

Comprehensive School Safety Plan

**2020/2021
School Year**

School: Montgomery High
CDS Code: 49 70920 4934154
District: Santa Rosa City Schools
Address: 1250 Hahman Dr.
Santa Rosa, CA 95405-6934
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- with Staff
- with Law Enforcement
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Approved by:

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Montgomery High School.

Safety Plan Vision

Mission Statement:

Montgomery High School prepares all students for success by providing a safe learning environment that challenges students to become inquiring, knowledgeable, expressive and caring life-long learners. As such, our students become respectful, creative, self-aware and thinking individuals who contribute to our community and the world with intercultural awareness, respect and the recognition that all people have dignity.

Vision Statement:

Santa Rosa City Schools Provides a safe school environment where all students and staff are respected and valued as contributing members of a life-long learning community. Each Montgomery graduate will be fully prepared to take the next steps in college and career.

Components of the Comprehensive School Safety Plan (EC 32281)

Montgomery High Safety Committee

Assessment of School Safety

The current administration team and supervision staff of Montgomery High school continues with a clear discipline plan for addressing behavioral issues on campus. Due to the COVID-19 pandemic and subsequent Shelter-In-Place order during March 2020, Santa Rosa City Schools shifted to distance learning; causing the overall number of disciplinary incidents to decrease significantly. Prior to the pandemic, Montgomery High School had a walk through assessment done by the Santa Rosa Police Department. Together, SRPD and our administrative team, identified areas of concern for when students return to campus. When students return to school, the school administration will continue to work to improve campus safety, including door locks and securing campus entrance points. The school administration and staff will continue to seek restorative, logical consequences as an alternative to exclusionary discipline, in order to keep students on campus and engaged in learning. The administration and all school staff will continue to work diligently at building relationships with our entire school community, specifically focusing on building positive student-student and student-staff relationships. We believe that through this work, we will see fewer behavior incidents overall. Through restorative conferencing and mediation, the administrators strive to help students gain an understanding of the impact of their behavior and provide opportunities to repair the harm done to others or the campus.

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

Multi-Tiered Systems of Support

Restorative Practices: Restorative Resource Specialist and Classroom Circles

All School Board

Safety Drills and Procedures

AVID program

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

Section III: Child Abuse Reporting Procedures

All school personnel are made aware through staff meetings and written notification of their obligation to report child abuse. Board Policy/Regulation 5141.4 states that the Board of Education recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Section III: Child Abuse Reporting Procedures

- a) Board Policy 5141.4 provides direction to school employees for reporting
 - i. child abuse.
 - b) The Santa Rosa Police Department and the Santa Rosa City Schools
 - ii. publish the, "Santa Rosa School-Police Handbook."
 - c) The District also provides each administrator with a Child Abuse reporting protocols
 - iii. Booklet published by the Crime Prevention Center.
 - d) Child abuse forms are located in the main office readily available to staff/personnel
 - iv. confidential use.
 - e) Teachers and staff participate in an annual training and certification regarding their role as mandated reporters.

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

Disaster Plan (See Appendix C-F)

Section IV: Disaster Procedures (Routine and Emergency)

a. Through Board Policy 3516, the Santa Rosa City Board of Education recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

b. In accordance to Board Regulation 3516, the Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters: Fire, Earthquake or other natural disasters, bomb threats, and campus intruder. Montgomery High School engages in each of these drills at least once a year.

c. Montgomery will receive Standardized Emergency Management System (SEMS) training. For the 2020-2021 school year; this training is to be followed up on and reviewed annually, along with annual Safe Work Practices training. A Crisis Response Plan is in place in keeping with the SEMS model. Schools develop their crisis plans as in accordance with Board Policy.

d. Automated external defibrillators (AED) and the boxes that hold the AED's have been installed in the health office, north gym, south gym, and bungalow T. Montgomery High School is in the process of placing a fifth AED near the stadium. Montgomery High School has established the following protocol for the use of these AED's:

i. If someone collapses, is not breathing normally, and is unresponsive to shaking, initiate response protocol.

ii. Instruct Emergency Call Team to call 911.

iii. Position the unresponsive person on his/her back.

iv. Put one hand on top of the other in the middle of the victim's chest. Keeping your arms straight, push hard and fast, at about 100 presses a minute. Let the chest completely recoil after each compression.

v. Take turns doing CPR with fellow responders. Keep CPR interruptions to a minimum.

vi. Once the AED arrives, turn it on, and follow the voice prompts.

a. Remove clothing from chest.

b. Attach electrode pads as directed by the voice prompts.

c. Stand clear while the AED analyzes the heart rhythm.

d. Keep the area clear if the AED advises a shock.

e. Follow the device prompts for further action.

f. After EMS takes charge of the victim, deliver AED to an administrator or Athletic Director for data download.

vii. After the data is downloaded, return the AED to the AED storage box.

viii. All materials used during the emergency must be replaced immediately.

ix. An accident report must be filed with MHS's Health Tech.

x. A debriefing for all personnel involved in the emergency. Counseling will be provided if needed to all personnel involved. Areas for improvement will be addressed and noted.

e. Montgomery has emergency equipment and communication devices in a storage container located near the varsity baseball field. The use and color of vests to identify key members of the crisis response team has been standardized throughout the district.

f. The "Santa Rosa School-Police Procedure Handbook" contains, on pages 24-25, a plan to handle a hostage situation on campus. Pages 25-26 describe the School Crisis Plan.

g. A protocol for dealing with suicide or other loss of life has been developed by the school, with assistance from the district. A district system for providing counseling services following a tragedy is in place. These services are coordinated by the Director of Special Services.

h. Training on Trauma Informed Care provides information and tools for staff regarding student behaviours and manifestations and the basis for a community response pattern.

Board Policy/Administrative Regulation 6114 describes Emergency Response and Civil Defense Plans. Board Policy/Administrative Regulation 6114.1 describes Emergency Drills.

i. Each school is provided with emergency equipment and communication devices. Schools develop their individual plans as per Board Policy. See attached evacuation map and Fire/Disaster Drill schedule.

- ii. Develop Guest Teacher emergency packets
- iii. Staff training is ongoing, with yearly updates and additional training opportunities.

- i. Each substitute teacher will be provided with a folder containing a current school map and drill procedures.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Section V: Suspension and Expulsion

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

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

- c. Students who are expelled but have the expulsion suspended are enrolled in a regular or alternative program in the Santa Rosa City Schools.

- d. All teachers can access suspension information by checking the binder in the Attendance Office, or through requests made to administrators. Teachers are notified of students who have been convicted of violent crimes directed toward school personnel. This is accomplished through a memo requesting teachers to contact an assistant principal for “more information” about a student.

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

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

Section VI: Notification to Teachers of Dangerous Students

- a. A file containing all suspension letters and a log of letters is maintained in the Student Advisor’s Office. Teachers have access to this binder before and after school or during their preparation period. The existence of this binder and the procedures for accessing it are reviewed annually at a staff meeting.

- b. Teachers also have access to student files through the Attendance’s Office and through the student records system Illuminate Ed.

- c. If a student is placed at MHS by the Board of Education and that student is deemed as dangerous, all staff that have contact with that student will be notified.

 - i. The procedures for notifying teachers, regarding dangerous students are contained in Administrative Regulation 5114.9

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

Section VII: Sexual Harassment Policies

- a. Santa Rosa City Schools Board Policy 5145.7 contains the district policies on sexual harassment. The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. These policies are designed to prevent sexual harassment, to provide due process, and to immediately respond to any complaints that are made.
- b. At Montgomery High School a clear message that students do not have to endure sexual harassment is communicated through our student handbook, the Viking Family Values, and the school behavioral matrix.
- c. Students are encouraged to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
- d. A binder containing harassment policies, investigative procedures and letters to be used in communicating with the parents of the victim and accused has been provided to all administrative staff and they are available electronically on the student discipline program.
 - i. Education Code 48900.2 (sexual harassment)
 - ii. Education Code 48900.3 (hate violence)
 - iii. Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
 - iv. Education Code 48900.7 (terrorist threat) Education Code 48900 subdivision
- e. Policies and the school's response to sexual harassment are detailed in the Student Handbook.
- f. At Montgomery High School administrators speak with all English Classes about harassment each fall.
- g. A peer education program sponsors activities which promote a safe, violence and harassment free campus.
- h. The Parent Annual Notice includes policies regarding harassment and outlines procedures for reporting.
- i. Clubs offer a wide array of activities for positive student involvement and personal responsibility for planning and implementing projects which focus on diversity and human issues. A current list of clubs is kept on the Montgomery High School website.

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

Section VIII. School Wide Dress Code

- a. Board Policy 5132 and Administrative Regulation 5132 specially addresses "gang-related" apparel and behavior. The Board of Education believes that appropriate student dress contributes to a productive learning environment, and that students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. This policy is reviewed each fall with all students and with new students upon enrollment. Students who violate this policy are counseled (with parent notification) for a first violation, counseled (with parent notification) and informed of possible suspension on the second violation, and may be suspended for further infractions.
- b. School administrators receive updated information throughout the year at quarterly meetings with SRPD. When necessary, adjustments are made to these policies. When "gang" related clothing or markings are newly identified, dress codes standards are modified to insure a safe and orderly environment for Montgomery High School students. When necessary, this information is updated in the MHS Handbook and updates to parents and students as needed.
- c. All students are provided a school planner containing a "student handbook" which includes a section on school dress. Students and Parents are directed to the MHS web-site for the same information. This information is reviewed with all students annually by administrators through English class visitations. Montgomery High School does not permit attire which is unsafe, unhealthy, disrespects others, causes a classroom distraction, is gang related, or promotes sex, drugs, alcohol, tobacco, violence, profanity or discriminates against any person or group.

d. MHS will not tolerate any group activity which results in harm and/or intimidation to any other student or group of students. The following and any other standards determined by the administration or police are enforced (see SRCS Board Policy 5136 for further information).

e. From the MHS 2020 - 2021 Student Handbook:

DRESS AND GROOMING

The policy of the Santa Rosa School District places responsibility for personal appearance and dress on the parents of students. Dress must meet reasonable safety, health and decency standards.

All students must wear shoes and shirts. Underwear should be covered with outerwear. Clothing, jewelry, or decorations with logos or words that promote alcohol, tobacco, drugs, gangs, profanity, violence, bigotry, religious or ethnic slurs, or with sexual connotations are not permitted. Clothing that exposes cleavage; buttocks or underclothing in any position is not permissible. Crop tops shorter than the waistband are not to be worn to school. Clothing which, in the opinion of the Police Department, juvenile agencies, and/or school officials, represents a gang-related item or gang paraphernalia is strictly forbidden.

Board Policy 5114.16 specifically addresses "gang-related" apparel. For purposes of this policy, a gang is defined as two or more people who form an allegiance for a common purpose and engage, individually or collectively, in acts which may be threatening or criminal, and which may include such behaviors as intimidation, threats and violence.

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 include: Red or blue bandanas, red or blue shoe laces, 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,or „chapete.,,

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, suspension will be the consequence of last resort.

School administrators have the right to send home any student who is not dressed or groomed appropriately.

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

Section IX. Safe Ingress and Egress

a. Montgomery is a closed campus. Students are not permitted to leave without parent permission and checking out through the Health Office or Attendance Office.

b. Montgomery High School closes the gates to all roads entering campus, except for two. The gates are closed 15 minutes after school starts and reopened 15 minutes before school ends.

c. The school parking lots are monitored by staff before and after school, and throughout the day. Neighbors are encouraged to report any activity around the perimeter of the campus which appears suspicious.

d. A School Resource Officer is available 4 days per week to respond to problems or issues raised by neighbors, students, parents or staff on or near the campus. The Santa Rosa Police Department Dispatch responds promptly when the SRO is unavailable.

e. Signs directing visitors to the main office are posted at every entrance.

f. Visitors to the campus are required to sign in at the Main Office and receive a name tag prior to proceeding to buildings other than the main office.

g. All substitute teachers are provided with lanyards with identification when moving around campus.

h. All Inside Work Experience students wear lanyards with identification when moving around campus.

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

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

Component:

People and Programs

Element:

Goal # 1: Continue to decrease alcohol, vaping, and drug use among students

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Publicize to parents that portable "breathalyzers" have been purchased and will be used if/when there is a reason to believe the student has been drinking.	Increase the communication between parents and administrative team. Share out at parent groups.	No estimated cost.	Administrative Team	
The Montgomery High School Administrative team meets regularly with Santa Rosa Resource Officers to review community and school issues, which may have an effect at MHS.	When a SRO is on campus, meet daily with Assistant Principals	No estimated cost	Assistant Principals	Awareness among students of the likelihood of getting caught having consumed alcohol, vaping, or other drugs. Decreasing numbers of suspensions for alcohol, vaping, and drugs each year.
Have breathalyzers available to administrators at student events, such as dances and sport contests, as well as when needed on individuals under suspicion during the school day.	Provide breathalyzers when necessary Complete health and safety checks as requested by staff members	No estimated cost	Administrative Team	
Continue freshman instruction on alcohol and drug use/abuse in 9th grade Physical Education.	Provide information to 9th graders			Awareness among students of the likelihood of getting caught having consumed alcohol, vaping, or other drugs. Decreasing numbers of suspensions for alcohol, vaping, and drugs each year.
Provide in-service for staff regarding the extent and symptoms of drug and vaping use.	Hold more opportunities for staff to learn about drug and vaping use	None	Administrative Team and PAC	Awareness among students of the likelihood of getting caught having consumed alcohol, vaping, or other drugs. Decreasing numbers of suspensions for alcohol, vaping, and drugs each year.

Component:

Places

Element:

Continue to assure each student a safe, respectful, accepting and emotionally nurturing environment free from harassment.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Weekly Meetings involving the Campus Supervisors, Student Advisor and Assistant Principals are conducted to review the current status of campus. Identify concerns affecting student safety and conduct and to formulate responses.</p>				<p>Reports of bullying on campus will be tracked using electronic student record system and other methods. Historical information will be collected from our electronic student record system to establish a baseline. Data will be presented to the committee in April to establish realistic goals for future years noting that bullying incidents have been underreported and not accurately coded</p>
<p>Use Guide Study at the beginning of each school year, to educate students of their rights and responsibilities.</p>				<p>Reports of bullying on campus will be tracked using electronic student record system and other methods. Historical information will be collected from our electronic student record system to establish a baseline. Data will be presented to the committee in April to establish realistic goals for future years noting that bullying incidents have been underreported and not accurately coded</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Continue to address bullying on campus. The main focus will be to implement the SCRS Best+ PBIS (Positive Behavioral Intervention and Supports) program to educate students on behavioral expectations and to focus resources on those requiring more intensive levels of response.</p>				<p>Reports of bullying on campus will be tracked using electronic student record system and other methods. Historical information will be collected from our electronic student record system to establish a baseline. Data will be presented to the committee in April to establish realistic goals for future years noting that bullying incidents have been underreported and not accurately coded</p>
				<p>Reports of bullying on campus will be tracked using electronic student record system and other methods. Historical information will be collected from our electronic student record system to establish a baseline. Data will be presented to the committee in April to establish realistic goals for future years noting that bullying incidents have been underreported and not accurately coded</p>

Component:

Places

Element:

Goal #3: Continue to increase awareness of gangs/gang activity

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
As needed, provide information at staff meetings about gang activity in the area.				Potential gang activity at the beginning of the school year is addressed. To date, there is not an identified active gang presence on campus
As needed present staff with ways to identify possible gang members.				Potential gang activity at the beginning of the school year is addressed. To date, there is not an identified active gang presence on campus
Pursue firm policy of no gang apparel on campus.				Potential gang activity at the beginning of the school year is addressed. To date, there is not an identified active gang presence on campus
Actively pursue the identity of taggers and administer discipline.				Potential gang activity at the beginning of the school year is addressed. To date, there is not an identified active gang presence on campus

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

Montgomery High Student Conduct Code

Conduct Code Procedures

Section XI: School Discipline, Rules and Procedures.

- a. Rules regarding student behavior, including areas such as drugs, alcohol, tobacco and violence are clearly stated and published in the student handbook which is updated yearly.
- b. Yearly English Class visitations by administrators provide a review of conduct policies and include prevention strategies related to (but not limited to) issues of drugs, alcohol, gangs, fights, harassment, weapons, and theft. Students are clearly taught that the school’s jurisdiction covers student’s activities on the way to and from school, as well as during the regular school day and school related activities. Students are made aware that they are to report incidents that occur and that administrators will follow up.
- c. Students are informed that firearms, including but not limited to knives, pistols, revolvers, or any device including replicas designed to be used as a weapon such as pellet and BB guns are not allowed at school.
- d. The school and district codes and gang policy are also reviewed and enforced.
- e. A student with multiple California Education Code violations during his/her secondary school may be referred for an expulsion hearing.
- f. All incoming students with serious conduct issues meet with an administrator prior to enrolling.
- g. Parents are notified of school suspensions by phone call and letter.

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

i. Students found to have violated the District's Zero tolerance policy regarding alcohol or other drugs are cited by the police in addition to school consequences for their actions.

j. Information about these policies is reviewed with staff at staff meetings on a yearly basis.

k. The school board has adopted "zero tolerance" policies regarding weapons or violence on campus. These policies call for the suspension from school of students who commit violent acts, and require the request for an expulsion hearing when students bring weapons to school.

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

Section XII. Hate Crimes Policies and Procedures.

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

b. Santa Rosa City Schools Board Policy 5114 addresses maintaining a safe and hate-free school environment. Staff development this year includes anti-bullying and sexual harassment training. See Appendix

(K) Procedures for Preventing Acts of Cyber-bullying

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

Cyberbullying includes but is not limited to the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful text, sounds, or images on the Internet, social networking sites, or other digital 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, or actions that create a hostile environment and/or the transmission of obscene words or images.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in law and practice.

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

Students are encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

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

Safety Plan Review, Evaluation and Amendment Procedures

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist is organized in two parts:

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Committee of the School Site council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment,

2. The annual review and evaluation of the School Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee. It is then presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages

Safety Plan Appendices

Emergency Contact Numbers

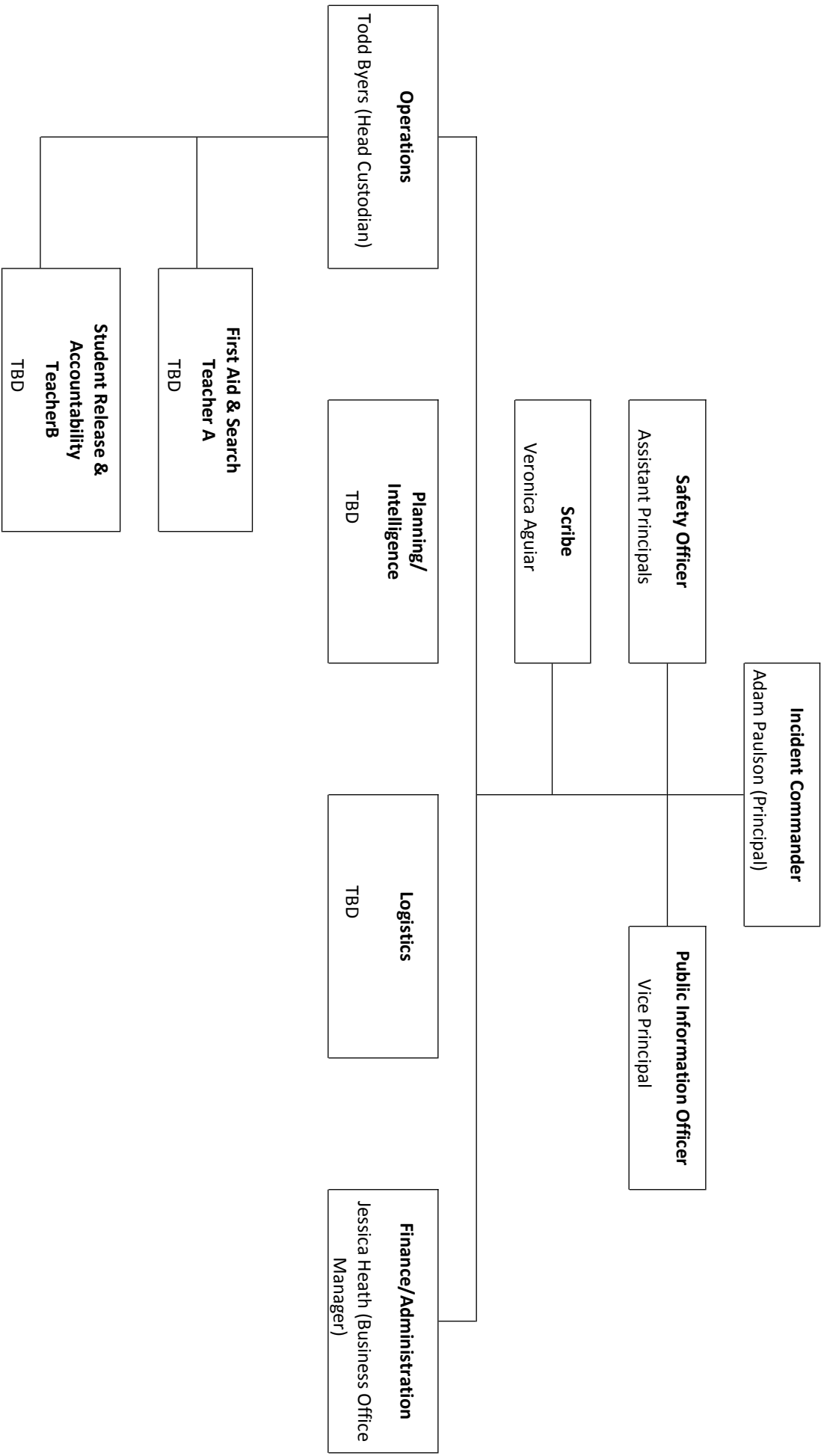
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Other	R.E.S.C.Q.	1-877-570-770	
Other	National Hotline	1-866-SPEAK-UP	
Law Enforcement/Fire/Paramedic	Santa Rosa Police Department	9-1-1	
Law Enforcement/Fire/Paramedic	Santa Rosa Fire Department	9-1-1	
School District	Adam Paulson (Principal)	707-890-3830	ext 50105
School District	SRCS Superintendent	707-890-3800	
School District	SCOE Superintendent	707-524-2600	
School District	SRCS Maintenance	707-528-5123	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)

Montgomery High Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance

Animal/Animal Disturbance

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

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus

Profile of an Active Shooter

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

Characteristics of an Active Shooter situation

Victims are predominately selected at random

The event is unpredictable and evolves quickly

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

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers

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

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

Attempt to take the Active Shooter down as a last resort

Active Shooter Procedures

Inside:

RUN...

Know where the threat is and run away from it

Know your escape routes

Leave your belongings behind

Take your cell phone

Keep hands visible for responding Law Enforcement

HIDE...

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

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

Information to provide to Law Enforcement or 911 Operator

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

FIGHT...

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

Outside:

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

How to respond when Law Enforcement Arrives

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

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

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

Biological or Chemical Release

Biological or Chemical Release

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

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

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

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

* Dial "911" -- tell operator, 'This is (name of the caller) from Brook Hill School. We are receiving a bomb threat on another line. The number of that line is (). Please trace the call.'

* Give any additional information needed by the operator. This must be done quickly. (The call cannot be traced once the caller has hung up.)

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

3. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover identity.

4. The principal shall determine whether to evacuate the building(s) threatened.

* Upon a decision to evacuate (principal and law enforcement), if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted by office staff.

* Avoid the use of the general alarm, if possible.

* Use the personal notification by designated persons or the PA system to evacuate the threatened rooms.

* If it is necessary to evacuate the entire school, use the fire alarm.

5. Students and staff will return to the buildings only when they have been cleared by Law Enforcement and the Principal or designee has authorized the reoccupation and return to classrooms upon hearing the ALL CLEAR through the PA system.

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

2. The principal notifies parents of the situation.

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

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

5. Do not publicize the threat any more than necessary.

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

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

Unsafe School Conditions

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

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

Bus Disaster

BUS DRIVERS/SCHOOL STAFF

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

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

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

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Disorderly Conduct

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

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

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

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/sit administrator.

Avoid arguing with the participant(s).

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

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

Stay away from windows and exterior doors.

PRINCIPAL/DESIGNEE ACTIONS:

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

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

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

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

Outside of School

PRINCIPAL/DESIGNEE ACTIONS:

Call 911.

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

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

Cancel all outside activities.

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

Assign staff members to assist as necessary.

STAFF ACTIONS:

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

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

Care for the injured, if any.

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

Earthquake

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

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

Walkthrough Doyle Park.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

Fire in Surrounding Area

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

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

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

Air Quality

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

Fire on School Grounds

Flooding

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

Incident Commander

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

General Staff:

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

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

Loss or Failure Of Utilities

Notify the District Superintendent/District Emergency Preparedness Director.

During the School Day

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

Assess food preparation facilities

Estimate the number of persons requiring shelter and for what period of time

Assess the adequacy of available water, food, blankets, and other supplies

Control conservation of water

Establish a list of all persons on campus and determine any special needs.

Report additional equipment and supply needs to the District Emergency Operations Center (EOC)

Set up portable latrines as needed

Before the start of the School Day

If the loss of power is before the start of school hours, the Superintendent will make the decision to close schools.

The principal will send a message via the message system to the school community (parents and staff) in English and Spanish.

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

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

Motor Vehicle Crash

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

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).

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

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

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

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

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

Notify the Superintendent/ District Emergency Preparedness Director.

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

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

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

Students released to parents from alternate/safe location.

STAFF ACTIONS:

Notify Principal

Move students away from the immediate vicinity of the crash.

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

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

Take attendance at the evacuation assembly area

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

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

Care for the injured, if any.

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

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

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

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

Scenario-Action-Communication Flowchart

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

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

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

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

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

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

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

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

<p>close contact.</p> <ul style="list-style-type: none"> ● If on-campus, send home to quarantine. ● Quarantine for 14 days from last exposure. ● Recommend they consult a healthcare provider about testing. ● The family will notify school attendance to report absence. ● The family will notify the school admin if the student tests positive for COVID-19. (If positive, see #3.) 	<p>close contact.</p> <ul style="list-style-type: none"> ● If on-campus, send home to quarantine. ● Quarantine for 14 days from last exposure. ● Recommend they consult a healthcare provider about testing. ● Staff will notify HR and determine if they will take leave or work remotely. ● Staff will notify their supervisor if the staff tests positive for COVID-19. (If positive, see #3.)
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When to get tested: If they develop symptoms, they should get tested immediately. If no symptoms develop, get tested 10 days after exposure.

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

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

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

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

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

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

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

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

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

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

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

- Classroom/Cohort OPEN
- No Communication needed.

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

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

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

- Classroom/Cohort OPEN
- No Communication needed

Additional Resources:

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

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

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

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

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

When to Close Cohort/Classroom/School/District

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

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

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

(CA Department of Public Health)

Psychological Trauma

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

PRINCIPAL/DESIGNEE ACTIONS:

Keep the individual under continuous adult supervision.

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

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

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

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

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

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

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

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

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

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

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

STAFF ACTIONS:

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

Notify principal/designee

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

Protect the individual from injury.

Suspected Contamination of Food or Water

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

PRINCIPAL/DESIGNEE ACTIONS:

CALL 911

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

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

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

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

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

STAFF ACTIONS:

Notify principal/designee

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

Administer first aid as directed by the poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

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

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

Tactical Responses to Criminal Incidents

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

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

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

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

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

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

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

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

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

How to respond when Law Enforcement Arrives

Remain calm and follow instructions

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

Raise hands and spread fingers

Keep hands visible at all times

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

Avoid pointing, screaming or yelling

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

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

Information to provide to Law Enforcement or 911 Operator

The specific location of the active shooter

Number of Shooters

Physical description of shooters

Number and type of weapons held by shooters

Number of potential victims at the location

Unlawful Demonstration or Walkout

Prohibited Activities

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

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

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

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

The principal notifies the Superintendent/District Emergency Preparedness Director.

Emergency Evacuation Map

An Emergency (Drill) Cheat Sheet For 2020/2021 School Year

There are three basic types of emergency responses:

1. **Evacuate** (because it is safer outside)
2. **Shelter in Place** (because it is safer inside)
3. **Lockdown** (because it is safer inside)

Situation	Response	Rationale
Fire	<p>Cue: Fire Alarm-Look for the PA Announcement (Evacuate -- Shelter in Place-- or All Clear</p> <ul style="list-style-type: none"> • Shelter in place and wait for the announcement to evacuate or the all-clear • Evacuate if you smell smoke or see flames. • Evacuate and take all possessions • Doors closed but unlocked 	<p>It is dangerous inside the building. We may not be able to re-enter the buildings for hours or days.</p> <p>Firefighters may need to enter the rooms</p>
Earthquake	<p>Cue: PA Announcement "Earthquake"</p> <ul style="list-style-type: none"> • Duck and Cover • Evacuate when signaled to do so • Take all possessions • Doors closed but unlocked 	<p>Falling objects are dangerous It may be dangerous in the building We may not be able to re-enter the buildings</p> <p>Emergency personnel may need to enter the rooms</p>
<p>Shelter in Place</p> <p>Shelter in place means finding a safe location indoors and staying there until you are given an "all clear" or told to evacuate. You may be asked to shelter in place because of a chemical, radiological, and/or another hazard.</p>	<p>Cue: PA announcement, "Shelter in Place."</p> <ul style="list-style-type: none"> • Lock door, close blinds, turn off lights • Duck and cover • <u>Air flow</u> may be cut off to rooms 	<p>Report any such items to the person at your evacuation point.</p> <p>It is dangerous inside the building We may not be able to re-enter the buildings.</p> <p>Emergency personnel may need to enter the rooms</p>
<p>Lockdown (active shooter)</p> <p>Lockdown means finding a safe location indoors and staying there until you are given an "all clear" or told to evacuate. A lockdown can be because of an active shooter; RUN/HIDE/FIGHT if needed</p>	<p>Cue: PA announcement, "Lockdown"</p> <ul style="list-style-type: none"> • Run: If you can, have an escape route <u>anplan</u> in mind • Hide: If you are stuck, hide. Block entry to your hiding place and lock the doors. • Fight: If the shooter finds you, then fight, with whatever you can 	<p>Lockdown means finding a safe location indoors and staying there until you are given an "all clear" or told to evacuate. A lockdown can be because of an active shooter; RUN/HIDE/FIGHT if needed</p>