors carefully.
- Only Healthy Snack permitted
- RECESS and PLAY STRUCTURES:
- Freeze when the bell rings; after the whistle blows, walk immediately to class.
- Include everyone who wants to play.
- Use appropriate language and good sportsmanship.
- Students permitted in hallways only with a hall pass.
- Use equipment safely:
- Twirlers: 2 students are allowed on each bar; 10 complete twirls if others are waiting a turn.
- Slides: 1 student at a time; down only, feet first, no backpacks.
- Kick Balls (soccer & yellow): Use on the grass area, on ball-wall (not on buildings) and in the 2 kickball courts.
- Bouncing Balls (red): Use for 4 squares or on the grass.

- Wood chips stay on the ground.
- No toys, including balls, from home.

**ASSEMBLIES:**

- Walk-in and out quietly.
- Keep your hands and feet to yourself.
- Sit on your bottom.
- Listen with eyes, ears and your heart.
- Applause only.

**EATING IN MULTI-ROOM:**

- Use quiet voices.
- Sit in a designated area.
- Keep food at the table.
- Throw away trash/recycle correctly.
- Leave only with permission.

All students have the right to learn. Parent Handbook includes the B.E.S.T. Rules and Expectations

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

The law affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the school to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society.

A hate crime is defined in part, “any criminal act(s) or attempted criminal act(s) to cause physical injury, emotional suffering, or property damage where there is a reasonable cause to believe that the crime was motivated, in whole or in part, by the victim’s race, ethnicity, religion, sexual orientation, or physical or mental disability.”

A student may be suspended for a hate crime:

(Education Code 489003) (20) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This subsection applies to students enrolled in any of grades 4 to 12, inclusive.

Hate violence, harassment, teasing, threats, intimidation, hazing or bullying including but not limited to; physical or mental disability, gender, nationality, race, religion, or sexual orientation; and/or bullying including but not limited to in-person, writing, phone, other electronics, and websites is prohibited. If a student believes that they have been victimized by hate speech/violence: Contact the school's administration immediately. Document the time, date, witnesses and description of the incident.

If the complaining person requires additional information or would like to initiate the district's formal complaint process, you should contact the coordinator/compliance officer(s) may 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

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

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

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

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

Bullying may involve, but is not limited to:

Unwanted teasing

Threatening

Intimidating

Stalking

Cyber-stalking

Cyber-bullying

Physical Violence

Theft

Sexual, religious, nor racial harassment

Public humiliation

Santa Rosa City Schools

Board Policy

Bullying

## REPORTING AND FILING OF COMPLAINTS

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

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

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR1312.3 - Uniform Complaint Procedures.

BP 5131.2

## STUDENTS

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

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

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

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

(cf. 1020 - Youth Services)

#### BULLYING PREVENTION

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

(cf. 5137 - Positive School Climate)

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6163.4 - Student Use of Technology)

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

#### INTERVENTION

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

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

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

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

(cf. 6164.2 - Guidance/Counseling Services)

#### REPORTING AND FILING OF COMPLAINTS

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

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

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

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

#### INVESTIGATION AND RESOLUTION OF COMPLAINTS

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

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

#### DISCIPLINE

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on the responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

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

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

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on the basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of the responsible employee for Section 504

106.8 Designation of the responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

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

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

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

Management Resources:

CSBA PUBLICATIONS

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

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

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

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

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Bullying at School, 2003

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

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

Dear Colleague Letter: Harassment and Bullying, October 2010

## WEBSITES

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

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

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

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

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

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

Policy SANTA ROSA CITY SCHOOLS

adopted: April 12, 2017 Santa Rosa, California

### **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 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

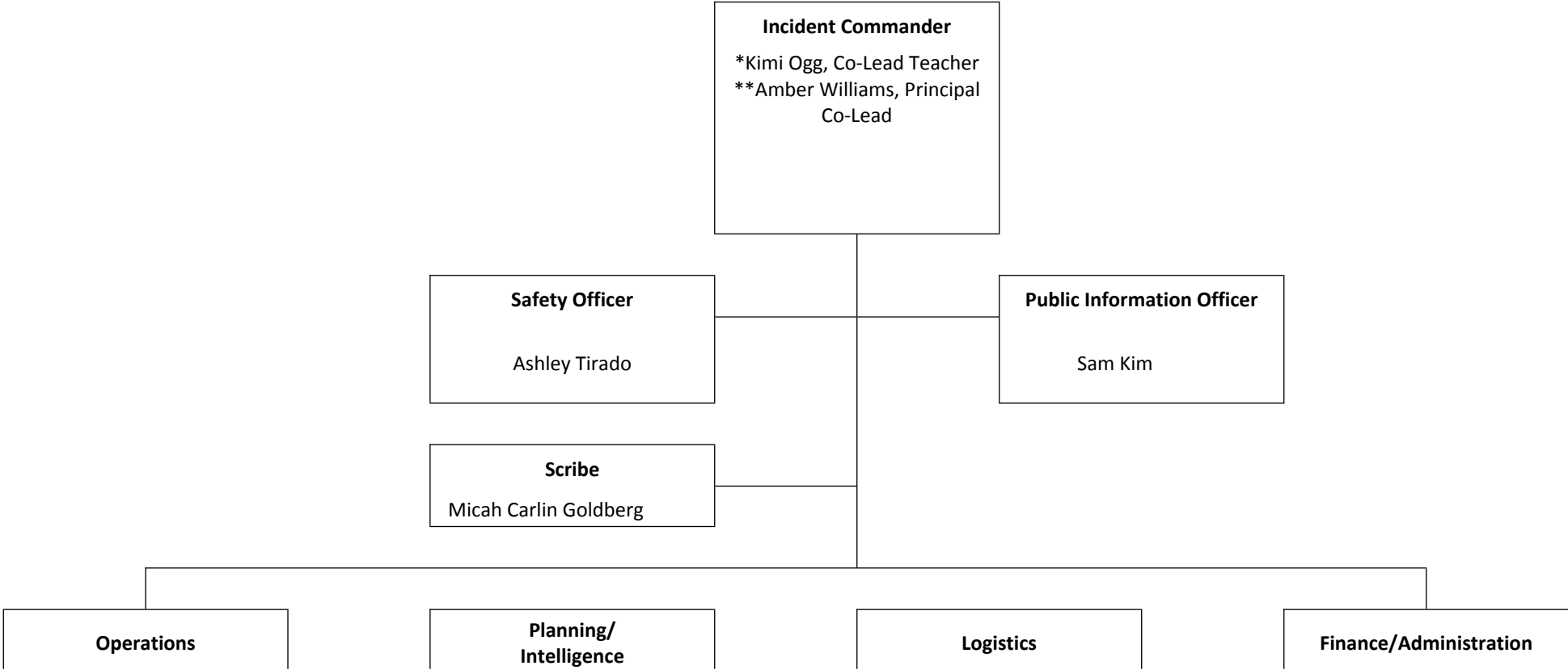
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	Emergency REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency or Business Office
Law Enforcement/Fire/Paramedic	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**

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

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

**Steele Lane Elementary School's Incident Command System**



Chief: TOSA TBD  
Alternative: Gretta Klosevitz

Communication Team:  
\*Sam Kim

Crisis Intervention Team:  
\*Kara Andersen  
Robert Johns  
Taryn Reynolds

Maintenance/Fire/Site  
Security:  
\*Arnoldo Hernandez  
Reggie Misa  
Linda McCoy

Chief: Kate Gillespie  
Alternative: Micah Carlin-  
Goldberg

Situation Status Team: Kim  
Peters

Chief - Ashely Tirado  
Alternate - Janet Wittry

Staffing and Supplies:  
Kristy Sterling

Transportation/Student  
Release Team Lead:  
\*Lisa Dean, Mark Briceno

Assembly/Shelter:  
\*Kristen Ott  
Tessa Bronner

Janet Wittry

**First Aid & Search  
Teacher A**

SEARCH TEAM:

Chief - Dan Devoto  
Team Members: Kristy  
Sterling, Matt Mensch, Natalie  
Gordon, Phil Snyder

FIRST AID TEAM:  
\*Hannah Ammerman  
\*\*Kimbea Sapp

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**Student Release &  
Accountability  
TeacherB**

\* Maria Luna, Gretta Klosevitz

## **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:

LOCATION -

- \* Inside: Office
- \* Outside: Incident Command System Chart - ICS (Field)

In response to notification of an emergency or disaster, sudden death, suicide, etc., the principal or designee should immediately notify the superintendent and assemble the Crisis Intervention Team to help plan the response and prepare for the following day.

Plans should include:

1. Preparation of a written statement to staff members as to how to handle phone calls and requests for information about the emergency or disaster communications.
2. Establish a crisis center on campus where crisis team members will be available to meet with the students.
3. Request assistance, if needed, from Santa Rosa City School or Sonoma County Office of Education Psychological Services, and/or the Sonoma County Mental Health Services.
4. Promptly share factual information with staff, students, parents and community according to District requirements.
5. Plan staff meetings or other as soon as possible to share information.

### **INCIDENT COMMAND TEAM RESPONSIBILITIES**

School sites responding to an incident shall utilize the functions, principles, and components of the Incident Command System (ICS), per California Code of Regulations, Title 19, Division 2, Chapter 1, §2405.

Incident Command System (ICS) Functions. The five functions of the ICS are Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. Individuals working under the Command function will be referred to as the Command Staff, while personnel assigned responsibilities under Operations, Planning/Intelligence, Logistics, or Finance/Administration will be referred to as the General Staff. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. An individual can execute more than one function.

1. The Command Function is responsible for the directing, ordering, and controlling of resources by explicit legal, agency, or delegated authority. The function is composed of the Incident Commander (IC), Safety Officer, Public Information Officer (PIO), Agency Liaison Officer, and a Deputy Incident Commander. The IC position must always be filled. The IC remains responsible for all five functions of the ICS structure, which have not been formally activated. In addition to the primary ICS functions, the IC is also responsible for the Safety Officer, Public Information Officer, and Agency Liaison Officer positions, unless otherwise delegated. Depending on the severity of the incident, the IC may also activate a Deputy IC for support.
2. The Operations Function is responsible for the coordinated tactical response of all field operations directly applicable to or in support of the mission(s) in accordance with the Emergency Action Plan. This is the most complex and primary established function.
3. The Planning/Intelligence Function is responsible for the collection, evaluation, documentation, and use of information about the development of the incident, and the status of resources.
4. The Logistics Function is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
5. The Finance/Administration Function is responsible for all financial and cost analysis aspects of the incident, and for any administrative aspects not handled by the other functions.

### **INCIDENT COMMAND SYSTEM PRINCIPLES**

1. The system provides for the following kinds of operation: single jurisdictional responsibility/single agency involvement, single jurisdictional responsibility with multiple-agency involvement, and multiple jurisdictional responsibilities with multiple-agency involvement.
2. The system's organizational structure adapts to any emergency or incident to which emergency response agencies would be expected to respond.

3. The system shall be applicable and acceptable to all user agencies.
4. The system is readily adaptable to new technology
5. The system expands rapidly and logically from an initial response into a major incident and contracts just as rapidly as the organizational needs of the situation decrease.
6. The system has basic common elements in organization, terminology, and procedures.

#### INCIDENT COMMAND SYSTEM COMPONENTS

1. Common terminology is established in regards to common titles for organizational functions, resources, and facilities within ICS.
2. Modular organization is established by which the ICS organizational structure assignments are activated based upon the kind and size of the incident (top-down command).
3. Unified Command.
4. Action plans identify objectives, determine strategies, identify tactical and support activities required, and establish an operational period time frame for completion.
5. The manageable span-of-control for any assigned Chief, Director, or Supervisor is established to be between 3-7 personnel
6. Pre-designated incident facilities are identified (Incident Command Post, Student evacuation site, offsite evacuation site, First Aid Station, Emergency Supplies location, Communication Center, etc.). The determination of the kinds and locations of facilities to be used will be based upon the requirements of the incident.
7. Comprehensive Resource management is established to identify, group, assign and track resources.
8. Integrated Communication is managed through the use of a common communication plan and an incident-based communication center established for the use of tactical and support resources assigned to the incident.

#### UNIFIED COMMAND

If applicable a UNIFIED COMMAND will be established when agencies are working together. Unified Command is a structure used during incidents consisting of Incident Commanders from various jurisdictions or agencies operating together to form a single command structure. It allows all agencies with geographical, legal or functional responsibility to manage an incident by establishing a common set of objectives, strategies, and a consolidated Incident Action Plan. Under a Unified Command system, a single Operations Chief is assigned. The Operations Chief position is filled by the most qualified and experienced person available.

The use of a Unified Command is a valuable tool to help ensure a coordinated multi-agency response. A Unified Command assures agencies do not lose their individual responsibility, authority, or accountability. When appropriate, a Unified Incident Command System will be established in conjunction with the school's Incident Commander and responding agencies' Incident Commander(s) to form a unified team in which Incident Commanders within the Unified Command make joint decisions, speak as one voice, integrate general staff, and develop a single Emergency Action Plan.

Unified Command is an important component of the required ICS, per California Code of Regulations, Title 19, Division 2, Chapter 1, §2405 (a)(3)(C-D).

#### Advantages of using Unified Command

1. One set of objectives and strategies are developed for the entire incident.
2. All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
3. Duplicative efforts are reduced or eliminated, thereby reducing cost, frustration, and potential conflict.

#### COMMAND STAFF RESPONSIBILITIES

##### 1. Incident Commander:

- Direct the overall emergency response and make final decisions
- Activate School Emergency Action Plan and Incident Command System (ICS)
- Establish and set up an Incident Command Post
- Establish, set up, and manage a Communication Center
- Initiate Common Communication Plan & maintain communication with District Level Emergency Organization Center (EOC) to provide District with a site-specific status report

- Develop an Emergency Action Plan which identifies objectives, determines strategies, identifies tactical and support activities required and established an operational time for completion.
- Set plan priorities and control actions were undertaken by staff
- Ensure all available master keys are brought to the Incident Command Post
- Ensure student emergency cards are taken to Incident Command Post during an evacuation
- Determine which special assignments require substitute or additional personnel and assign from those available in the field.
- Initiate student release procedures (when it is safe to do so)
- Release teachers as appropriate during demobilization using the Staff Release Order Plan (found in the Demobilization section of this plan).
- Declare end of emergency—initiate recovery if appropriate
- Remain in charge of your campus until redirected/released by the superintendent of schools or relieved by fire or law enforcement incident commander
- Ensure staff and students are properly instructed and trained in assignments and emergency procedures

#### 2. Alternate Incident Commander:

- Assist the Incident Commander by initiating response strategies, response team coordination, and communication Safety Officer:
- Assess emergency or threat and impact on students, staff, school property, and surrounding community
- Monitor safety conditions of the incident
- Assures the health and safety of students and staff

#### 3. Public Information Officer:

- Collect information
- Coordinate communication with the district for the public, stakeholders, and news media
- Supervise telephones and monitor radio emergency broadcasts
- Maintain direct contact with the Emergency Operations Center (EOC) Director

#### 4. Liaison:

- Coordinate incoming agency representatives
- Serve as point of contact for representatives of other involved local agencies, organizations, or private sector parties to provide input on policies, resource availability, and other incident related matters

### GENERAL STAFF RESPONSIBILITIES - Function Chiefs

#### 1, Operations Chief:

- Manage on-scene tactical operations to accomplish corrective action and the objectives established by the IC's action plan
- Supervise and direct activities of all personnel assigned under the Operations Function
- Report to the Incident Commander
- Coordinate Search and Rescue
- Coordinate Medical First Aid
- Coordinate Evacuation Area
- Coordinate Campus Security
- In conjunction with the Evacuation Area Lead and the Search & Rescue Lead, account for staff and student attendance and identify all missing individuals using the compiled attendance reports & search and

rescue team findings.

- Relay reported missing students to Staff Accounting Teams
- Make sure teams have the necessary supplies to perform tasks
- Reassign staff as needed
- Schedule breaks and back-ups for staff

#### 2. Planning/Intelligence Chief:

- Coordinate all planning functions

- Collect all information pertinent to documenting the incident
- Analyze information for potential impacts or changes
- Document and update status reports
- Manage and update status boards regularly
- Collect and Disseminate incident-related information from teams to the Incident Commander
- Prepare necessary written reports

### 3. Logistics Chief:

- Meet service and support needs of the incident by managing and distributing general emergency supplies, equipment, food, water, blankets, first aid supplies, volunteers, etc.
- Open Emergency Supplies container (located in the cargo containers)
- Delegate help for setting up the Incident Command Post (if needed)
- Delegate help for setting up any necessary emergency stations
- Sign in volunteers and assign to various sections needing assistance
- Determine whether additional equipment, supplies or personnel need to be requested from the District EOC
- Make arrangements for the transport of supplies and lodging of personnel
- Report needs to the Incident Commander (IC)

### 4. Finance/Administration Chief:

- Analyze all financial and cost analysis related to the incident
- Document all expenses related to emergency
- Document all personnel time as pertinent to emergency (number of hours with descriptions of activities performed)
- Report to the Incident Commander (IC)

## GENERAL STAFF RESPONSIBILITIES - SEARCH & RESCUE

### 1. Search & Rescue Lead:

- Report to Operations Chief
- Supervise, organize, and direct Search and Rescue Teams
- Maintain communication with Search and Rescue Teams
- Consult with Operations Chief regarding any known missing persons obtained from the attendance reports submitted by

### 2. Teachers

- Act as a check-in point for reporting missing Staff or Students
- Keep records on Search & Rescue Team incident reports

### 3. Search & Rescue Team(s):

- Report to Search & Rescue Lead:
- Search assigned areas following search & rescue procedures
- Complete a systematic sweep of designated campus areas for missing, trapped, or injured staff and students if the situation safely permits.
- Complete maps and mark doors
- Identify the location of trapped/injured persons
- Assist injured persons to the Medical First Aid station

### 4. General Staff Responsibilities: Medical First Aid

#### A. Medical First Aid Lead:

- Report to Operations Chief
- Supervise, organize, and direct Medical First Aid & Morgue Teams
- Initiate Triage/Medical First Aid area set up
- Triage injured persons
- Maintain an updated list of students with allergies, in need of daily medication, or special medical needs

#### B. Medical First Aid Team(s):

- Reports to Medical First Aid Lead

- Set up Triage/Medical First Aid area
- Retrieve Medical First Aid supplies from Logistics Emergency Supplies Team
- Provide first aid to injured persons

C. Morgue Team:

- Reports to Medical First Aid Lead
- Set up Morgue Area location
- Move deceased to morgue area
- If possible, identify and cover deceased

5. General Staff Responsibilities: Evacuation Area Supervision & Release

A. Assembly/Evacuation Area Lead:

- Reports to Operations Chief
- Supervise, organize, and direct the Parent Check-in Gate Team, Student Check-out Team, Student Release Team & Staff Buddy Assignments
- Manage and coordinate Evacuation Area supervision
- Collect attendance reports from all Teachers at the Evacuation Area
- Immediately communicate with the Operations Chief and Search & Rescue Chief any reported missing students or staff
- Evacuate with an extra set of student class lists (properly grouped alphabetically)
- Bring emergency release forms (maybe stamps, stickers, or documents depending on the site)

B. Parent Check-in Team(s): (PFO and SSC Officers)

- Organize and control the parent check-in area
- Receive parents at the check-in station where they will indicate which student(s) they are to pick up.
- Ensure students are only being released to adults listed on emergency cards
- Organize and control student release by calling student names over the portable speaker system (located in the storage room across the office) or sending runners to retrieve the student.

C. Student Check-out Team(s): (if applicable)

- Go to your assigned alphabetical grouping area and help check-out students
- Check the emergency release authorization card to be sure that the student is authorized to leave with whoever is there to pick him/her up.
- Students who are 18 may sign themselves out.
- Any adult named on their emergency cards must sign out students who do not fit into the above categories.

D. Student Release Gate Team(s):

- Verify students have properly checked out before allowing them to exit.
- Students without proper proof of Check-out must be redirected back to the Student check-out station.

E. Staff Buddy Assignments (Teachers):

- Reports to Operation Chief
- Engage in Staff Buddy Assignments (check-in with Buddy)
- If the buddy is incapacitated, inherit the responsibility of their students
- Evacuate and escort students to assemble in the designated Evacuation Area (if required by the incident)
- Complete an attendance report for both classrooms (take attendance of students and note missing students, staff buddies, or other staff)
- Submit the attendance report to the Operations Chief at the Incident Command Post.
- Submit any observed room damage to the Operations Chief
- Supervise classroom students at Evacuation Area, help manage the evacuation area, or report to IC Post for additional tasks, if needed.
- Provide reassurance and support to students

6. General Staff Responsibilities: Campus Security

A. Campus Security Lead:

- Reports collected data to Operations Chief
- Supervise, organize, and direct the Security Team and Utilities Team
- Conduct or Initiate a property damage assessment

B. Security Team(s):

- Reports to Campus Security Lead
- Maintain a safe and secure campus environment

- Secure and manage gates
- After search & rescue missions are complete, lock or control access into buildings
- Place yellow caution tape around areas deemed unsafe

C. Utility Team:

- Reports to Operations Chief
- Carry out the process of evaluating and shutting off utilities (water, gas, electric) if needed
- Determine the presence of fire or other hazards – resolve with help of volunteers if able to do so
- Assess damage to buildings and communicate findings to the

7. General Staff Responsibilities: Emergency Supplies inventory/replenish.

A. Emergency Supplies Team (Logistics):

- Reports to Logistics Chief
- Open Emergency Supplies container and gather necessary supplies/equipment for distribution
- Set up a microphone on a stand at Parent Check-In.

8. General Staff Responsibilities: Unassigned Staff

- Staff lacking an established Assignment must report to the Incident Command Post for further instruction

EMERGENCY PREPAREDNESS

A. Methods for Reporting Emergencies - To report emergencies, in case of a fire, emergency, or disaster, the following reporting methods may be used:

1. School Alarm System
2. Public Announcement System
3. Staff Two-way Radios
4. Telephones (emergency telephone numbers are posted adjacent to phones)
5. The school Red phone located in the main office only used to call out in an emergency.

B. Alarm System

1. Emergency messages will run continuously until the ALL CLEAR message is sent.
2. In case of a DRILL - BEFORE engaging the PA system use it to inform staff that this is a drill, call xx800. Office staff to call fire and alarm companies to notify them that a drill is taking place.
3. To engage the emergency messages you will dial one the extensions outlined below:

The school fire alarm and public announcement system provide a warning for necessary emergency action. A pre-tone signal and audible.

EMERGENCY MESSAGES OVER PUBLIC ANNOUNCEMENT (PA SYSTEM)

- FIRE ALARM - no code - is distinctive and recognizable as a signal to evacuate and a separate system from the PA.
- 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.
- EARTHQUAKE - xx919 - signal is audible and consists of a pre-tone, voice message ENG/SPN (DROP, COVER, HOLD ON), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! DROP, COVER, HOLD ON!!!), flashing lights go on.
- LOCKDOWN - xx999 - signal is audible and consists of a pre-tone, voice message ENG/SPN (GET IN, STAY IN, LOCK DOORS), post-tone sequence repeated 2 times, scrolling text until stopped in \ENG/SPN (!!! GET IN, STAY IN, LOCK DOORS!!!), flashing lights go on.
- ALL CLEAR - xx900 - will hear the tone sequence 3 times, will see scrolling text ENG/SPN (ALL CLEAR) sequence repeated 3 times.
- Manual bell - xx500 - To ring the bell manually use the code xx500 (it does NOT need the ALL CLEAR to stop)

ALARM SYSTEM MAINTENANCE & TESTING REQUIREMENTS

1. Alarm systems are maintained in operating condition.
2. Alarm systems are tested at least annually for reliability by properly trained persons in the designed operation.
3. Alarm system power supplies are maintained or replaced as often as is necessary.
4. The fire alarm signal will be sounded not less than once every school calendar month (Education Code, Section 32001).

#### STAFF TRAINING REQUIREMENTS

To ensure the school and its staff are prepared to implement the School Emergency Action Plan and take action during an incident the training requirements in this section are met. Staff receives the appropriate level of SEMS training; the Level of training will depend on the staff member's potential assignment(s) during an emergency response. All assigned Officers, Chiefs, Leads, Alternative Leads, and staff members are trained before implementing the program.

##### A. SEMS Training Requirements:

- The SEMS training provided to maintain personnel's minimum training competencies.
- Staff SEMS training and performance is maintained and demonstrated by the:
- Completion of level-appropriate SEMS training
- Execution of drills that incorporate performance objectives into exercises.

##### B. Emergency Action Plan Training Requirements

- The school shall designate and train a sufficient number of persons to assist in the safe and orderly emergency evacuation of employees, students, and visitors.
- The school shall advise employees of his/her responsibility under the plan when the plan is developed and whenever responsibilities or actions under the plan have changed.
- Principal/staff shall review those parts of the plan which will be of aid in the event of an emergency. This includes, but is not limited to:

- 1) Individual assignments and responsibilities
- 2) Emergency procedures
- 3) Location of emergency equipment & supplies
- 4) Location and operation of manually activated alarm systems
- 5) Location and operation of communication equipment

#### PRACTICE EMERGENCY DRILLS

To ensure staff and students are knowledgeable and prepared to implement the School Emergency Action Plan the following required practice emergency drills are conducted as indicated throughout each school year. The Emergency Drill Schedule is updated and distributed annually to the staff at the start of the new school year. (See Attachment K - Emergency Drills Schedule)

##### A. Earthquake Practice Drills:

1. The practice of drop and cover procedures are held four times each school year.
2. During the drill each pupil and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms, and their back to the windows.
3. Drills are conducted following the established Earthquake Procedures of this plan.

##### B. Fire & Evacuation Practice Drills:

1. Fire drills are established and conducted at least once every calendar month.
2. During the drill each pupil and staff member implements and practices the established Evacuation Procedures of this plan.

##### C. Lock down Practice Drills:

1. Lock down drills are conducted four times each school year.
2. Drills may include responses to suspicious items or persons, hazardous material incidents, bomb threats, and shooting incidents on or near school grounds.
3. Drills are conducted following the established Procedures of this plan.

#### METHODS FOR REPORTING EMERGENCIES

To report emergencies, in case of a fire, emergency, or disaster, the following reporting methods may be used:

1. School Fire Alarm System
2. Public Announcement System

3. Staff Two-way Radios
4. Telephones (emergency telephone numbers are posted adjacent to phones)
5. Red Phone in the main office

#### SUPPLY INVENTORY

1. Red emergency bags (located in the classroom) inventoried and supplies updated annually
2. Emergency Supply Containers (located in storage containers) inventoried and supplies updated annually

#### STAFF RELEASE ORDER DETERMINATION

After an incident, staff members will be released from their emergency response duties according to this established release order.

Staff Release Order Plan:

1. Hold a staff meeting and determine the release order
2. Determine this during the first staff meeting using the "Staff Release Determination Form."
3. The principal will keep the release order list in the emergency plan.
4. The list will be updated annually

After School Program Safety Plan will be included and in place during the after school program to ensure the safety of students.

#### **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**

Determine the type of emergency

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

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, & melanie
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.
2. 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.

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

#### **Biological or Chemical Release**

##### Biological or Chemical Release

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

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

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

#### **Bomb Threat**

If a threat by telephone comes directly to a school

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

\*A written threat should be turned over to the police department.

\*\*Individual receiving the call should complete the Bomb Threat Report

#### **Unsafe School Conditions**

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

#### **Location:**

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

#### **Procedure for movement to shelter:**

Walking or bus transportation depending on the emergency

### **Bus Disaster**

#### **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.
- 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**

##### Duck, Cover, and Hold On

The Disaster Drill signal EARTHQUAKE - xx919 - signal is audible and consists of a pre-tone, voice message ENG/SPN (DROP, COVER, HOLD ON), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! DROP, COVER, HOLD ON!!!), flashing lights go on or an oral command to "DUCK, COVER AND HOLD" given by the teacher or other staff members who realize that an earthquake is occurring.

#### When Inside School Buildings

1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of an earthquake. Responsibility of Classroom Teachers or Principal
2. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.
3. When the earthquake is over, initiate Action LEAVE BUILDING. Special consideration should be given to exit routes as many older schools have heavy architectural ornaments over main entrances.  
Responsibility of Lead Teacher or Principal.
4. Post guards a safe distance away from building entrances to see that no one re-enters the buildings. Responsibility of Lead Teacher or Principal  
Identify guards: Custodian and possible parent volunteers  
Where posted? A safe distance away from building in danger
5. Warn all personnel to avoid touching electrical wires which may have fallen to the ground. Responsibility of Principal or Lead Teachers
6. Notify the appropriate District official. Responsibility of School Office Manager or Principal
7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes. Responsibility of School Office Manager or Principal
8. Inspect school buildings. When damage is apparent, contact superintendent and determine the advisability of closing the school. Responsibility of Search and Rescue Team or Principal
9. Initiate any other Action deemed necessary, or return to normal routine. Responsibility of Lead Teachers or Principal

#### When Outside on School Grounds

1. Execute those Actions required under 4 through 9 above.

#### At Times Other Than School Hours

1. Inspect school buildings. When damage is apparent, contact the superintendent and determine the advisability of closing the school. Responsibility of Principal or Lead Teachers
2. If school must be closed, notify staff members and students. Responsibility of Principal or Lead Teachers
3. Notify the District Office who will inform public information media as appropriate. Responsibility of Communications Team or Principal.

#### **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 Steele Lane School becomes unsafe, move students to a closest suitable alternate shelter.

Location: Lewis Education Center

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:

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.
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.
10. Outside assembly areas, teachers will take their emergency bags which include a classroom list to the evacuation site, take roll, and complete an attendance report (pink slip) and administer first aid to any injured

person. Teachers will submit a report (pink slip) and identify any missing student(s), Staff Buddies, or other Staff to the Evacuation Area Lead.

11. If an emergency evacuation occurs when you are in the corridors, join the nearest class leaving the building and then report to your designated Evacuation Area.
12. If an exit is barricaded, then the next nearest exit should be used.
13. The Utilities Team shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
14. The Incident Command Staff will take the student emergency forms to the Evacuation area.
15. Notify students and staff if and when it is safe to return to the school site and/or building under the direction of the Fire Department and in consultation with the Superintendent or designee.
16. If it is unsafe to return to the building, students will be supervised and release procedures will be initiated.
17. 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.

#### Within School Buildings

1. Immediately initiate Action LEAVE BUILDING. Responsibility of Principal or School Office Manager
2. Notify the Fire Department (911). Responsibility of Principal or School Office Manager
3. Notify the Santa Rosa Police Department (911). Responsibility of Principal or School Office Manager
4. Organize a fight of incipient fires until arrival of the Fire Department. (This should be done only to the level that people have been trained. Never risk injury or loss of life. Evacuation is advised.) Responsibility of Principal.
5. Ensure that access roads are kept open for emergency vehicles. Responsibility of Lead Teachers or Principal
6. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials. Responsibility of Principal or School Office Manager
7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes. Responsibility of School Office Manager or Lead Teachers
8. Notify the School District Emergency Preparedness Coordinator, or other appropriate District Official. Responsibility of Principal or School Office Manager
9. Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

#### **Flooding**

Flooding could threaten the safety of students and staff whenever storm water 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/1zHoNMWJHkyOAgIYUJeHAswsG7fKUSI13/view?usp=sharing>

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

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

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

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

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

**Loss or Failure Of Utilities**

Notify the District Superintendent

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

During the School Day

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

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

#### Before the Start of the School Day

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

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

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

#### **Motor Vehicle Crash**

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

#### PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

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

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

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

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

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

Notify the Superintendent/ District Emergency Preparedness Director.

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

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

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

Students released to parents from alternate/safe location.

#### STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

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

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

Take attendance at the evacuation assembly area

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

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

Care for the injured, if any.

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

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

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

## **Pandemic**

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

### **Psychological Trauma**

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

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

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

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

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

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

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

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

#### **STAFF ACTIONS:**

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

Notify principal/designee

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

Protect the individual from injury.

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

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

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

CALL 911

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

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

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

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

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

#### **STAFF ACTIONS:**

Notify principal/designee

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

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

**PREVENTATIVE MEASURES:**

Keep poisonous materials in a locked and secure location.

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

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

**Tactical Responses to Criminal Incidents**

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

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

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

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

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

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

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

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

Depending on the situation: LOCKDOWN-follow lockdown procedures (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

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](http://airnow.gov), including its link to current fire conditions. Current fire locations and their perimeters are provided on this U.S. Geological Survey tool. Some areas of the country are also able to sign up for air quality alerts.
  - o The health of students, staff members, and faculty, especially those who have respiratory problems. Consider using portable air cleaners in designated rooms. Air quality will probably be better in rooms that have fewer doors and windows.
3. Implement ICS, if necessary.
4. Provide Psychological First Aid (PFA). PFA is an early, brief, and focused intervention that can help reduce the social and emotional distress of children and adults after traumatic events. More information on Psychological First Aid for Schools (PFA-S), which is an evidence-informed intervention specifically designed to assist students, staff, and families, can be found in a REMS TA Center Web page Psychological First Aid for Schools (PFA-S), Helpful Hints publication Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect—Model & Teach, and Webinar Implementing Psychological First Aid (PFA) in School and Postsecondary Settings.
5. Plan for managing donations and volunteers. If the school or IHE is directly affected by a wildfire, and especially if the incident garners a lot of media attention, the entity will need to manage volunteers who want to help the school/IHE and/or provide donations. Systems and processes should be identified and created before an incident. More information is provided in this REMS TA Center Webinar and fact sheet.
6. Keep families informed about the situation (including resources and psychological support available to them) and campus openings, closings, and delayed opening times.

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

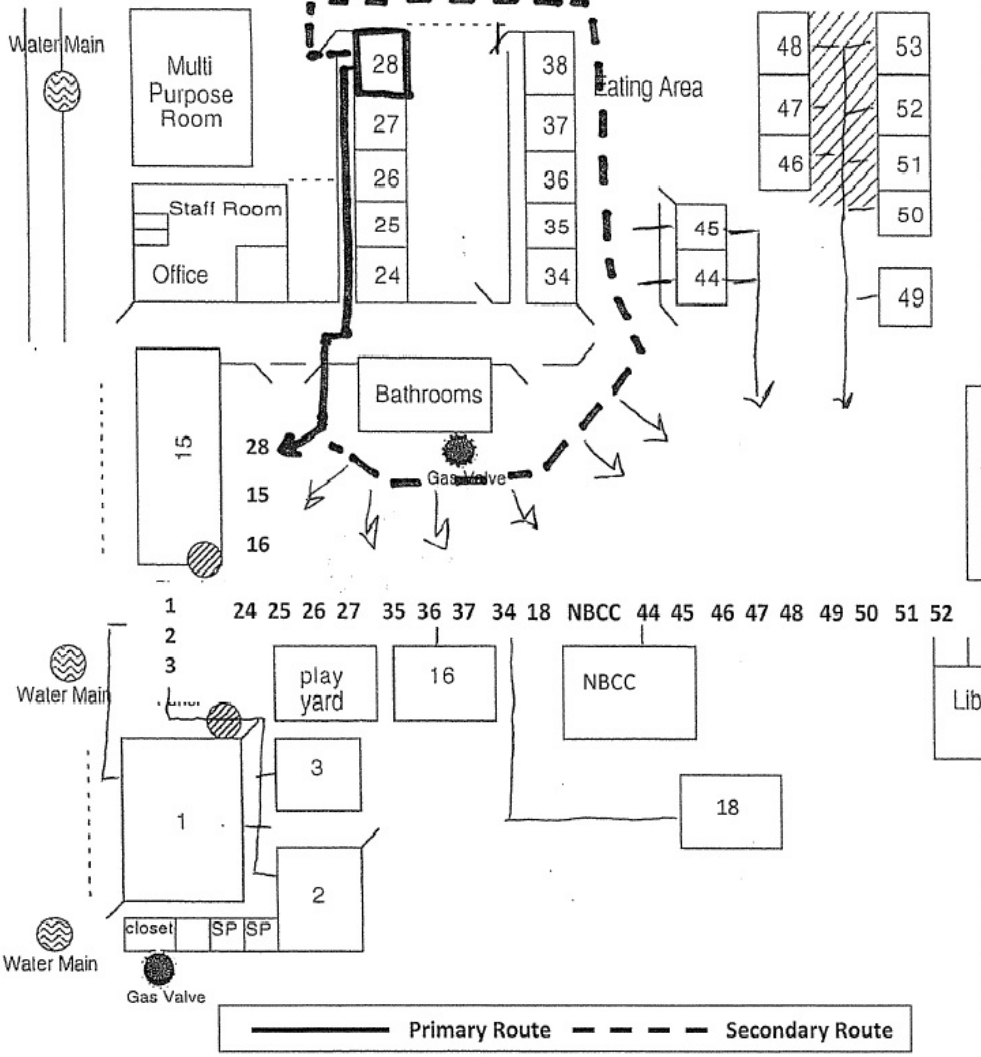
#### Air Quality

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

**Emergency Evacuation Map**

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**Steele Lane Evacuation Drill Map**



**Fire Drill:**

- Alarm Sounds
- Close doors while exiting
- Assemble at evacuation location
- Green: All present students are accounted
- Red: Missing students (not including absent)

**Earthquake Drill:**

- All Call: "Duck, Cover, and Hold"
- When alarm sounds, exit building
- Leave doors open while exiting
- Assemble at evacuation location

**Lockdown Drill:**

- All Call: "Lock Down" x 2
- Shut and lock doors and all windows
- Pull drapes/blinds closed and cover door windows - DO NOT open door for anyone or peek out the windows
- Move students/staff out of the line of sight - take roll, note missing students
- Stay low and quiet. Turn off lights. Silence cell phones.
- Wait for "All Clear" or you are escorted by law enforcement

**Shelter in Place:**

- All Call: "Shelter in Place" x 2
- Shut and lock all doors and windows
- Pull blinds/drapes closed
- Seal doors and windows if directed
- Take roll of those in room
- If outdoors, move to the nearest building
- Wait for "All Clear"

Bring emergency bag, roll sheet, and green/red cards.

GREEN: ALL STUDENTS ACCOUNTED FOR  
RED: MISSING STUDENT (NOT INCLUDING ABSENT STUDENTS)

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

## 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](http://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

