Comprehensive School Safety Plan

2021-2022
School Year

School:	Cesar Chavez Language Academy
CDS Code:	49709120128074
District:	Cesar Chavez Language Academy
Address:	2480 Sebastopol Road Santa Rosa, CA 95407
Date of Adoption:	2022-2023
Date of Update:	September 7, 2022
Date of Review:	
- with Staff	September 7, 2022
- with Law Enforcement	August 16, 2022
- with Fire Authority	August 17, 2022

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 ofthe 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 I, 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 2480 Sebastopol Rd., Santa Rosa CA 95407.

Safety Plan Vision

CCLA Vision: Through collaboration on campus and with community organizations, we will send all CCLA students to high school socially and emotionally prepared ready for careers or college pathways.

CCLA Mission Statement: At Cesar Chavez Language Academy, we believe in providing a rigorous academic education while meeting the needs of the whole child. We believe in having high expectations, high accountability, and providing high levels of support. We challenge and support all students while providing a safe and relevant learning environment that prepares our students for college and career pathways in high school.

“CCLA is a proud family that empowers and prepares students for their future.”

Components of the Comprehensive School Safety Plan (EC 32281)

Cesar Chavez Language Academy Safety Committee
The Cesar Chavez Language Academy reviews the Comprehensive School Safety Plan as updated by the school principal. The plan is presented to the Advisory Council for review at an opening meeting of the Council. The Advisory Council announces the meeting by proper notice to all community stakeholders including parents and staff. The School Safety Plan is approved by the School Advisory Council each year prior to the submission of the plan to the Board of Education.

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

Assessment of School Safety
See Safe School Environment Component 1, 2, 3

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Procedures for Compliance with School Safety Laws, District Policies, Regulations, and Procedures

Cesar Chavez Language Academy, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators and other persons who may be interested in the prevention of campus crime and violence, has developed a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. This Safety Plan presents strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.
Education Code 322280-32289

In addition to the school's principal, the following parties are also invited to participate in the school's annual review: Teachers representing SRTA, Classified employees representing CSEA, all Parents, the Mayor of Santa Rosa, and California Rural Legal Assistance. The Bilingual Advisory Board is responsible for approval of the Safety Plan each year.

Cesar Chavez Language Academy conducts, at a minimum, one annual review of each of its building's emergency and crisis response plans, protocols, and procedures and each building's compliance with the school safety drill programs. This school updates its response plans, protocols, and procedures, as necessary.

The School Safety Plan is updated by March 1 of each year and is forwarded to the Board of Education for approval at a regularly scheduled meeting.

The Safety Plan includes the following components:

- Assessment of current status of school crime, including hate crime policies & procedures
- Child abuse reporting procedures
- Disaster procedures, routine and emergency
- Suspension and expulsion data
- Notification of teachers of dangerous students
- Sexual Harassment policies
- Provisions for any school dress code requirements
- Procedures to ensure the safety of students, staff and families coming to and from school
- School discipline – rules and procedures
- Search and seizure
- Verification of Safety Plan's review

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

CHILD ABUSE REPORTING PROCEDURES

Section 11165.7 of the California Penal Code requires certificated school employees to report suspected cases of abuse and protects all who make reports in good faith from civil and criminal liability. In order to fulfill the district's responsibility and to ensure thorough and professional management of the problem, the following shall apply:

- All school personnel are made aware through staff meetings and written notification of their obligation to report child abuse. Board Policy 5141.4 provides direction to school employees for reporting child abuse. All school personnel understand that they are mandated reporters.
- Child abuse forms (SS-8572) are located in the counseling office readily available for confidential use.
- The district administration shall see that all employees are provided with information about the nature of child abuse and neglect, the state law, the district policy, and the reporting procedures as well as the legal and social treatment resources available in the community.
- All school employees must report all cases of suspected child abuse or neglect to the building administrator who will report, orally. The employee must follow up with the written report to the child protective agency of the Department of Social Services of Sonoma County and to the law enforcement agency having jurisdiction, according to procedures set forth in administrative regulations.
- Any school employee having information relative to a case of suspected child abuse or neglect shall cooperate with investigating and/or treatment agencies.
- The guiding principle for handling all situations is maximum protection for the possible abused or neglected minor plus humane treatment of parent or other adult suspected of abuse or neglect.

An abused child is any child under 18 years of age who:

Has sustained physical or emotional injury as a result of cruel or inhumane treatment or as a result of malicious acts by his/her parent or any person responsible for his/her careor supervision.
Has been sexually molested or exploited, whether or not she/her has sustained physical injury, by his/her parent or any other person responsible for his/her care or supervision.

PROCEDURES FOR REPORTING CHILD ABUSE

Reporting: To comply with the Mandatory Reporting requirement of the Child Abuse Act (Section 11165.7) of the California Penal Code.

Who Shall Report: Any teacher or other school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report to the school principal or the principal's designee who will make the initial contact with Child Protective Services and the appropriate law enforcement agency, i.e. the Santa Rosa Police Department or Sonoma County Sheriff's Office if the child lives outside the city limits.

Staff Responsibility: According to Penal Code Section 11165.7 any staff member is responsible for completing a report even if he/she reports to the principal. The teacher or other school employee must complete the written report form (Report of Suspected or Possible Child Abuse Form—SS-8572) with or without the endorsement of the administrator, by virtue of being a separate appropriate agency by the Site Administrator.

Information Required: The written report shall be filed giving the following information: name, address and age of the student; name and address of the parent/guardian; nature and extent of injuries or description of neglect; any other information that might help establish the cause of the injury or condition; name and signature of initial reporter, name and signature of site administrator, and date. School employees shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.

Proof: It is not the responsibility of the school employee to prove that the child has been abused or neglected or to determine whether the child is in need of protection.

Professional Conduct: Any personal interview or physical inspection of the child should be conducted in a professional manner with sensitivity to the child's privacy, concerns, and self-respect.

What to Look For: There are several clues to look for when considering the possibility of child abuse or neglect. One sign alone may not necessarily be indicative of a problem. If a number are present, it is prudent to consider the possibility of child abuse or neglect. The teacher or school worker should suspect neglect or abuse if the following is observed:

(a) The child is habitually away from school and constantly late.

(b) The child arrives at school very early and leaves very late because s/he does not want to go home.

(c) The child is compliant, shy, withdrawn, passive, and uncommunicative (perhaps having internalized his/her problem of dealing with adults).

(d) The child is nervous, hyperactive, aggressive, disruptive, or destructive (perhaps acting out his/her hurt to secure attention).

(e) The child has an unexplained injury-a patch of hair missing, a burn , a limp or bruises.

(f) The child has an inordinate number of "explained" injuries such as bruises on his/her arms and legs over a period of time.

(g) The child exhibits an injury that is not adequately explained.

(h) The child complains about numerous beatings.

(i) The child complains about the mother's boyfriend "doing things" when the mother is not at home.

(j) The child goes to the bathroom with difficulty.

(k) The child is inadequately dressed in inclement weather with, for example, only a sweater in winter for outer wear.

(l) The child wears a long-sleeved blouse or shirt during summer months to cover bruises on arms.

(m) The child has clothing that is soiled, tattered, or too small.

(n) The child is dirty and smells or has bad teeth, hair falling out, etc.

(o) The child is thin, emaciated and constantly tired, showing evidence of malnutrition and/or dehydration.

(p) The child is unusually fearful of other children and/or adults.

(q) The child has been given inappropriate food, drink or drugs.

(r) The child has an unusual number of visits to the hospital/doctor/emergency room.

(s) The child has an unusual number of sprains, strains, broken bones.

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

Disaster Plan (See Appendix C-F)

SECTION IV

DISASTER PROCEDURES (ROUTINE & EMERGENCY)

The civil defense plan for Lawrence Cook Middle School has bee prepared in compliance with the California Administrative Code, Title 5, which requires all public schools, kindergarten through junior college, to have written civil defense plans which will be reviewed at least annually by the local governing board. The plan includes specific courses of action to be taken in the event of a disaster. Each employee of the school is expected to be completely familiar with this plan and prepared to carry out his/her responsibility in an emergency. The plan is devoted to the welfare and safety of the students during the school day, but this should not be considered a limiting factor. The major objectives of civil defense and disaster planning are to save lives and protect property in the event of a disaster. This plan has been developed with these objectives in mind.

Objectives

To provide for effective action to minimize injuries and loss of life among students and school personnel. To provide for the maximum utilization of school personnel and facilities in caring for disaster victims.

To protect school property.

Communications

The primary means of communication, depending on the emergency, will include telephones, cell phones, 2-way radio, intercom, fire alarm, and campus supervisors. In specific, non-threatening situations, students may be used for communication purposes. In a local, state or national emergency, AM radio stations and television stations will be used for information purposes. The District will be the responsible agency for coordinating and implementing these communication plans and processes.

Welfare

The welfare service has the responsibility to both the school and the community with primary responsibility being the care of the students. During major disasters the District may be directed to utilize school facilities for congregate care centers.

Medical and Health

The District health service has a responsibility to both the school and community, with primary responsibility being given the students. The regularly assigned health technician will be available as required and direct this service.

Supply

Supply requests will be directed through the Assistant Principal's office to the Assistant Superintendent for monitoring and action. The Assistant Principals are responsible for the immediate control, supervision and coordination of requests and distribution of supplies needed during the period of disaster.

Transportation

It may be necessary, under certain conditions, to use all available transportation resources to transport students and staff from the area of danger to an area of safety. School buses, private cars, and other means of transportation may have to be utilized. Requests for transportation will be consolidated by the Assistant Principals and forwarded to the director of transportation for the district.

Public Information

The Principal will be responsible for providing to the Assistant Principal information to provide to radio, press, and television and for taking any other steps that are necessary to keep parents informed.

Control

The Principal is responsible for the control and care of the students. The principal will direct the staff in the implementation of the

disaster plan and prepare the school through assignment of duties as outlined in the Emergency Operations Plan.

Assignment of Duties

Every staff member has a responsibility for performing certain duties in times of emergency.

Principal: The principal, or a designated representative, will assume overall direction of disaster procedures, including:

Direct the evacuation of buildings in the event of fire, threat of explosion, or following the cessation of earthquake tremors.
Arrange for the physical transfer of students, when student safety is threatened by fire, high winds, or any such peril. Issue orders to teachers to move students to designated areas of safety within the school, if necessary.

Teachers: Each teacher will be responsible for:'

The direct supervision of his/her students.

Direct the evacuation of students to designated assembly areas, in accordance with warning signals, written notification, or orders from the Principal.
Give the DROP command during an earthquake or in the event of a surprise attack. Take roll when the class regroups at the designated assembly area.
Report to the assistant principals the names of any students unaccountably absent. Send students who are in need of first aid attention to the first aid station.

Head Custodian: The head custodian and assistants will be responsible for:

the use of emergency equipment, handling of supplies, and the safe use of available utilities. Survey the school plant and report damage to the principal.

Assist in rescue operations as required.

Direct and assist in fire-fighting activities until regular fire-fighting personnel take over.

Control main shut-off valves for water, gas and electricity and take other preventative measures to minimize hazards that may result.
Disburse emergency equipment as ordered.

Take steps necessary to conserve useable water supplies.

Emergency Actions

Panic is one of the greatest dangers to students. Panic usually occurs only when individuals feel hopelessly trapped or involved.

School personnel must remain outwardly calm, analyze the situation, and take appropriate action.

Each teacher must maintain possession of the attendance sheets at all times. All staff members must be thoroughly familiar with the concepts of this plan. In the absence of orders from the principal or designated representative, each teachers is authorized and directed to implement any of the plans described herein or to take such action as may, in her/his judgement, be necessary to save lives and mitigate the effects of the disaster. As soon as possible thereafter, s/he will notify the District Superintendent or appropriate school official of the action taken.

The principal may implement one or more of the following emergency actions:

Action: Stand by

Action: Go Home

Dismiss all classes and send students to their homes by the most expeditious means. The action will be considered only by the principal if there is time to return students safely to their homes.

Action: Leave Building

The orderly movement of students and staff from inside the school building to an outside area of safety will be implemented when anything occurs which might make the school uninhabitable.

Evacuation plan and location areas will be posted in each classroom and assembly area (see emergency and fire drill routes).

The principal will give directions for the school secretary to call the fire department upon notification of any fire or activation of the alarm for any reason other than fire drills.

The following instructions are to be followed by teachers and students:

Everyone, including office personnel, must leave the buildings.

The first person to reach a door should open it and remain at that spot until the last person has left the room. He/she should then close the door and join the class.
There should be no running, talking, pushing or crowding.

Any student not with their class at the time of the alarm should join the class outside. Do not rush toward the room as it may interfere with those coming out.
Teachers should carry emergency kit and roll sheets. Doors are to be closed and locked.
Teachers should leave the room last, making sure all students are out and the door closed.

Teachers should check their attendance sheets against the students present and account for all students.

In the event of a fire drill or an emergency of any kind which permits time for inspection of lavatories, the teacher in the room nearest these facilities is assigned this duty.

Emergency Procedures

The primary consideration in any emergency situation must be the safety and welfare of the students and staff. Thos teachers directly in charge of students at the time of an emergency are expected to take all reasonable and necessary steps to ensure the safety and well-being of those students and to maintain responsibility for them until released by the principal or designee. In the event of an actual emergency situation, all school personnel are expected to implement the school's emergency response plan at the direction of the principal or designee, and to remain on duty until released by the principal or designee.

When an emergency occurs, the principal will consult with the Administrative Team as well as the

Superintendent on whether or not to evacuate the school. An announcement will then be made to inform

staff and students of the emergency procedures to be followed.

If a decision is made to send students home or to another location, every attempt will be made to notify parents by telephone and/or by radio or TV.

ABOVE ALL, IT IS IMPERATIVE THAT ALL PERSONNEL REMAIN CALM AND IN CONTROL THROUGHOUT THE EMERGENCY

FIRE/FIRE DRILLS

Emergency evacuation drills shall be conducted at each site on a monthly basis. Principals are encouraged to simulate problems that may occur in a real emergency as a regular part of their school's evacuation drills. Staff and students should be encouraged to evaluate the conduct of drills and to recommend changes they feel will make them more effective.
When the fire alarm sounds the following process will be initiated: All personnel leave the buildings during the drill.

Follow the evacuation plan for your specific area.

Teachers are responsible for the safe and orderly evacuation of the students in their charge.

Insure that no student remains in the building, lights are turned out and doors and windows closed. In a drill, lock the doors. In a real fire, leave the doors closed, but not locked.
Attendance sheets must be taken from the room and attendance taken after arriving at your designated location.

Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated evacuation route is blocked.
Remain in position until the "all clear" has sounded.

Should fire break out in your area:

Sound the alarm by pulling the lever in the nearest fire alarm box.

Notify the office by the fastest possible method as to the nature and location of the fire. Immediately follow the prescribed fire drill procedure.

YOUR FIRST RESPONSIBILITY IS TO MOVE YOUR STUDENTS TO SAFETY.

FIGHTING THE FIRE OR SAVING EQUIPMENT IS SECONDARY.

SECTION II

PROCEDURES FOR COMPLIANCE WITH SCHOOL SAFETY LAWS

(SECTIONS II-XI)

DISTRICT POLICIES, REGULATIONS, AND PROCEDURES

All District Policies, Regulations, and Procedures may also be accessed on the internet at the district website www.srcschools.org under the Board of Education heading. Each year staff receives the updates of the board policies.
In accordance with Board Policy 5142, the administrative team establishes rules to ensure the welfare, safety, and security of all students. These rules are outlined to students, staff and parents in the following methods:

o District and School Polices and rules are outlined in the student handbook. The student handbook is given free-of-charge to each student at the beginning of the year and to new enrolling students throughout the year.

o Teachers are presented with topics of immediate concern to discuss in the classroom as requested.

o Daily school bulletins are read throughout the school campus during the first few minutes of third period. These bulletins include clarifications to existing school rules and reminders of school rules as well as LCMS' Best PLUS reminders.

o Lawrence Cook Middle School's website: https://lcms-santarosa-ca.schoolloop.com/

o Parent Rights notification letter given to all parents at the beginning of the year and to new enrolling parents throughout the year through the SRCS Information Handbook.

o Bi-monthly Newsletters remind parents of current issues and concerns are sent home in both English and Spanish.

o Administrators visit physical education classes during the first few weeks of the year to review expectations and policies.

The school implements Board Policy/Administrative Regulations 5131.6 regarding Drug and Alcohol Abuse. Lawrence Cook Middle School is within a Drug Free Zone established by the City of Santa Rosa and is posted as such.

Cesar Chavez Language Academy operates as a closed campus as provided in Board Policy 5112.5.

Parents are held responsible for damage caused by student vandalism in accordance with Board policy 5131.6.

In accordance with Administrative Regulation and Board Policy 1250, visitors to Lawrence Cook Middle School are required to sign in at the Main Office and receive a visitor pass. These regulations also provide direction in dealing with unwelcome visitors or trespassers who cause disturbances or loiter. Visitors who do not follow these regulations are subject to school consequences if they are students from another campus or police citations if they are non-students.

Cesar Chavez Language Academy works with West Sonoma County and other transportation companies to implement Board Policy/Administrative Regulation 3545.6 related to student transportation issues.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
SUSPENSION & EXPULSION

State Law and School Board Policies authorize suspension or expulsion for certain behaviors. Suspensions are not issued without justification. Your child may be suspended from school for up to five days for the following behaviors:

1. Defiance of authority or deliberate classroom disruption.
2. Verbal or physical threat or action against another person.
3. Fighting.
4. Possessing, using, or providing illegal substances, or alcohol.
5. Gambling.
6. Stealing property- personal or school property.
7. Vandalism of personal or school property.
8. Smoking.
9. Harassing or intimidating students or staff.
10. Using racial slurs or vulgar language.
11. Receiving stolen property.

While on a suspension, students must remain at home and may not participate in any school functions.

Expulsion is mandated for the following offenses.

1. Causing serious physical injury to another person.
2. Possessing fire arms, knives, explosive or other dangerous objects.
3. Unlawful sale of any controlled substance, such as drugs.
4. Robbery or extortion.

Policies Regarding Actions Which Would Lead to Suspension and/or Expulsion:

Board Policies and Administrative Regulations:
5114
5114.1
5114.4
5114.5
5114.6
5114.7

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
SECTION VI
NOTIFICATION TO TEACHERS OF DANGEROUS STUDENTS

Definition: (Sec. 49079 Ed. Code)

Dangerous Students are defined as any student guilty or reasonably suspected of violating any subdivision of Ed. Code 48900.

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, 48900.5 or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.
(d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.
(e) Cesar Chavez Language AcademyTeachers and staff will be notified when a student is currently enrolled or transferring to Cesar Chavez Language Academy who is considered a “Dangerous Student” (by above definition). Staff will be notified by the administration or the administrative designee prior to the student’s first day of attendance.
(f) This information to the teachers is based on district records (previous two years), what is received from the previous elementary school district or coming from a law enforcement agency. This information is confidential for the purpose that it is intended (i.e. school safety) and shall not be further disseminated.

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

SEXUAL HARRASSMENT POLICY

Board Policy and Administrative Regulation 5145.7 contains the District Policies on sexual harassment. The policies are designed to prevent sexual harassment, to provide due process and to respond immediately to any complaints that are made.

Cesar Chavez Language Academy provides a clear message that students do not have to endure sexual harassment. It is communicated in our student handbook, during Community Building Days and at assemblies and rallies during the beginning of the year and at various times throughout the school year. CCLA staff members provide the instruction and information during workshops while administrators and counseling provide the information during assemblies and rallies.
Students are encouraged to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
Students are provided different avenues in which to come forward: CCLA teachers, administrators, counselor(s) or staff members.
Harassment policies, investigative procedures, and letters to be used in communicating with the parents of the victim and accused have been provided to all administrative staff and they are available electronically on the student discipline program.

A district wide equity training task force is in place. Its members provide training to school staff through the year. CCLA administration and staff members are encouraged to attend.
Policies and the school's response to harassment are detailed in the Student Handbook. Students receive copies of the handbook at the beginning of the school year. Classroom teachers and CCLA administrators familiarize students with its content during the first few weeks of each school year.

Cesar Chavez Language Academy administrators speak with all students in physical education classrooms about harassment early in the school year each year. New enrollees are trained upon induction to the campus.

Cesar Chavez Language Academy has an Safe School (SSA) program through a Community Connections class. Students are available through the class teacher, restorative specialist, and counseling office and are available to speak with other students.

Cesar Chavez Language Academy is committed to protecting its students, and employees from 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. 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.

Cesar Chavez Language Academy has a STOPit Solutions account so that all 7th and 8th-grade students can anonymously report any harassment.

"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 persistent teasing
- Threatening
- Intimidating
- Stalking
- Cyberstalking
- Cyberbullying
- Physical Violence
- Theft
- Sexual, religious, nor racial harassment
- Public humiliation

Sexual Harassment

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:

Making unsolicited written, verbal, physical, and/or visual contact with sexual overtones such as:

1. Suggestive or obscene letters, notes, invitations, pictures, or objects.
2. Leering and other suggestive or lewd looks, expressions, or gestures.
3. Derogatory comments, slurs, jokes, or epithets.
4. Assault, touching, impeding, or blocking movement.
5. Continuing to express sexual interest after being informed that the interest is unwelcome.
6. 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 the 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, school service, and Saturday school. 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 ensure 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 ensure 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 a 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 ensure that students are in an environment that is physically and emotionally safe.
2. Staff shall seriously address any student actions which involve harassment, intimidation, threats, or aggressive conduct, whether it is 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.
4. Incorporate aspects of "Second Step" and/or other curriculum as units relate to refusal skills, assertiveness, and peer pressure.

K-3 Suggested Activities:
1. Classroom meetings 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. Classroom meetings at the start of the year to address the need for respect and safety.
2. During the first trimester 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.
4. Incorporating aspects of the "Second Step" or similar curriculum as units relate to refusal skills, assertiveness, and peer pressure.

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

Sexual Harassment / Discrimination (All Students):
Dr. Kimberlee Armstrong, Associate Superintendent of Educational Services
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 x 80302
karmstrong@srcs.k12.ca.us

Sexual Harassment / Discrimination (All Employees):
Michael Shepherd, Assistant Superintendent of Human Resources
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 ext. 80602
rjackson@srcs.k12.ca.us

Refer to district Policy and Administrative Regulation 5145.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Students are required to adhere to the Common Student Dress policy or have a parent waiver on file. Common dress options include white or green polo shirts, black or khaki pants/shorts/skirts/ skorts/jumpers. Students may also wear their spirit t-shirts purchased or provided by the school.

Common Dress Guidelines for All Students
(With or without waivers)

Unless a waiver is on file, all students will dress in the adopted clothing style and colors. The following dress code requirements apply to all Tk-8th grade students.
All clothing must fit.
Pants must be worn at the waist and may not be more than one size bigger than the student's waist.
Shirts and tops must cover the midriffs, but not be longer than hip level.
School T-shirts are acceptable any day.
Skirts, dresses and shorts must be long enough not to be revealing or inappropriate for school.
Absolutely no hats, caps, beanies or head coverings are to be worn indoors, unless for medical or religious reasons.
Belts (brown or black) may be worn but must be tucked into belt loops.
No initials or other markings are allowed on the buckle or belt.
Shoes must be flat with closed toes or athletic style.
Jackets are allowed in any color except for solid red or blue.

School sweatshirts are acceptable any day. No symbols affiliated with gangs*, nudity, sex, violence, drugs/alcohol, or profanity.
No large hoop or dangling earrings.
No exposed body piercings that create safety issues or disrupt learning.

Please refer to our School Common Student Dress Code on our website for more information

SCHOOL COMMON STUDENT DRESS CODE

Cesar Chavez Language Academy's Common Dress Code adheres to Santa Rosa City Schools' Board Policy 5132 and Administrative Regulation 5132. It is expected that students will come to school appropriately attired including a neat, clean, and complete dress code. We ask that the clothing be sized appropriately.

The school attire, including styles and colors, applies to all students.
Parents that require a waiver are encouraged to meet with the Principal one week prior to two weeks after the start of the school year.
Parents requiring financial assistance are encouraged to meet with the Principal to come up with a mutual plan for obtaining financial help. Every effort will be made to assist students who need financial assistance.
Our goal is to have a clothing exchange program during each academic year.
Our goal is to have clothing with the CCLA logo available for purchase at the school.

Tops should be solid white. For parents concerned with white tops, there is an option of solid Forest or Hunter green top.
Shirts must have a collar (Oxford style, polo or girls' collar blouses).
Shirts can be long or short sleeved.
Shirts should cover the midriff but not be longer than hip level.
On designated school days, such as school spirit day or as requested by classroom teachers, students may wear their CCLA t-shirt.

Sweatshirts and sweaters of all types
V-neck, crew neck, and cardigan and zipper down should be solid Forest or Hunter green, solid white, black or gray.
Any school sweater is allowed and available through the school.

Winter Jackets and Raincoats
Any color and combination EXCEPT solid blue or red.
Jackets and raincoats may include designs.

Bottoms and jumpers should be solid khaki or black
Only TK-1st grade students may wear soft cotton sweats and elastic shorts/pants on any day.
Pants and shorts may not be cargo style, sweats, or denim.
Jumpers and skirts must be knee length. Shorts, leggings or tights must be worn underneath.
Skorts must be knee length
Leggings must be solid black or white.
Pants must fit at the waist and not be more than one size too large or small. If belts are worn, they must be the correct size and not hang down from the waist.

Accessories
Shoelaces, beanies, gloves, belts, and scarves are allowed.
Beanies and ball caps may NOT be worn indoors.
Accessories may be any color EXCEPT solid blue or red.
All logos (including sports logos) are prohibited, except on a designated spirit day.

NOTE:
No jackets, outerwear or any other article of clothing should contain words, letters, designs, or pictures depicting gang related affiliation, drugs, alcohol, or obscenities.

Not permitted on any school day
Sandals, sling backs, or heels (no open-toed shoes)
Dangling earrings

Tight fitting, baggy or inappropriate length attire
Halter tops, tank tops, crop tops, or low cut tops
Bottoms must not have holes or rips.
No pajama bottoms or sweat pants. This includes PE clothes for MS students, which should only be worn during PE
No blankets

Enforcement of the dress code policy
We ask that parents make every effort to see that their children arrive at school in the proper attire. If a student arrives out of uniform, the teacher will notify the parent identifying the issues. The first occurrence is a warning. If there are future violations, the parent will be required to bring the appropriate clothing to school before the student can be admitted to class. Repeated violations will require a parent/teacher/principal conference. If there is an extenuating circumstance the parent should communicate directly with the Principal.

(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
The streets near the school are busy, especially at the beginning and end of the school day. Utmost care should be used by pedestrians and bicyclists at each intersection. Special care should be taken on the school grounds. Students and parents need to be extremely careful dropping off and picking up their children at Cesar Chavez Language Academy. Children should not run to and from vehicles.

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.

CAMPUS VISITORS

All campus visitors, including parents, are to report to the main office. The school has a volunteer sign-in binder that should be filled out when arriving on campus. Signs are posted at entrances indicating that all visitors are to report to the office.

RELEASING CHILDREN 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.
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.
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 office.

Again, a child may not be released to anyone other than a parent, guardian, or person(s) listed on the child's emergency card. A child may go home on a particular day with someone other than those listed on the emergency card if, and only if, the child brings a note to school, signed and dated by the parent or guardian and gives the note to the teacher.

If you are going to pick up your child early, as a courtesy, send a note for your child to give to the teacher at the beginning of the day. When you arrive to pick up your child, come to the attendance window to sign out your child.

PARKING & DRIVING

Drivers may not leave the car in the drop off zone to walk the student to class. Disabled parking requires a permit. Do not park and leave your vehicle in yellow or red zones. Please consider car-pooling, biking or walking to school events whenever possible.

The curb at the front of the school is for drop off and pick up only. Do not park in the yellow or red zone.

Parking is limited. The speed limit through campus is 5 mph.

CCLA Drop Off & Pick Up Procedures
In order to ensure a safe drop off and pick up for all students, we ask that you follow the procedures listed below.
Morning Drop Off Reminders
When dropping off students, please have them exit your vehicle at the curbside of the drop off zones.
In the car circle, please pull all the way forward (towards Sebastopol Rd.)
Please do not pass other cars.
There is no parking in the car circle or along the curb at any time.

Afternoon Pick-up Reminders

Tk-6th grade Pick-up
All cars must have a sign with the student's first name and last initial displayed in the window.
Please pull all the way forward in the to the front of the pick-up area in the West-entrance parking lot.
Students will be waiting in their designated lines until called upon by a supervising adult. Students will be directed to stand on a colored circle.
Rain: Pull up to the Annex back door. Students will wait in the Annex and will be sent out when their car arrives.
Tk/K release time is 1:15 M-F
1st-6th release time is 2:20 M/T/Th/F, and 1:15 on Wednesdays

7th & 8th grade Pick-up
Please pull all the way forward to the front of the pick-up area (gate in front of the gym).

7th & 8th grade Bus Riders
In order to ride the school bus, families must fill out the bus application through West County Transportation.
Students who ride the bus must report to the bus stop immediately after school and wait for the bus to arrive.
TK-6 siblings can ride the school bus if they have a 7th-8th grade sibling riding the bus and have obtained a bus pass.

Walkers
If parents walk onto campus to pick up their students, they can wait for them outside the gym on the West entrance.
Any students in grades TK-6th who are not picked up by 2:35pm will go to the main office and wait for an adult to pick them up.
Rain: Students will be waiting in the Annex.

Other: Please do not arrange to meet your child at any location where supervision is not provided.
Sibling groups: The older sibling will report to the younger sibling's pick up location

BICYCLE SAFETY

Children 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 are recommended.

The following bicycle safety rules should be understood by the students:
Be careful and alert at all times.
Obey all traffic rules and signs.
Ride in a single file.
Never weave in and out of traffic.

Never cut corners on left turns.
Always use arm signals when turning.
Always keep to the right side of the road or in bicycle lanes.
Never hang on to moving vehicles.
Be careful where you park your bike.
Always ride one on a bike.
Always walk your bicycle on the sidewalk when crowded or on the school grounds.
Always wear a helmet - it is the law.

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

Component:
Cesar Chavez Language Academy provides an orderly, purposeful atmosphere which 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, responsible and cooperative.

Element:

- Provide effective student programs, creating a sense of belonging and inclusion in the school.
- Create a nurturing physical environment.
- Create a caring and connected school climate
- Create a caring and effective management structure
- Maintain communication with parents and partners in our school community.
- Integrate school safety with all other school plans in order to promote safety and well being.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: A variety of methods of communication will be employed to increase parent and community connectedness to the school.	Activity 1: Facebook Account: CCLA Quetzalez updates community and parents on events, as well as shares news after events, including photos Activity 2: Monthly newsletter and monthly parent tips will be sent home to families in Spanish and English. Activity 3: The sandwich board in front of the school will announce events and holidays in Spanish and English. Activity 5: The Parentlink system will call to families' phones to announce events, reminders and holidays in Spanish and English. Activity 6: The school website should be updated to include information in English.District support needed for Spanish translation.			

Objectives	Action Steps	Resources	Lead Person	Evaluation
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.	Activity 1: The Bilingual Advisory Board, 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. Activity 2: The family engagement facilitator, and student engagement facilitator will work with families to provide offerings that students are interested in: this year the cooking club was a new addition. Activity 3: The principal will hold monthly Coffee Chats with parents to inform parents of school happenings and promote two-way communication. Activity 4: The principal, Family Engagement Facilitator and classroom teachers will recruit parent volunteers to work in the classrooms or on campus. A training will be provided. Parents also have a parent work room to hold meetings as well as work on teacher prep projects. Activity 5: The Office Manager works with "Mighty Mouth" for dental prevention & care. They do teeth cleanings & provide sealants for students who do not have dental insurance.			

Component:
Create a nurturing physical environment.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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.	Activity 1: The principal will work with the BEST Team to design and order banners to post inside and outside. The mention the school motto, the school rules, the Toolbox tools, etc. Activity 2: The counselors, Student & 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. This includes a larger variety of recess activities: Large Chess & Checkers sets, Zip Cars, etc.			

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 2: The school will take on tasks to support a clean campus.	Activity 1: The custodian does school wide sweeps of garbage. Activity 2: The principal and student engagement facilitator will work on ways to streamline garbage and recycling at the table with an interested teacher. Activity 3: 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.			

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Cesar Chavez Language Academy Student Conduct Code
SECTION V

SUSPENSION & EXPULSION

Suspension Procedures

Students who violate a section of Education Code 48900 are subject to suspension. Consequences for infractions of school rules are outlined in a Discipline Matrix developed by District administrators so that discipline has consistency district-wide and suspensions/expulsions are administered equitably.

Students who are expelled are enrolled in Community schools, a program operated by the Sonoma County Office of Education. Students who are expelled but have the expulsion suspended are enrolled in a regular or alternative programs in Santa Rosa City Schools.

The following procedures are used for violations of Education Code 48900:

Suspension:

Parents or guardians of students suspended from school are sent a suspension letter that lists the educational code for the offense. Parents or guardians are also notified via telephone or in person.

CCLA administrators and the attendance clerk notify teachers of a student's suspension as soon as is possible. The email notification will note the specific education code infraction, the number of days of suspension and a request for homework for the student to be turned into the attendance office within a reasonable amount of time.

Expulsion:

Students who are recommended for Expulsion are suspended for five school days and an extended suspension is requested. Often, students are then generally removed from campus for the duration or the expulsion process.
Students who are expelled are placed in a Community Day School operated by the Sonoma County Office of Education. Students may also have an expulsion suspended, and then are enrolled in a regular or alternative program within the district.

All Students who return from an expulsion either within or from outside the Santa Rosa School District must have an entry meeting with an administrator prior to entry at Lawrence Cook Middle School. This meeting may include a restorative specialist as well as a counselor and the administrator.

The SAFE office receives an electronic copy of the suspension notice automatically through the student information system.

Students may be suspended for a maximum of 5 days on any single infraction and a maximum of 20 days of suspension may be assigned in a single school year.

REMOVAL OF A STUDENT BY A PEACE OFFICER

Education Code Section 48906 states:

When a principal or other school official releases a minor to a peace officer for the purposes of removing the minor from the school grounds, the school officials shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the pupil to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, as defined in Section 11165.7 of the Penal Code or pursuant to Section 305 of the Welfare and Institutions Code. In those cases, the school official shall provide the peace officer with the address and telephone number of the minor's parent or guardian.

Expulsion Procedures

Education Code 48915 (c) requires a principal to suspend a pupil and recommend expulsion, and further requires the Board of

Education to expel a pupil who commits any one of the following acts:
Possession of a firearm

Brandishing a knife at another person Selling a controlled substance
Committing or attempting to commit a sexual assault or committing a sexual battery Possessing an explosive

Education Code 48915(a) requires a principal to suspend a pupil and recommend expulsion of a pupil who commits any one of the following acts:

Causing serious physical injury to another person except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the pupil Unlawful possession of any controlled substance, except for the first offense for less

than one ounce of marijuana

Robbery or extortion

Assault or battery upon any school employee

Conduct Code Procedures

Cesar Chavez Language Academy supports a safe and positive learning environment. Cesar Chavez Language Academy is currently in the third year of implementing the BEST Program – "Building Effective Schools Together". The program supports the use of three over-arching rules: Be Safe, Be Respectful and Be Responsible. Two teams of Cesar Chavez Language Academy staff members have attended a formal BEST training, and team members meet several times a year to discuss the full implementation of the program.

During the 2021-2022 School year, a group of Staff members identified 5 specific rules that support students being safe, respectful and responsible:
Speak Respectfully, Walk Everywhere, Hands to Yourself, Keep it Clean, Just be Kind
Students learned the 5 rules, the gestures and sign language for the 5 rules in classroom assemblies,
monthly assemblies, and they are mentioned on the daily bulletin by student council.

CCLA admin does safey talk and ed code review in the first week of school in all PE classes. Attendance is taken and absent students receive the presentation at a later time.

The following guidelines and rules are meant to insure a safe learning environment for everyone at school:

- Respect other people's property, bodies, and feelings.
- Follow directions and cooperate with others.
- Use language which is respectful and courteous.
- Play safely and only in areas with adult supervision.
- Honestly accept responsibility for one's actions.

The following are NOT allowed:

- Unnecessary noise, talking, or physical contact which is disruptive.
- Refusing to follow the directions of any school staff members.
- Play which is unsafe and/or not in a supervised area.
- Littering and not picking up after oneself.
- Foul language which offends or hurts others.
- Threats or harassment.
- Stealing or damaging school or personal property.
- Fighting or other unsafe and inappropriate physical contact.
- Tobacco, alcohol or illegal drugs.
- Knives, firearms, firecrackers or other dangerous objects.

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)
- Detention
- 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
- 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
o School Principal must determine the need for the use of the contraband detention dog
o School Principal must notify the Superintendent/Designee prior to the arrival of the contraband detention dog on a school campus
o 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

* Please note Attachment B which is the BEST Common Behavioral Expectations for All Common Areas, currently in development stage

Classroom: Teachers should 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.

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.

Playground

- 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 the whistle blows (unless raining).
- Freeze applies at all other bells. Students are to remain still after the whistle until they hear the whistle to walk to class line.
- 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.

Equipment

- No kick balls or soccer balls may be used on ball walls:
- Kicking balls are allowed in field only. Red/yellow balls, volleyballs may not be kicked.
- 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.
- Hardballs are not permitted at any time.
- Softball may only be played in an organized, adult-supervised game
- Skateboards and roller blades are not permitted.

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 would also remember to 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 individual 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.

- Kindergarten students may not play on the metal play structures.
- Hands and bars should be dry; on dry days hands can become damp from perspiration and from moisture beneath the ground shavings.
- The area under the apparatus is kept clear; a child who drops to the ground should not linger.
- Physical Fitness area and apparatus may be used only under the direct supervision of a qualified supervisor, by qualified or qualifying children.
- Nearby children should report injuries to the nearest adult immediately; injured children should remain in place.

- Nothing should be tied or attached to any apparatus.
- Use equipment only with a secured shoe, nothing sharp in pockets, and without eating or chewing.
- Children should keep their hands and feet to themselves when on the equipment.
- When waiting for turn, wait in line.
- Only go down slide, and one person at a time.
- Only stunts permitted where hands are in contact with the apparatus.
- No moving or throwing of shavings.

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

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 are asked to 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.

The Kinder door shall remain locked during school hours. The outside gate to Kindergarten yard shall remain closed during school hours.

Releasing Children 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 immediately dial 9-911 for emergency assistance. The emergency personnel who arrive should be given a copy of the child's emergency card and apprised of the contact made with the family.

The child will be taken to Sutter Medical Center unless otherwise indicated by the parents or the information on the emergency card.

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 Accident

If a student is injured 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 moved. 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.

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

Definition:

Any student (grades 4-12) guilty of a violation of Ed. Code 48900 and 48900.2 and/or Penal Code (Section 422.6); if determined that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of violence primarily motivated by discrimination (as defined by Ed. Code…) this is considered as a Hate Crime. Under these circumstances the student(s) may be subject to enhanced consequences as determined by the California Penal Code and the Santa Rosa City Schools District Office.

Hate crime policies and procedures

Actions:

California Education Code Section 200-201 specifically addresses hate crimes and these sections are enforced at our school. Section 200-201 of education code is attached to the end of this plan.
Santa Rosa City Schools Board Policy 5131 addresses maintaining a safe and hate-free school environment.

Attachment # A Education Code 200-201

200. It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefore.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.

(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.

(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.

(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.

(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.

(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

(g) It is the intent of the Legislature that this chapter shall be interpreted as consistent with Article 9.5 (commencing with Section 11135) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code, Title VI of the federal Civil Rights Act of 1964 (42 U.S.C. Sec. 1981, et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681, et seq.), Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)), the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), the federal Equal Educational Opportunities Act (20 U.S.C. Sec. 1701, et seq.), the Unruh Civil Rights Act (Secs. 51 to 53, incl., Civ. C.), and the Fair Employment and Housing Act (Pt. 2.8 (commencing with Sec. 12900), Div. 3, Gov. C.), except where this chapter may grant more protections or impose additional obligations, and that the remedies provided herein shall not be the exclusive remedies, but may be combined with remedies that may be provided by the above statutes.

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

Sexual Harassment / Discrimination (All Students):
Dr. Kimberlee Armstrong, Associate Superintendent of Educational Services
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 x 80302
karmstrong@srcs.k12.ca.us

Sexual Harassment / Discrimination (All Employees):
Michael Shepherd, Assistant Superintendent of Human Resources
211 Ridgway Avenue
Santa Rosa, CA 95401
(707) 890-3800 ext. 80602
rjackson@srcs.k12.ca.us

(K) Procedures for Preventing Acts of Cyber-bullying

Cesar Chavez Language Academy 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
Cyberstalking
Cyberbullying
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 AR 1312.3 - 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 AR 1312.3 - 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.commonsensemedia.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

Safety Plan Review, Evaluation and Amendment Procedures

The attached Comprehensive School Safety Plan is in compliance 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 Bilingual Advisory Council includes the following representatives: Principal, SRTA Certificated employees, CSEA classified employees, and parents.
The School Bilingual Advisory 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 Bilingual Advisory Council conducted a public hearing to gain public input into the plan. Appropriate revisions were made.
The School Bilingual Advisory 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 adopted the original plan on December of 2020. It has been updated in May of 2022.
Information in the plan will be disseminated to all teachers, parents, and students.

Safety Plan Appendices

Emergency Contact Numbers

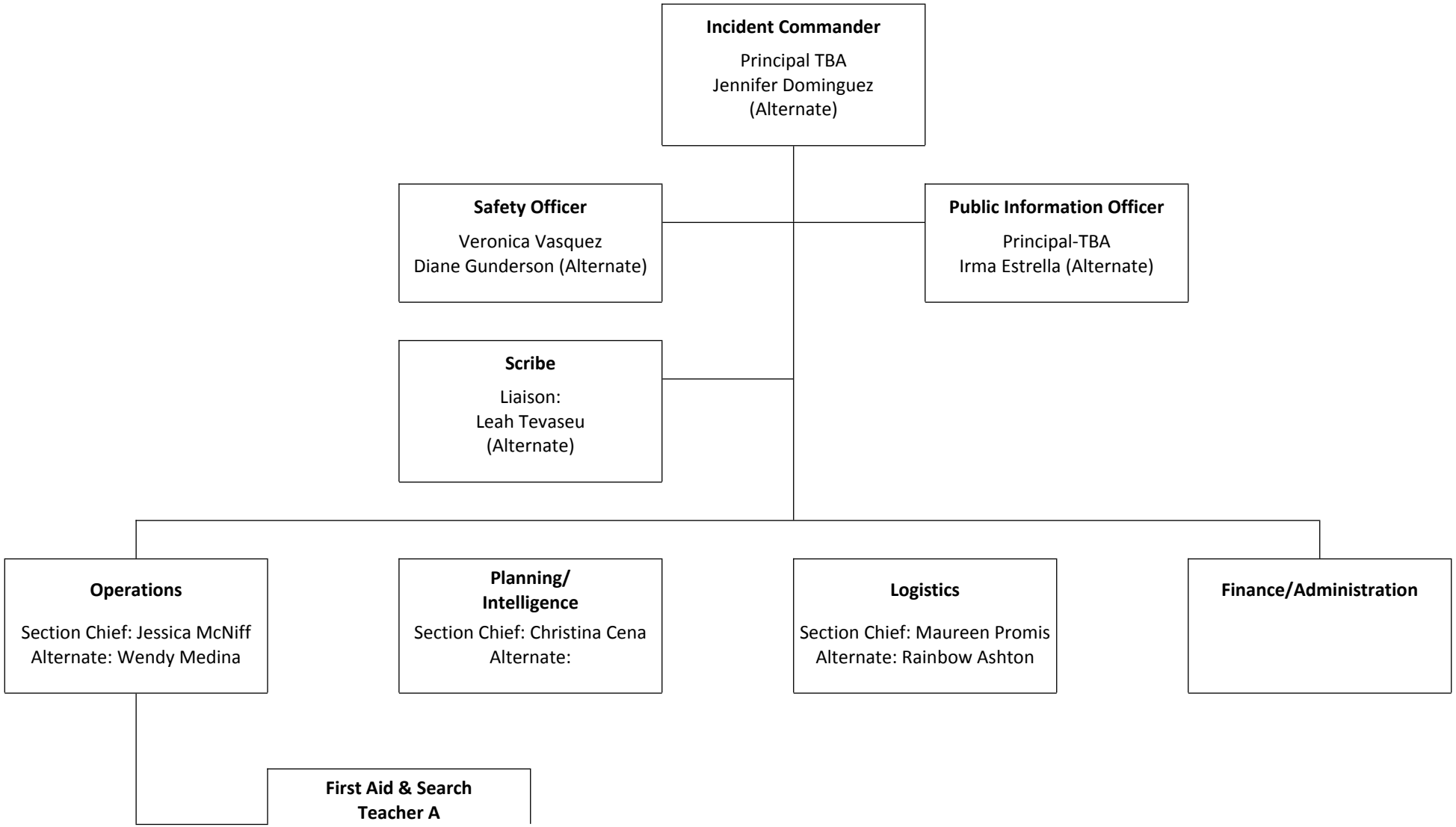
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	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	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department (Non-Dispatch)	707-528-5222	Non-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	After Hours Emergency (707) 543-3805
Other	Animal Regulation, (Sonoma County)	707-565-7100	Animal Control

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Initial Annual Revisions	September/October 2021	CCLA Principal and CCLA Safety Liason
Submitted to District Office for Police and Fire Review	November 15, 2021	To Patty Turner, Director of Risk Management & Safety
SEMS Review by Site Principal's Advisory Council	May 23, 2022	During Monthly meeting at CCLA
SEMS Reviewed by CCLA Subject Department Committees	TBA August 2022	Department Meetings at CCLA

Cesar Chavez Language Academy Incident Command System



Anel Badillo Leon (Team Leader)
Alison O'Herlihy (Alternate)
Barbara Gay
Pati Ramirez

COMMUNICATIONS TEAM
Lynnette Casey(Team Leader)
Silvia Morales (Alternate)
Gino Beccaria

SEARCH & RESCUE TEAM
Anthony Zamora (Team Leader)
(Alternate)
Briana Quintana
Valeria Garcia Buenrostro
Briana Cervantes
Eric Guzman
Justin Long
Nick Vivieros

Student Release & Accountability
TeacherB

STUDENT RELEASE /
STAFF ACCOUNTING TEAM
Margarita Carillo (Team Leader)
Terrie Smith (Alternate)
Marlene Jimenez
Wendy Barron

ASSEMBLY / SHELTER TEAM
Araceli Sandoval (Team Leader)
David Fiore (Alternate)
Everyone Not Listed

MAINTENANCE / FIRE /
SITE SECURITY TEAM
Ramon Munoz (Team Leader)
Erasmo Gonzalez(Alternate)
Zackaryas Mebrahtu
Zeru Tesfay
Kyle Thompson
Isai Aguilar (security)

CRISIS
INTERVENTION TEAM
Nicole Alley (Team Leader)
Sandra Hernandez (Alternate)
Nancy Castillo
Humanidad therapists

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:
District Emergency Response Plan

This plan has the following objectives in an emergency:

1. 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.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.
5. To protect school property.

IF STUDENTS ARE IN CLASS, THE TEACHER SHOULD FOLLOW EMERGENCY PROCEDURES.

IF STUDENTS ARE OUT OF CLASS, STUDENTS AND STAFF ARE TO REPORT TO THEIR 1ST PERIOD TEACHER AT THE BASKETBALL COURTS FOR ROLL AND ASSESSMENT OF STUDENTS.

IN A SERIOUS EMERGENCY, THE FOLLOWING WILL BE IMPLEMENTED:

GENERAL ACTIONS OF SCHOOL STAFF

PRINCIPAL

The principal of each school is responsible for the implementation of the district emergency response policy at her/his school. In the event of an emergency the principal or designee will assume overall direction of disaster procedures for the school.
1. Authorize disaster alarm.
2. Authorize evacuation.
3. Assess condition of staff and students (report of assistant principal).
4. Assess structural damage, check for fires (report of head custodian).
5. Establish command center (room 65 or office).
6. As back-up, make sure water and gas have been shut off.
7. direct secretary to contact the District Office to apprise of situation.
8. Remain at Command Center for decision-making.

ASSISTANT PRINCIPAL

Assemble as soon as possible, assess the nature of the emergency, and assist in the organization and direction of the action teams.
1. Report to the administration building area.
2. Assist in making decisions regarding the location of the Command Center.
3. Check with staff and receive information from teachers in assigned areas.
4. Relay information via walkie-talkie to the Command Center.
5. Complete the injury and missing persons report.
6. Check with and receive information from teachers in assigned areas.
7. Relay information via walkie-talkie to the Command Center.
8. Direct student check-out procedures, if necessary.
9. Direct campus supervisors to high crisis areas.

TEACHERS

Teachers will be responsible for the supervision of students in their charge and perform duties as assigned.

1. Check in with the assistant principal.
2. Complete missing persons report and return to designated assistant principal or campus supervisor.
3. Assess condition of all students (physical and emotional), fill in report and give to assistant principal or campus supervisor.
4. Notify administrative leaders if support is needed.
5. Keep your class together and stay with them at all times.
6. Indicate and provide transport if necessary for injured victims to first aid station.
7. Note dangerous or pending problems to administrative liaison.
8. For heavy rescue of trapped victims, contact an assistant principal.
9. An assistant principal will notify and direct release of students.

PRINCIPAL'S SECRETARY

Stand by to report emergency to appropriate authorities at direction of principal or designee.

MAIN OFFICE STAFF

Prepare to staff telephones, monitor radio emergency broadcasts, and serve as messengers.

ATTENDANCE OFFICE STAFF

1. Account for all students and staff.
2. Get injury and missing persons report from each teacher and report to command.
3. Complete student release log.

SCHOOL HEALTH STAFF

Prepare to administer first aid and/or supervise administration of first aid by those trained in it.
1. Evacuate building with first aid medical supplies and pink medical cards when signal is given.
2. Report to Command Center.
3. Set up emergency medical station at pre-designated location.
4. Establish priorities for injured victims.

CAFETERIA MANAGER

Oversee the use and preparation of cafeteria, and food and water supply at the direction of the principal or designee.

CUSTODIAN

Prepare to examine building and plan for damage. Keep the principal or designee informed of conditions at the site.
1. Shut off gas.
2. Have designated custodians check for structural damage and report to you.
3. Access disaster supplies.
4. Help in set-up of designated command center.

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
Levels of Emergencies

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

- Level One Emergency
- Level Two Emergency
- Level Three 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
Plan Implementation

The Plan will be:

- Initiated by the principal or designee when conditions exist which warrant its execution

- Implemented by all staff that will remain at school and performs those duties as assigned until released by the principal.

Step Four: Communicate the Appropriate Response Action
School Personnel Responsibilities:
Principal- Command, and control of school- media spokesperson or designee
Office Manager- assigned to stay with the principal for administrative support functions and logging of events, decisions, etc.
Office Tech - In charge of student emergency cards.

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

Types of Emergencies & Specific Procedures

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance
Animal/Animal Disturbance

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

1. Isolate the pupils from the animal.

¬If an animal is outside, keep pupils inside.

¬If an animal is inside; keep pupils outside or in some other sheltered area. ¬Call the office to report.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

Characteristics of an Active Shooter situation

Victims are predominately selected at random
The event is unpredictable and evolves quickly
Unless confronted, law enforcement is required to resolve the violent situation

Coping with an Active Shooter situation

Be aware of your environment and any possible dangers
Take notes of the two nearest exits in any facility/location you enter
If you are in an office and can't escape, stay there and secure/barricade the door
Attempt to take the Active Shooter down as a last resort

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.

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
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.

During
When Inside
1. Personally execute Action "DUCK, COVER AND HOLD ON" 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. Warn students to avoid touching electrical wires that may have fallen to the ground.
4. Notify the custodian of breaks or suspected breaks in utility lines or pipes.

When outside
Upon the command "DUCK, COVER AND HOLD ON", students and staff should immediately move away from buildings and other objects that might topple over, DROP to the ground and COVER the head.

This ACTION is considered appropriate for, but is not limited to, the following:
* Active Shooter
* Bomb threat
* Chemical accident
* Explosion or threat of explosion
* Fire
* Other similar occurrences that might make the school buildings unsafe.

After
Evacuate Building when earthquake stops
1. Fire alarm bell
Description:

- Teachers 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 evacuation map and assigned line up areas)
- Teachers take attendance. If all students are accounted for, hold up green laminated paper inside of the red bag. If any students are no 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. ALL CLEAR signal, long continuous bell: command given by the principal/designee.

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.

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

Location:
Business Complex Parking Lot nearby on
1202 Apollo Way
Santa Rosa, CA 95407

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

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

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal is continuous. The PA system can also be used to EVACUATE. EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.

2. Order a verbal evacuation if the fire alarm does not sound.
3. Notify emergency responders, Call 911.
4. Notify the Superintendent/ District Emergency Preparedness Director of the evacuation and location.
5. Stay calm and remain SILENT. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. WALK - Do not run.
7. Teachers will supervise egress from the classrooms into the designated Evacuation Areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office. The teacher leaves the classroom last closing doors (not locked) and if safe windows.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In the case of FIRE ONLY, close the doors upon evacuating.

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

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

Fire on School Grounds

FIRE

1. Warning: The smoke and flames themselves indicate fire.
2. Actions:

a. Sound fire alarm.

b. Students and adults evacuate building to predetermined assembly areas. Teachers should be prepared to evacuate their students on their own initiative if they believe conditions merit such action.

c. Following evacuation, teachers shall take roll, report missing students, determine and report those in need of first aid, and await further instructions.

d. Teachers will remain in charge of their students until released by the principal or designee.

Flooding

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

Incident Commander

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

General Staff:

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

Students and staff will be notified if and when it is safe to return to the school site and/or building under the direction of emergency

responders and in consultation with the Principal/Designee/Superintendent/District Emergency Preparedness Director. Do not return to the school building until it has been inspected and determined safe by property authorities.

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

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

Other heat advisory related resources that may be helpful:
Santa Rosa City Schools Heat & Air Quality Advisory:
https://drive.google.com/file/d/1zHoNMWJHkyOAqIYUJeHAswsG7fKUSl13/view?usp=sharing
NWS HeatRisk forecast web page: https://www.wrh.noaa.gov/wrh/heatrisk/
California Department of Education (CDE) Excessive Heat web page: https://www.cde.ca.gov/ls/ep/extremeheat.asp
Centers for Disease Control and Prevention Tips for Preventing Heat Related Illness web page:
https://www.cdc.gov/disasters/extremeheat/heattips.html
California Interscholastic Federation Heat Illness web page: https://cifstate.org/sports-medicine/heat_illness/index

Loss or Failure Of Utilities
Notify the District Superintendent/District Emergency Preparedness Director.

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

During the School Day:

If the power outage 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.

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. 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 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 progressional (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 fon 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

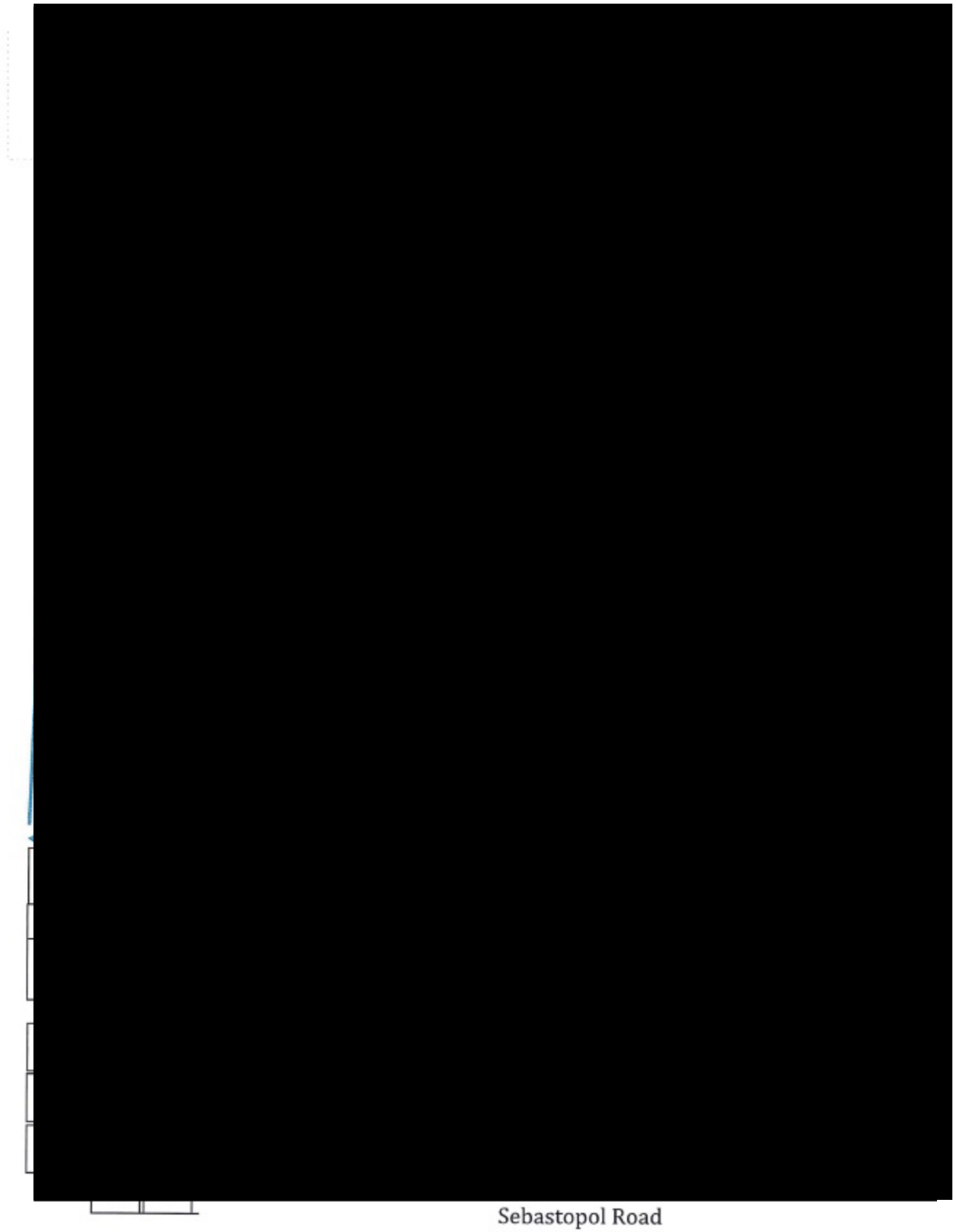
Wildfires or Wildland/Urban Interface Fires have occurred almost on a yearly basis around Sonoma County and or nearby local counties and schools may have a lot of warning about a wildfire that may affect their location, or they may have very little time to respond. In the response phase, the principal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



Quick Reference Guide

HOW DO I FIND MY "HEATRISK" LEVEL? (IS IT TOO HOT FOR OUTDOOR PHYSICAL ACTIVITIES?)

National Weather Service HeatRisk Prototype. Map and grid (and definition of "heat sensitive groups" in Overview Tab) available at https://www.wrh.noaa.gov/wrh/heatrisk/

Color	Level	Meaning	Who/what is at risk?	For those at risk, what actions can be taken?
Green	0	• Level of heat poses **little to no risk**	• No elevated risk	• No preventative actions necessary
Yellow	1	• Heat of this type is **tolerated by most;** however, there is a **low risk for sensitive groups** to experience health effects	• Primarily those who are extremely sensitive to heat	• Increase hydration • Reduce time spent outdoors or stay in the shade when the sun is strongest • Open windows at night and use fans to bring cooler air inside buildings
Orange	2	• **Moderate risk for members of heat sensitive groups** to experience health effects • **Some risk for the general population who are exposed to the sun and are active** • For those without air conditioning, **living spaces can become uncomfortable during the day,** but should cool below dangerous levels at night	• Primarily heat sensitive or vulnerable groups, especially those without effective cooling or hydration, or those not acclimated to that level of heat (i.e. visitors) • Some transportation and utilities sectors	• Reduce time in the sun between 10 a.m. and 4 p.m. • Stay hydrated • Stay in a cool place during the heat of the day • Move outdoor activities to cooler times of the day • Open windows at night
Red	3	• **High Risk for much of the population who are 1) exposed to the sun and active or 2) are in a heat sensitive group, or 3) visiting a warmer climate and exposed to sun/heat** • **Dangerous to anyone without proper hydration or adequate cooling** • **Poor air quality** is possible • **Power interruptions** may occur as electrical demands increase	• Much of the population, especially people who are heat sensitive and those without effective cooling or hydration • Those exposed to the heat/sun at outdoor venues • Transportation and utilities sectors	• Try to avoid being outdoors in the sun between 10 a.m. and 4 p.m. • Stay hydrated • Stay in a cool place especially during the heat of the day • If you have access to air conditioning, use it. Even a few hours in a cool location can lower risk. Fans may not be adequate • Cancel outdoor activities during the heat of the day
Magenta	4	• Very High Risk for entire population • Very dangerous to anyone without proper hydration or adequate cooling • This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared • Poor air quality is likely • Power outages are increasingly likely as electrical demands may reach critical levels	• Entire population is at risk • For heat sensitive groups, especially people without effective cooling, this level of heat can be deadly • Most transportation and utilities sectors	• Avoid being outdoors in the sun between 10 a.m. and 4 p.m. • Stay hydrated • Stay in a cool place, including overnight • If you have access to air conditioning, use it. Even a few hours in a cool location can lower risk. Fans will not be adequate • Cancel outdoor activities during the heat of the day

Santa Rosa City Schools

COVID-19 Updated: Heat & Air Quality Advisory

Air Quality Index (AQI)	Recommended School Activities	School Responsibility	District Responsibility
Good (0 - 50): Air quality is considered satisfactory, and air pollution poses little or no risk.	• Great day to be active outside!	**COVID-19 update:** • Encourage ventilation - open windows and doors in classrooms and offices. • Engage HEPA Filters and HVAC.	• None
Moderate (51 - 100): Air quality is acceptable; however, for some pollutants there may be a moderate health concern for a very small number of people who are unusually sensitive to air pollution.	• Great day to be active outside!	• Monitor readings, keep staff aware of sensitive students.[1] **COVID-19 update:** • Encourage ventilation - open windows and doors in classrooms and offices. • Engage HEPA Filters and HVAC.	• Monitor the situation if the index worsens.
Unhealthy for Sensitive Groups (101 - 150): Although general public is not likely to be affected at this AQI range, people with lung disease, older adults and children are at a greater risk from exposure to ozone, whereas persons with heart and lung disease, older adults and children are at greater risk from the presence of particles in the air.[1]	• It's OK to be active outside, especially for short activities such as recess and physical education. • For longer activities such as athletic practice, take more breaks and do less intense activities. • Watch for symptoms and take action as needed.[1] Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.	• Inform staff that restrictions are in place based on these recommendations. • Ensure that staff are following the guidelines. **COVID-19 update:** • Close windows and doors. • Engage HEPA Filters and HVAC.	• Remind site admin of the restrictions under this level of Air Quality. • Monitor the situation if the index worsens. • Determine if there are site by site concerns. • Respond to school if there are site by site concerns to support and determine severity.
Unhealthy (151-200): Everyone may begin to experience health effects members of sensitive groups may experience more serious health effects.	• For all outdoor activities, take more breaks and do less intense activities. • Consider moving longer or more intense activities indoors or rescheduling them to another day or time. • Watch for symptoms and take action as needed.[1] Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.	• Inform staff that restrictions are in place based on these recommendations. • Move all athletic related events to indoors if possible or reduce to less intense activities if moving to indoors is not possible. • Ensure that staff are following the guidelines. **COVID-19 update:** • Close windows and doors. • Engage HEPA Filters and HVAC.	• Remind site admin of the restrictions under this level of Air Quality. • Monitor the situation if the index worsens. • Determine if there are site by site concerns. • Respond to school if there are site by site concerns to support and determine severity. • Consider the protocol for closing schools.[2]
Very Unhealthy (201-300): Health alert: everyone may experience more serious health effects.	• Cancel all activities or reschedule them to another day. **COVID-19 update:** • Transition to Distance Learning Model.	• Inform staff that restrictions are in place based on these recommendations. • Cancel all athletic related activity. • Ensure that staff are following the guidelines • Stay in communication with the School District Office for changes. **COVID-19 update:** • Ensure teachers access students via Distance Learning Model.	**COVID-19 update:** Consider Initiate Protocol for Closing of Schools, either site by site or for the School District.[2]
Hazardous (301-500): Health warnings of emergency conditions. The entire population is more likely to be affected.	• No Guidance from AirNow.gov **COVID-19 update:** • Transition to Distance Learning Model.	**COVID-19 update:** • Ensure teachers access students via Distance Learning Model.	

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

[2] **Protocol for Closing Schools:** The Superintendent will determine if schools or individual schools shall be closed. This shall be done in consultation with the SRCS departments, Sonoma County Office of Education and the County Public Health Office. If the incident has been considered on-going and of a duration greater than two hours the Superintendent shall initiate the protocol through the following notification activities: SRCS Website, SRCS social media account, automated phone dialer and parent alert system, notify the County office of Education and local media outlets.

Last updated: May 12, 2021